

NATIONAL VOCATIONAL EDUCATION
AND TRAINING RESEARCH PROGRAM

WORKING PAPER

Entry to vocations: current policy trends, barriers and facilitators of quality in VET in Schools

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Department of Industry, Innovation
Science, Research and Tertiary Education



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About the research

Entry to vocations: current policy trends, barriers and facilitators of quality in VET in Schools

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This working paper is part of a wider three-year program of research, ‘Vocations: the link between post-compulsory education and the labour market’, which is investigating both the educational and occupational paths that people take and how their study relates to their work. This particular paper looks at entry to the labour market or further study from school after undertaking a VET in Schools program.

The authors describe the current ‘in schools’ element of VET in Schools and the differences across jurisdictions in Australia. Further research in this strand will involve quantitative analysis and the mapping of VET in Schools participation, case studies and international comparisons. They take as their starting point an assumption that effective VET in Schools should have a vocational outcome, in terms of a job or further vocational study.

The paper raises a number of key questions, which will be explored in future research. These include:

- Are more intense programs of VET in Schools needed to deliver stronger labour market outcomes or to ensure they are more directly aligned with post-school VET programs?
- How do we make VET in Schools a career pathway rather than a retention strategy for non-academically inclined students?
- What preparation is needed for the effective teaching of VET in Schools? Should teachers have undertaken full teacher training like other school teachers or, as is the case with VET teachers, the current Certificate IV in Training and Assessment?

Tom Karmel
Managing Director, NCVET

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Introduction

Purpose

This working paper has been prepared as part of the three-year program of research: ‘Vocations: the link between post-compulsory education and the labour market’. There are three strands in the project: the first focuses on entry to vocations and how to improve occupational and further study outcomes from entry-level vocational education and training (VET). The second focuses on the role of educational institutions in fostering vocations and how occupational outcomes and educational pathways within VET and between VET and higher education might be improved. The third focuses on understanding the nature of vocations, their potential improvement and the development and use of skills in four broad industry areas. This discussion paper is part of Strand 1. It establishes a policy context and direction for Strand 1 of the research program: ‘Entry to vocations’ being conducted by the Education Policy and Leadership team at the University of Melbourne. The key research question being addressed by Strand 1 is: What are the main variables shaping the relationship between VET, employment and occupations at the entry level?

Recent and current National Centre for Vocational Education Research (NCVER) research has examined the impact of VET in Schools (VETiS) on student retention, engagement and aspirations (Nguyen 2010; Anlezark, Karmel & Ong 2006) and pathways from lower-level certificates (Stanwick 2005). Strand 1 aims to move beyond the discussion of the impact of VET in Schools on retention, an area where extensive research and data already exist, to investigate instead the current and potential models of providing intense/deep VET in Schools programs, particularly at certificate III level. Strand 1 will also examine the relationships between existing VET in Schools certificate III programs and their corresponding occupations, higher-level VET programs and vocationally oriented higher education pathways. Strand 1 will have a particular focus on the potential for a more systemic approach to advanced and intense programs of VET in Schools for delivering stronger employment and occupational outcomes and further study outcomes, particularly to higher-level VET. These issues will be examined in the context of four Australian education systems – New South Wales, Queensland, South Australia and Victoria.

While the Strand 1 research will focus on the participation of 15 to 19-year-olds in VET in Schools programs in senior secondary certificates, it is important also to acknowledge the significant proportion of this age group engaged in vocational programs in TAFE institutes, private providers and adult community settings who have left school early and who are undertaking VET certificates outside or in lieu of senior secondary certificate studies and school completion. Learners aged 15 to 19 years now make up a quarter of all VET students nationally (NCVER 2011b). For all 15 to 19-year-olds engaged in VET, non-VET in Schools students make up more than two-thirds (71.7%; NCVER 2011b), although the proportion of this group differs by state. Of the four Strand 1 case study states, New South Wales, Queensland and South Australia have varying proportions of their 15 to 19-year-old VET students who have left school early and who are engaged in VET outside the senior school certificates (60.7%, 66.7% and 75.4% respectively). Victoria has a significantly larger proportion of its 15 to 19-year-old VET students in the same category (87.3%). Despite these differences between the states, it is clear that there are significant numbers of young people opting to leave school early and undertake VET outside senior secondary certificates. This raises questions about the effectiveness of current approaches to VET in Schools in retaining students within the structure of the senior secondary certificate and providing relevant, attractive and coherent pathways to occupations and further study.

The vast majority of 15 to 19-year-old VET learners engaged in VET are participating at certificate levels II (29.9%) and III (36.8%; NCVET 2011a). Participation at certificate II and III levels has been stable in recent years; however, participation at certificate I and IV levels has increased significantly from 2008 to 2009 (11.6% and 16.9% respectively; NCVET 2011b). The increase at certificate I level is cause for concern as a pathway for early school leavers, as evidence suggests it has weak links to occupational and further study outcomes (Stanwick 2005).

As part of Strand 1, this working paper will be followed by a series of case studies examining innovative approaches to the provision of VET in Schools within the framework of senior secondary certificates. These case studies will draw on feedback and consultations with schools, TAFE institutes, private registered training organisations, policy-makers and other stakeholders. This working paper is intended to create a policy context in which to situate the subsequent analysis and fieldwork of Strand 1 and to frame the scope of the research. If VET in Schools is positioned as primarily a pathway to work, either as a direct pathway or as a pathway to higher-level VET, the policy context in which it is delivered represents the ideal. The examination of VET in Schools policy settings and contexts presented in this paper will provide a baseline from which to explore the curriculum models, institutional practices and school-level labour market relationships that foster the strongest links with occupations.

Three key themes will be explored in this working paper:

- the location of VET within the senior secondary certificates, as this constrains the depth and quality of VET in Schools offered
- the direction of jurisdictional policies and the impact of those policies on the provision of VET in Schools and the access of senior secondary students to quality vocational programs
- the extent to which VET in Schools is being effectively linked with occupations and provides strong education-to-work transitions.

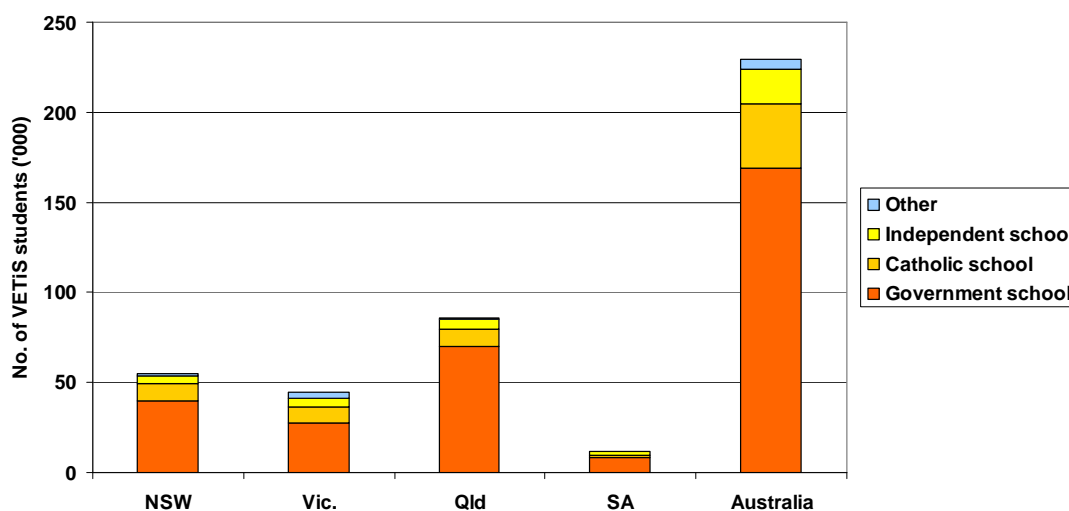
Background

VET in Schools enrolments have grown rapidly, trebling between the mid-1990s and 2004 (Lamb & Vickers 2006; Service Skills Australia 2010) and VET in Schools has played an increasingly visible role in shaping the senior secondary landscape (Te Riele & Crump 2002). Growth was particularly evident for Victoria (22%), New South Wales (4.4%) and Queensland (94%, although the large increase shown for Queensland could partly be attributable to improved reporting requirements). This is shown in more detail in figure A1 in appendix A. No growth in students taking VET subjects and courses was evident for South Australia. Growth in the number of VET in Schools students in school-based apprenticeships (SBAs) and traineeships in Victoria between 2006 and 2008 (32%) was strongly reversed in 2009, with a decline to pre-2006 numbers. Growth in Queensland in this category of VET in Schools provision is partly attributable to improved reporting requirements but also declined between 2008 and 2009. There was some growth in this category in New South Wales, but numbers in South Australia did not vary significantly. Overall, school-based apprentices and trainees (9.4% of all VET in Schools students) are outnumbered by more than ten to one by other VET in Schools program students (see figure A2 in appendix A).

Figure 1 shows the number of students enrolled in all types of VET in Schools programs in New South Wales, Victoria, Queensland, South Australia and Australia overall, by school type for 2009. As evident in figure 1, VET in Schools students are most likely to be found in government schools, with Catholic

schools the next most common providers. For example, if we look at senior secondary enrolments in Victoria in 2010 (Victorian Curriculum and Assessment Authority data 2011), 31% of government school students were enrolled in some VET in Schools, compared with 26% of Catholic school students and just 13% of independent school students. The 'other' group of providers include TAFE (technical and further education) institutes and adult community education (ACE) providers, the latter, particularly in Victoria, where there is an established ACE sector that offers senior certificate study for young people.

Figure 1 Number of VET in Schools students (all types of VET programs) enrolled in NSW, Vic., Qld, SA and Australia, by school type, 2009



Source: NCVET (2010).

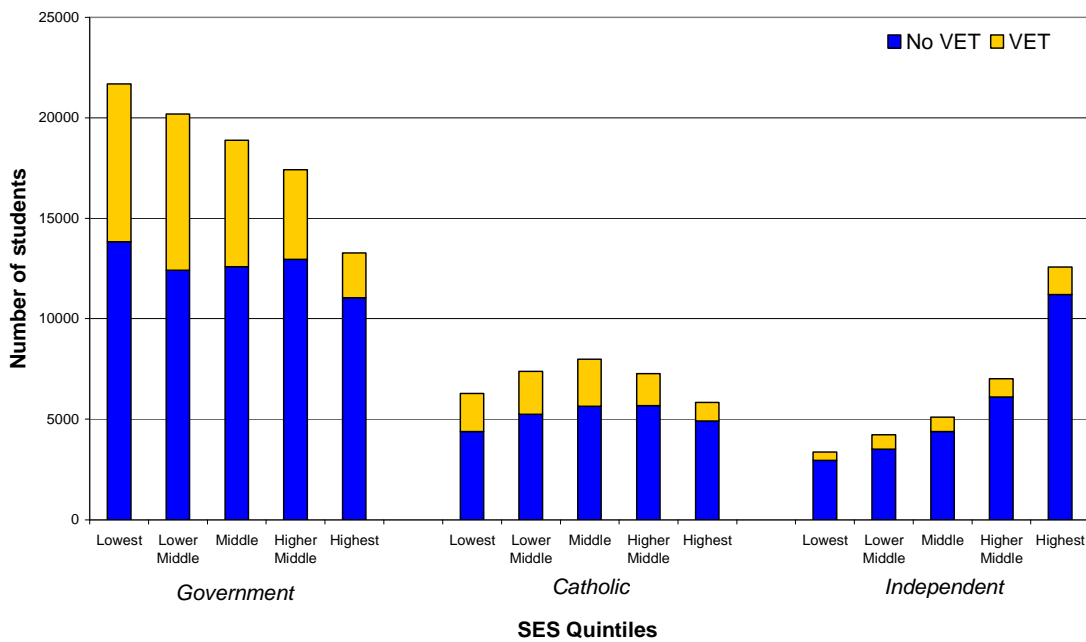
The distribution of VET in Schools and non-VET in Schools students, by socioeconomic status (SES) and school sector in one state, Victoria (see figure 2), shows that the most disadvantaged senior secondary students of Victoria are concentrated in government schools and these students are the most likely to be enrolled in VET in Schools study. This is a trend replicated in the other four jurisdictions.

In Victorian government schools, VET in Schools students in the two lowest socioeconomic status quintiles make up 38% of VET in Schools enrolments in all Victorian schools. The pattern is similar in Victorian Catholic schools, with the most disadvantaged students more likely to enrol in VET in Schools than more advantaged ones. By contrast, VET in Schools enrolments in Victorian independent schools are more evenly distributed by socioeconomic status quintiles, with students in the lower-middle (17%) and middle (14%) socioeconomic status bands most likely among independent school students to enrol in VET in Schools. Despite these differences, across Victoria as a whole, VET in Schools enrolments are dominated by low-SES students, with 50% of all VET in Schools students belonging to either the lowest or the lower-middle SES quintiles (72% of VET in Schools students in the middle, lower-middle or lowest bands). VET in Schools is used to educationally cater for this particular clientele of students in ways that mainstream senior certificate subjects have not been able to achieve with high levels of success. However, being situated within the structure of senior secondary certificates, VET in Schools delivery is constrained in its mode and quality of delivery by the curriculum and assessment frameworks of the senior secondary certificates, which have evolved to support traditional academic curriculum delivery and provide a pathway to university. These implications for the quality of VET in Schools are significant. School-delivered VET acts as a mechanism for social selection; it filters low-SES and low-achieving students out into a separate VET in Schools pathway and therefore it is imperative that VET in Schools, as a program alternative, is of

high quality. The inequity of senior secondary schooling in failing to cater for the lowest SES students in the mainstream curriculum is reinforced by the failure of VET in Schools to provide a strong, high-quality pathway to employment and further study.

Taking into account the more even social distribution of VET in Schools students in the independent and Catholic schools sectors, VET in Schools is used in different ways by different types of students.

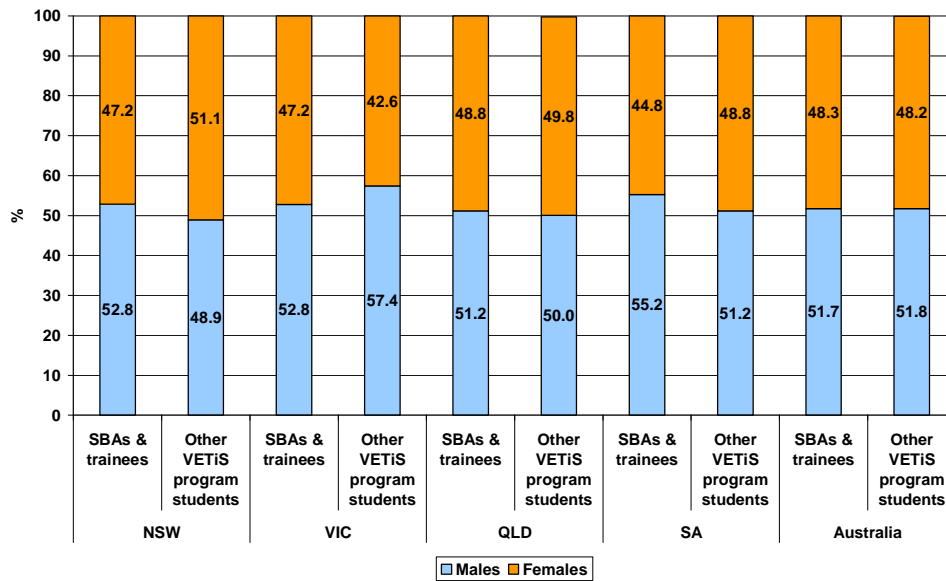
Figure 2 Distribution of VET in Schools and non-VET in Schools students by SES and sector, Victoria, 2010



Source: Victorian Curriculum and Assessment Authority data, 2011.

As figure 3 shows, across Australia there are slightly higher proportions of VET in Schools students who are male (51.7%/51.8%) than female (48.3%/48.2%) across both types of VET in Schools enrolments; that is, school-based apprenticeships/traineeships and other vocational education programs. However, differences are evident by state. In both New South Wales and South Australia females comprise a smaller proportion of students studying in school-based apprenticeships or traineeships than in other VET in Schools subjects and courses, while in Victoria females make up a greater proportion of the students engaged in school-based apprenticeships and traineeships than those enrolled in other VET in Schools subjects and courses.

Figure 3 Gender share (%) in school-based apprenticeships/traineeships and other VET in Schools programs, in NSW, Vic., Qld, SA and Australia, 2009

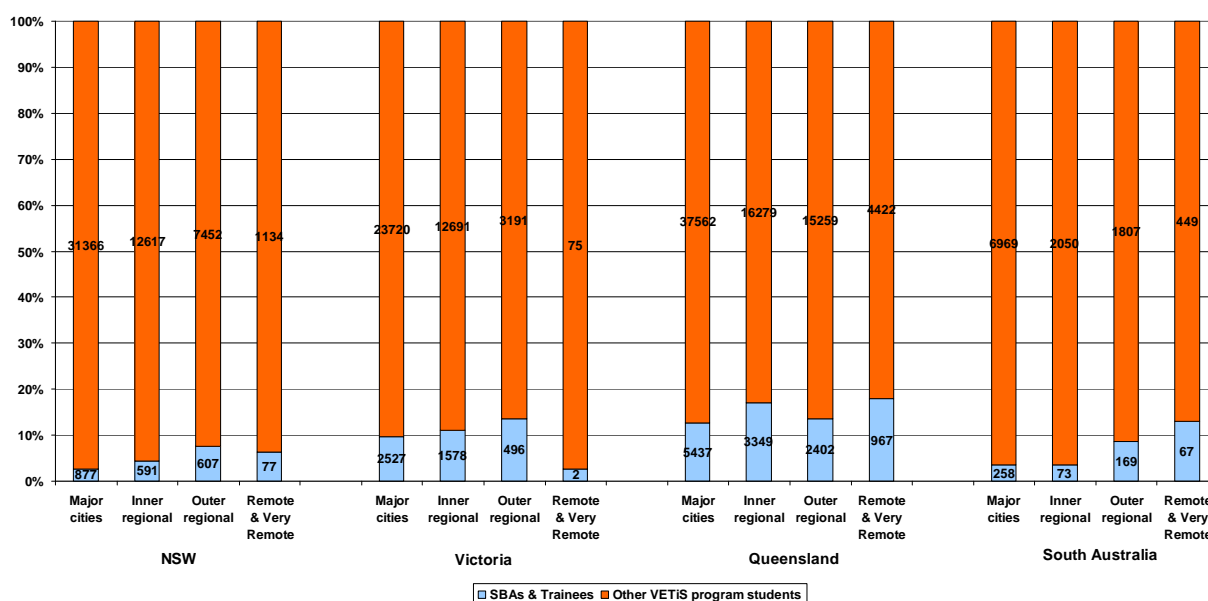


Source: NCVET (2010).

Across Australia, and in New South Wales and Queensland particularly, higher proportions of Indigenous students were engaged in school-based apprenticeships and traineeships than in other VET in Schools subjects and courses in 2009 (see figure A3 in appendix A). However, in Victoria and South Australia, higher proportions of Indigenous students were enrolled in other VET in Schools subjects and courses than in school-based apprenticeships and traineeships.

When residential location is considered, it is evident that, overall in Australia in 2009, VET in Schools students are engaged in higher proportions in other VET in Schools subjects and courses than in school-based apprenticeships and traineeships (NCVER 2011a). Further, a smaller proportion of VET in Schools students resident in major cities (8%) are engaged in school-based apprenticeships and traineeships than the proportions of VET in Schools students resident in inner-regional (11%), outer-regional (11%), remote (14%) and very remote (11%) areas. Figure 4 shows the proportions of VET in Schools students engaged in school-based apprenticeships/traineeships and other VET in Schools programs, by state and regions in each state for 2009. In New South Wales, Queensland and South Australia, higher proportions of VET in Schools students resident in inner-regional, outer-regional and remote/very remote locations were studying in school-based apprenticeships and traineeships than VET in Schools students resident in major cities. In Victoria, there were fewer than 100 VET in Schools students classified as resident in remote areas but greater proportions of VET in Schools students resident in inner-regional and outer-regional areas undertook school-based apprenticeships and traineeships than major city VET in Schools students.

Figure 4 VET in Schools students, in school-based apprenticeships/traineeships and other VET in Schools programs, by state and region, 2009



Source: NCVET (2010).

Previous studies indicate that VET in Schools does not always work well for low achievers and socio-economically disadvantaged learners (Dalton & Smith 2004; Crump & Stanley 2005; Polesel 2008; Phillips KPA 2007). Despite low achievers enrolled in post-school VET at certificates I and II experiencing better employment outcomes than school leavers not in education or training (Curtis 2008), low-level VET has been similarly problematic in its provision of successful pathways into full-time, sustainable employment (Stanwick 2005; North, Ferrier & Long 2010).

Most (92%) of the qualifications completed by VET in Schools students, by both those in school-based apprenticeships and traineeships and those in other vocational education programs in schools, are at certificate II (54%) or certificate I (38%) levels. However, almost twice the proportion of VET in Schools students in school-based apprenticeships and traineeships completed certificate III and above qualifications in 2009 (12.6%) than the proportion of other VET in Schools program students (6.8%). The inherent connection with industry and employment in school-based apprenticeships and traineeships provides a more coherent link to further VET study and occupational outcomes for students in those pathways. At a systemic level, a coherent and formalised link with employers and workplaces is something that is missing from most VET in Schools provision. Further examination of the benefits of workplace links with VET in Schools programs and the way in which these links may be formed and sustained is necessary for the strengthening of VET in Schools programs and pathways.

What is evident from existing research of VET in Schools is the failure of non-school-based apprenticeship and traineeship pathways (that is, the other vocational education programs in schools) to provide strong occupational and further study outcomes, particularly for disadvantaged students, who are the dominant users of school-based VET. As participation in VET in Schools continues to grow, it is imperative that more is done to identify how stronger relationships between VET in Schools and occupations can be realised and how those relationships can feed into the delivery of more intense and higher-quality provision.

Variables shaping the relationships between VET in Schools and occupations

The impetus of the first part of Strand 1 is to identify and examine the capacity in the senior secondary *environment* for the provision of *effective models of certificate III* vocational programs that provide *strong pathways* to entry-level occupations and related higher-level vocational study. A clearer understanding of the *policy* environment in which VET in Schools exists and the conceptualisation of VET in Schools shaped by those policy environments will inform the future work of Strand 1 in examining the effective models of VET in Schools provision in the case studies. Institutional barriers to the provision of effective models of VET in Schools exist at the system, regional and school levels. The four case studies to be conducted in the next stage of the Strand 1 research will explore in detail the curriculum models, institutional practices and school-level labour market relationships that facilitate strong pathways between VET in Schools and occupations by examining the variables operating at the regional and school levels. This working paper examines the system-level policy structures that shape the way VET in Schools is provided in the four jurisdictions.

It is important to highlight the heterogeneity of VET in Schools provision both between jurisdictions and within jurisdictions and in its purpose. There is no one model of VET in Schools. A discussion and understanding of this diversity is important. While the ‘VET’ in VET in Schools is perhaps well understood, there is a need to explore and clarify the ‘in schools’ element of the term. The typologies of VET in Schools identified in the next section of this report seek to provide a framework for conducting the ongoing research across the diverse landscape of VET in Schools provision.

Framing the discussion

Models of VET in Schools

With over 90% of Australian schools now delivering some form of vocational education (Nguyen 2010), a discussion of how VET in Schools connects with and relates to occupations is necessarily complex and displays increasingly diverse and innovative provision and delivery arrangements. VET in Schools can be and is delivered in a variety of ways in Australian secondary schools and with varying connections to the labour market and occupations. The senior secondary *environment*, while still dominated by comprehensive mainstream secondary schools, includes many different provision arrangements and partnerships. Senior secondary education takes place not only in schools, but in TAFE institutes and ACE providers. Adding to the complexity of this educational landscape is the presence of school-based apprenticeships and traineeships, whose *environments* include workplaces and group training companies. While the numbers of 15 to 19-year-olds completing their senior secondary studies in TAFE/ACE remain small (NCVER 2011b), a number of providers play a significant role in the delivery of VET programs for school-enrolled students.

For the purposes of Strand 1, VET in Schools programs/subjects are defined as:

- VET undertaken as part of a senior secondary certificate
- VET done by students enrolled in school that provides credit towards a recognised qualification in the Australian Qualifications Framework (NCVER 2011).

The quantitative mapping in the next stage of Strand 1 will seek to identify the proportion of VET in Schools provision occurring in different VET providers (for example, schools, private registered training organisations, TAFE institutes and ACE providers). Current statistical data collections do not, however, provide a clear indication of the nuanced approaches and arrangements for VET in Schools delivery, nor do they reflect some of the more recent developments in partnered delivery and the increasing recognition of VET in Schools in senior secondary completion requirements. Despite reforms to senior secondary certificates in the last decade to increase the recognition of vocational learning in schools, VET in Schools still struggles within the constraints of the senior secondary certificates, particularly in intensity and quality (Barnett & Ryan 2005a, 2005b). The case studies in the next stage of Strand 1 will examine how, at the school level, the evolving role of VET in Schools in the senior secondary certificates is practised and realised.

While the formalisation of VET in Schools in senior certification structures has been approached differently in different state systems, it has generated common pedagogical tensions (Singh, Cui & Harreveld 2009) and ‘curricular complexity’ (Te Riele & Crump 2002), and in the four jurisdictions included in this study it has been accommodated in the senior certificate to varying degrees. Accommodation of VET in Schools in the senior secondary certificates and in the non-VET environment of schools has an impact on the capacity of vocational programs to remain linked to and engaged with industry and occupations.

Recent typologies adopted to classify the vocational learning that takes places in schools (for example, Lamb & Vickers 2006; Malley et al. 2001) have focused on the types of vocational learning. More recent changes to the location of VET in Schools within the senior secondary certificates require the development of more nuanced instruments for classifying VET in Schools.

Previous work examining VET in Schools provision in Victoria conducted by the Strand 1 researchers in 2008–09 adopted the following typology to classify the varying ways in which school-enrolled students access VET in Schools:

- *School registered training organisation*: the school is registered to deliver a select number of qualifications and school staff are responsible for delivery and assessment.
- *TAFE*: delivery and assessment of VET in Schools programs for students enrolled at school is conducted by TAFE staff away from the school.
- *Private registered training organisation*: delivery and assessment of VET in Schools programs for students enrolled at school is conducted by private training organisation staff away from the school.
- *School–TAFE/registered training organisation partnership*: delivery and assessment of VET in Schools programs is conducted collaboratively and may include a combination of school and TAFE/training organisation staff at the school and away from the school (including auspicings arrangements and contexts where schools have scope for partial qualification delivery).
- *School cluster*: at least one school with registered training organisation status delivers VET in Schools to its own students and students from other schools who travel to the school registered training organisation campus for delivery and assessment.

This typology focuses on *delivery* models and encompasses only those students who are enrolled at school. Within each type of delivery, students may be engaging in VET in Schools that is credited or uncredited in terms of their senior certificate. Similarly, each type of delivery may be inclusive of school-based apprenticeships and traineeships. It is anticipated that the above typology will be adapted for Strand 1 to reflect the nuanced approaches to VET in Schools provision and the specialist arrangements that have emerged in the last 12 months. The funding characteristics of each model of delivery will also be built into the typology.

VET in Schools, despite forming part of a larger national VET sector, exhibits significant between-jurisdiction and within-jurisdiction variation in its delivery, uses and outcomes. There is no homogenous or uniform description of what constitutes VET in Schools. It is important to consider the above typology because the mode of delivery can promote or constrain the possible depth and quality of VET in Schools, thereby impacting on the efficacy of VET in Schools as a pathway to occupations and higher-level VET.

Intense and/or deep VET in Schools

As a pathways-oriented and skills development program, VET in Schools is often lacking in depth and intensity (Barnett & Ryan 2005b). Initial evidence from a related longitudinal study of VET in Schools students in Queensland, New South Wales and Victoria (conducted as part of an Australian Research Council Discovery Grant by the Strand 1 researchers) suggests that achieving intensity and depth in VET in Schools programs requires a delivery context and school culture that tangibly link the vocational learning with articulated occupational, labour market and/or further study pathways.

There is a policy imperative across the states included in this study to increase VET in Schools participation at certificate III level. This drive for increased participation for VET in Schools at certificate III level takes place in the context of the decreasing currency of certificates I and II in the labour market, the continuing decline in full-time youth employment, and youth participation policies emphasising learning or earning. Along with the aim of the Strand 1 research to progress the

discussion of VET in Schools beyond an analysis of its retention capacities to a more in-depth examination of the connection between school-based vocational programs and occupations, this research focuses on what we are terming ‘deep’ and/or ‘intense’ VET in Schools. That is:

- VET in Schools at certificate level III and above, and/or
- VET in Schools with clearly defined links to occupations and the labour market, and/or
- VET in Schools delivered through a programs approach, in which a complete course of study is designed around an industry area and/or occupational pathway.

Examples of a *programs approach* to VET in Schools delivery include school–TAFE partnerships, where pathways from certificate III to higher-level VET and/or degree-level study are clearly articulated, and where VET in Schools and non-VET in Schools subjects are packaged in a senior secondary certificate around an industry or occupational theme.

The next stage of Strand 1 will involve a comprehensive environmental scan of intense/deep provision across the four jurisdictions. The aim of this scan is to identify models of delivery effectively used to provide VET in Schools programs at certificate III level and above and models providing clear pathways to occupations and/or further study. Examples of system policies and delivery strategies designed to move VET in Schools participation up the Australian Qualifications Framework (AQF) levels already identified include:

- South Australia placing limits on the number of certificate I level competencies that can be undertaken as part of the South Australian Certificate of Education (SACE)
- the Victorian system no longer funding certificate level I VET in Schools
- the SchoolsTech and MarineTech programs in Cairns, Queensland, which are linked to school-based and post-school apprenticeship and traineeship pathways
- industry-themed programs in Victoria, which seek to promote articulation to higher-level VET.

Some terminological dilemmas

The lack of homogeneity in VET in Schools provision creates a diversity of terminology to represent the range of school-based vocational provision. In seeking to illustrate the impact of system-level variables on the relationships between VET in Schools and occupations, the lack of unified terminology is problematic (Barnett & Ryan 2005b). The terminology used to describe vocational learning in schools and in senior secondary education varies from system to system. Alternatively referred to as programs/subjects/courses, VET in Schools is situated differently in each system, not only through curriculum and credit structures in the certificates, but also as a consequence of the language used to frame vocational learning in each system. How does the language of VET in Schools differentiate vocational learning from and/or relate vocational learning to academic learning?

The term VET in Schools *program/s* has been chosen for the purposes of this working paper to include different terms used across the different systems.

Jurisdictional differences

The Strand 1 study of VET in Schools is taking place within four jurisdictions – New South Wales Queensland, South Australia and Victoria. In contextualising VET in Schools to each system, the researchers aim to explore the policy similarities and differences as they facilitate or constrain high-

quality VET in Schools provision. Table 1 highlights the key VET in Schools policy and regulatory structures within each jurisdiction. The key themes guiding this examination of VET in Schools in each system are the:

- regulation/registration of schools to provide VET in Schools programs
- breadth and type of vocational programs available through VET in Schools
- contribution of VET in Schools programs to the completion of requirements for senior secondary certificates
- role, if any, that vocational programs play in the calculation of the Australian Tertiary Entrance Rank (ATAR) or equivalent.

The rapid growth of vocational education delivered by schools has demanded a corresponding rapid growth in the registration of schools to deliver vocational programs. While the registration and regulation of private registered training organisations, TAFE institutes and ACE providers is similar and well established across the states in this study, there are variations in the way schools are involved directly in the delivery of VET in their own right or in partnerships with other providers (see table 1).

There is evidence of considerable variation in the delivery of VET in Schools both between and within systems (Lamb & Vickers 2006). Lamb and Vickers suggest that there are different models of VET in Schools provision, ranging from a school-based model, where there is an attempt to incorporate VET in Schools (or VET) into the existing structures for Years 11 and 12 provision, to an external model of provision, where the vocational education is provided by an external registered training organisation or TAFE institute and the stand-alone VET subjects may or may not count towards the senior secondary certificate.

Despite the structural differences across the jurisdictions, common problems exist, including vocational rigour, completion at low levels, and partial qualification completion.

Location of VET in Schools in the senior certificates

An understanding of the placement of VET in Schools in the senior secondary certificates is crucial to understanding the impact of system-level variables on the relationship between VET in Schools and occupations. The location of VET in Schools in the senior secondary certificates constrains subject selection in terms of university entrance and school completion requirements. Each of the jurisdictions in this study has its own senior secondary certificate, with Victoria having two senior secondary certificates. They are the:

- Queensland Certificate of Education (QCE)
- Higher School Certificate (HSC) in New South Wales
- South Australian Certificate of Education (SACE)
- Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL).

As shown in table 1, vocational subjects are accommodated in different ways in these senior secondary certificates. South Australia is the only system in this study in which all qualifications and competencies in accredited VET qualifications on the National Training Information Service (NTIS) are eligible for credit towards the senior secondary certificate. There are limits placed on the AQF level of VET in Schools that can contribute towards SACE, with no more than two certificates allowed to contribute towards SACE completion.

In Queensland, New South Wales and Victoria, limited numbers of VET qualifications have been adapted to fit the structure of the senior secondary certificate. In each of these states these specially developed VET in Schools subjects draw units of competency from VET qualifications and embed them in senior secondary certificate subjects. These VET in Schools subjects do not directly correlate with a single national training package. VET subjects associated with the Victorian Certificate of Education, Queensland Study Authority (QSA) VET subjects and New South Wales Board of Studies (BoS)-developed Industry Curriculum Framework (ICF) VET subjects have been designed to fit the subject structures of the senior certificates, but do not automatically lead to the completion of a full AQF qualification. In these three states, senior secondary students still have access to ‘stand alone’ VET qualifications. Known as ‘approved’ in Victoria, ‘endorsed’ in New South Wales and ‘supported’ in Queensland, this VET in Schools can be undertaken alongside senior secondary certificate subjects but may not necessarily count towards completion of the senior secondary certificate. As shown in table 1, in Victoria, VET in Schools outside those ‘approved’ programs does not count towards senior secondary certificate completion. In Queensland, stand-alone VET may not necessarily always count. In New South Wales, both types of VET in Schools courses, those ‘developed’ by the Board of Studies and those ‘endorsed’ by the Board of Studies, can contribute to the HSC.

This raises the question of whether or not a hierarchy of VET in Schools has been created by the development of a tier of premium VET in Schools (subjects that ‘count’) and second-class VET in Schools (subjects that ‘do not count’). This has implications for schools in determining what VET in Schools provision they will offer. It also raises questions about the comparative strength and efficacy of the links between different types of VET in Schools provision and occupations. For example, by delivering VET in Schools in a model that counts vocational learning towards a senior secondary certificate and which is therefore necessarily congruent with the curriculum and assessment framework in which that senior secondary certificate is offered, has the vocational rigour and effectiveness of the program as a pathway to related occupations and higher-level VET study been undermined? Similarly, do VET in Schools programs operating outside the requirements of senior secondary certificates retain a greater degree of vocational rigour and occupational relevancy? Or are they considered of lesser value in the context of the senior secondary certificates and therefore of lower status in schools? These are important issues that will be explored in detail through the case studies.

Different policy decisions have been made in each state regarding the contribution of VET in Schools towards the calculation of tertiary entrance ranks (see table 1). In New South Wales, only courses developed by the Board of Studies, those that fit within the senior secondary certificate subject structure, can be used to calculate the tertiary entrance rank through an optional examination. A similar situation prevails in Queensland and Victoria, with only supported/approved programs contributing to the tertiary entrance rank. In South Australia a *completed* certificate III can be counted towards the tertiary entrance rank. In Queensland, New South Wales and Victoria there are limits on the amount of VET in Schools that can be undertaken while still remaining eligible for a tertiary entrance rank. Of significance for the next stage of this research is the impact that limits on VET in Schools in a tertiary pathway have on the esteem of vocational programs.

Table 1 Policy structures for VET in Schools

VET in Schools policy structures	Jurisdiction			
	Queensland	Victoria	South Australia	New South Wales
Regulation of schools as VET in Schools providers	Queensland Studies Authority is delegated by the Training and Employment Recognition Council to register and audit school RTO VET provision. QSA registers schools for qualifications at certificate I and II level and certificate III in IT; all other qualifications are registered through the Department of Education and Training.	Schools are registered to deliver VET in Schools programs through the Victorian Registration and Qualifications Authority, which also registers TAFE institutes, ACE providers and private RTOs.	Registration of school RTOs is through the Quality Branch in the Department of Further Education, Employment, Science and Technology. There are only three school RTOs, with the remainder of the provision through either auspicing (~50%) or direct purchasing from RTOs (~50%).	No school RTOs, the 10 DET regions are RTOs. Independent schools belong to the Association of Independent Schools RTOs. Delivery in Catholic schools through diocese RTOs.
Breadth/type of vocational subjects	13 QSA VET subjects that have embedded VET and may lead to partial or full completion of an AQF qualification. Students also have access to stand-alone VET in Schools subjects registered by the QSA and schools can choose to offer qualifications outside those embedded in the 13 QSA VET subjects.	25 VCE VET subjects that draw on units of competency from more than 30 different qualifications. Large range of stand-alone VET in Schools which are VET qualifications outside the VCE VET programs.	All VET that is listed in the NTIS is recognised by the SACE Board for VET in Schools delivery.	11 Board of Studies-developed Industry Curriculum Framework (ICF) subjects that lead to partial completion of an AQF qualification. More than 50 stand-alone BoS-endorsed VET qualifications can also be accessed by VET in Schools students.
Contribution to the senior secondary certificate	QSA VET subjects contribute points towards QCE. Stand-alone VET may contribute to the QCE.	VCE VET subjects contribute units to the VCE and nominal hours credit towards the VCAL. Stand-alone VET in Schools <i>may</i> be awarded block credit recognition towards the VCE and nominal hours credit towards the VCAL.	VET recognition arrangements in the SACE include recognition of both completed and partially completed qualifications. Students gain 5 SACE credits for successful completion of every 35 nominal hours of VET and 10 SACE credits for every 70 nominal hours. Credits are awarded at Stage 1 or 2, according to the VET Recognition Register. Up to 180 points of the 200-credit point SACE can be completed in VET but the literacy and numeracy components would need to be completed in VET as well.	ICF-developed VET subjects and the stand-alone VET in Schools endorsed by the BoS both contribute to HSC.

VET in Schools policy structures	Jurisdiction			
	Queensland	Victoria	South Australia	New South Wales
Contribution of VET subjects to university entrance rank	Limited – small number of QSA subjects with embedded VET (e.g. tourism, hospitality, IT) contribute to the calculation of the OP (overall positions – ATAR equivalent). Stand-alone QSA-registered VET in Schools subjects do not contribute to the OP.	Limited – of the 25 VCE VET subjects there are 14 subjects that lead to a study score that contributes to the calculation of the ATAR. For those students undertaking stand-alone VET in Schools, if a Unit 3 and 4 (Year 12) sequence is awarded through block credit recognition, an increment towards the ATAR may also be awarded.	VET can contribute to the calculation of a student's ATAR. The student must complete at least 60 credits (3 subjects x 20 credits) at Stage 2 of SACE Board subjects plus complete a certificate III VET qualification. The ATAR is calculated on the three scored SACE subjects, with the VET portion 'awarded' the average score across the three SACE subjects.	Board-developed courses (ICFs) have an optional examination which can contribute to the calculation of the ATAR. Board-endorsed courses do not contribute towards the ATAR.

Jurisdictional policy directions

The curricular contexts of vocational programs in schools across the jurisdictions have created differences both between systems and in systems (Service Skills Australia 2010). Current senior secondary certificate structures across Australian states and territories appear to promote a 'hedging bets' approach, where VET in Schools students are precluded from engaging in intense or deep vocational programs and more often are participating in minimal VET in addition to a mostly academic senior secondary program. One of the reasons for this are the limits placed on the amount of VET in Schools that can be done while still remaining eligible for a tertiary entrance rank. The capacity of VET in Schools to deliver stronger labour market and further education outcomes is weakened by this lack of intensity and depth of current VET in Schools provision.

As part of the quantitative mapping exercise of Strand 1, student-level data files have been requested and received from the Victorian Curriculum and Assessment Authority, the New South Wales Board of Studies, the Queensland Studies Authority and the South Australian Certificate of Education Board. Initial analysis clearly illustrates the extent to which senior secondary students in these states are participating in vocational programs as part of their senior secondary studies.

Of further interest is the impact of development/approval/support on the quality and vocational rigour of the VET in Schools programs. What impact does the adaptation of VET by the senior certificate structure have on industry validity and connection to occupations?

Schools, in responding to both the needs of their students and the training and skills agendas of state and federal governments, have approached the provision of vocational programs in a variety of different ways. While in some states the burden of vocational provision sits firmly within the government sector, in other states there appears a greater distribution of VET in Schools participation and provision across the government, independent and Catholic sectors.

In addition to schools adopting different approaches to VET in Schools provision, senior secondary students are using vocational programs in their senior secondary pathways in a myriad of different ways, not all of them effective. VET is being variously utilised by schools and VET in Schools students as an 'easy' option for those perceived to be unable or unwilling to access the traditional academic curriculum and as a key component of occupational and tertiary pathways. The perception of VET in

Schools as a second-rate, 'soft' or 'vegie' option by both students and staff (Barnett & Ryan 2005a, 2005b; Dally-Trim, Alloway & Waller 2008), which can often lead to its use in schools as a simplistic retention strategy, has the potential to undermine its improvement and application as an effective education to work and further study pathway. For students with low prior educational attainment, VET in Schools often fails to deliver effective pathways into post-school VET or full-time employment and leads instead to casualised and low-skilled employment (Anlezark, Karmel & Ong 2006; Polesel & Volkoff 2009).

What we can see emerging from a comparative examination of the VET in Schools policy contexts in different states is that system-level variables, by constraining the vocational rigour, qualification level and intensity of VET in Schools to varying degrees, have a significant impact on the strength and quality of the relationships between VET in Schools and occupations. Weak and poor-quality relationships between school-based vocational programs and occupations undermine the effectiveness of VET in Schools as a pathway. While the inclusion of vocational education as part of senior secondary certificates has helped to democratise the curriculum by increasing retention (Sweet 2008) and engaging disadvantaged and disengaged young people (Te Riele & Crump 2002), the academic culture of secondary schools still leaves little room for the provision of intense and high-quality VET in Schools.

Informing the case studies

As previously noted, a subsequent stage of the Strand 1 research will be a series of case studies examining the school and regional variables that shape the relationship between VET in Schools and occupations and the effectiveness of VET in Schools as a pathway to related occupations and higher-level VET.

In the context of the policy outlined in the previous section, the following issues drawn from the literature will inform the case study research at the school and regional levels:

- status of the vocational program in the senior secondary certificate and tertiary entrance rank
- links with the labour market and occupations
- alignment with further education and higher-level VET
- delivery context, which includes the funding arrangements, quality of VET in Schools staff, school culture, access issues and career guidance.

These ‘indicators of quality’ have been identified through the literature, as discussed below, and will be supplemented through consultation with VET in Schools stakeholders and policy-makers during the environmental scan.

Status of VET in Schools study in schooling and in the senior secondary certificates

Does the VET in Schools study count towards the senior secondary certificate? VET in Schools studies contribute towards completion of the senior secondary certificate to at least some extent but to different degrees in all of the four jurisdictions. There is evidence that, where VET subjects ‘counted’ towards completion of the senior secondary certificate, the rates of school completion were higher among those students who participated in VET (Lamb & Vickers 2006).

Does the VET in Schools study count towards tertiary admission? Does it contribute to the tertiary entrance ranking? Where VET in Schools subjects both contribute to the senior secondary certificate and to the calculation of the tertiary entrance rank, VET in Schools study is more likely to be held in higher esteem than in situations where it does not count. It is also more likely to attract students whose aspirations include higher-level study at university or TAFE.

What is still unclear is the extent to which the status and location of VET in Schools in the senior secondary certificates is limiting or facilitating a pathways approach to VET in Schools; that is, the use of VET in Schools subjects by students to create a package of related vocational learning that creates a strong pathway or bridge to an industry area. The case studies will examine the extent to which schools and students are using VET in Schools in strategic combinations in their senior secondary programs.

Alignment of VET in Schools with the labour market

To what extent do VET in Schools offerings reflect labour market demands (or projected demands)? Should VET in Schools be aligned with labour market demands or should it just be a form of prevocational preparation? There is little evidence that, in its recent forms, VET in Schools has

provided sustainable labour market outcomes for school completers which are also relevant to the field of study.

To what extent are (or should) VET in Schools study options (be) linked to occupations? Winch and Clarke (2003) in writing about the UK context conclude that ‘young people need occupational structures and well-established and reasonably secure routes into the labour market through vocational education’ (p.250) to validate their VET choices with an employment outcome. However, they question, as noted by Polesel and Volkoff (2009), the effectiveness of curricular options that emphasise industry needs rather than place focus on the development of well-rounded modern citizens.

To what extent is VET in Schools provided at a high enough level to promote occupational/career outcomes for school completers? Should VET in Schools be offered at a sufficiently high AQF level to facilitate employment outcomes directly after school completion or should it be seen primarily as an initial orientation to VET, with the presumption that further VET study post-school will be essential to gain employment outcomes in the industry? In an international context, Australian senior secondary students are engaging in VET at a comparably lower level than in many European countries (Polesel 2008). With an increasingly diverse range of vocational and industry areas covered by VET in Schools programs, it is difficult to establish hard and fast guidelines on the level of VET in Schools qualifications that should be offered. The next stage of Strand 1 will seek to identify how systems and schools are working with employers and industry to successfully align the program areas and levels of VET in Schools students with labour market needs.

Structured workplace learning

Does the VET in Schools study provide for structured workplace learning opportunities? There is evidence that experience of structured workplace learning can, in addition to building self-confidence in young people (Polesel et al. 2004):

- promote pathways to employment and further study in the industry field. Where VET subjects taken at school are provided as stand-alone subjects by an external registered training organisation or TAFE and have a stronger emphasis on workplace learning, labour market outcomes and TAFE study pathways are stronger (Barnett & Ryan 2005a; Lamb & Vickers 2006), *but* school completion rates tend to be lower (Lamb & Vickers 2006). From an employer perspective, structured workplace learning can promote achievement of a degree of ‘work readiness’ (Porter 2006). Undertaking a school-based apprenticeship (as structured workplace learning) is more likely to lead to a ‘smoother transition into secure and substantial post-school activity’ than that experienced by students who do not have such a workplace learning experience (Smith & Green 2005, p.9). It is also more likely to provide a pathway into an apprenticeship or traineeship in a similar industry area. However, as Barnett and Ryan (2005a) emphasised, the practicalities of providing for structured workplace learning in VET in Schools remain poorly understood and a challenge to those implementing VET in Schools programs
- build motivation for school completion and progression to further study in the field. Smith and Green (2005) identified that workplace experiences while at school tended to motivate students to complete their senior secondary schooling and convinced some of the importance of gaining a qualification
- broaden awareness of options in the field of study. ‘Experiencing the workplace while at school can provide students with a great deal of information about their own abilities and interests prior

to making pathway decisions and career choices ... [it] also enables students to make networks of contacts and become aware of a range of opportunities' (Smith & Green 2005, p.10). School-based apprenticeships can assist students to be not only more aware of options in the particular industry area but also to be more confident in their decision-making. Structured workplace experiences also allow students to 'experiment with different career pathways' (Porter 2006)

- assist rural youth employment (and apprenticeship) outcomes and their retention in the community (Johns et al. 2004). Johns et al. concluded that 'work placements' were a critical factor in the success of VET in Schools programs for rural young people. Young people who intended to live in their rural location were more likely to undertake VET in Schools than those who planned to leave the country, and work placements helped them to find the local employment they sought
- provide opportunities for career guidance through exposure to workers in the industry (Sweet et al. 2009). Work experience can perform a 'useful function in opening respondents' eyes to career possibilities' (Smith & Green 2005, p.9). However, while workplace experience can assist young people to consolidate their decisions to proceed with a particular career, it can also help them to identify that the career is not one they wish to follow.

The quality of the workplace experience is important and evidence suggests that it may often be too brief or of insufficient quality to be of real use (Barnett & Ryan 2005b). For example, short visits to a workplace without opportunities to engage with workers or to undertake relevant and productive work activities offer limited value.

Alignment of VET in Schools with outside school/post-school VET

To what extent do the VET in Schools fields of study align with VET programs offered post-school? The fields of study offered in VET in Schools and the levels at which these are offered vary by jurisdiction. The extent to which the VET in Schools offerings align with VET programs offered in TAFE institutes and private registered training organisations vary considerably. For example, in South Australia, VET in Schools programs are drawn from the AQF-aligned VET programs offered in TAFE institutes and registered training organisations in that state. By contrast, some Victorian VET in Schools offerings are drawn from the VCE studies and are not aligned with the VET studies offered in TAFE institutes and registered training organisations. Anlezark, Karmel and Ong (2006) concluded through their research that fields of education delivered in school VET programs 'do not line up particularly well with VET programs offered outside school' (p.8). This has implications for the labour force validity and further education and training articulation capacities of VET in Schools.

What forms of VET in Schools support post-school continuation of VET begun at school? Anlezark, Karmel and Ong (2006) found that, for girls in particular, there was little evidence that VET in Schools study promoted participation in post-school studies in the same VET fields. What is unclear, however, is why this was the case, for example, was the VET that was accessible at school not of longer-term interest to them? Did it not offer a pathway beyond school? Clearly there is a need for upper secondary schooling to provide strong curriculum pathways and quality VET programs (Winch & Clarke 2003), particularly in the context of a school culture still dominated by a 'university-preparatory curriculum' (Polesel & Volkoff 2009). The economic and social consequences of early school leaving and leaving school with low achievement are more dire for young women, who have less access to the male-dominated apprenticeship pathways.

Is the AQF level of study offered in VET in Schools optimal? Is it at the same/similar level as the VET offered to students of the same age (that is, early school leavers) studying at TAFE institutes/registered training organisations? While VET in Schools students tend to be studying at certificate I and II levels, their age counterparts studying at TAFE or registered training organisations would be more likely to be studying at certificate III or higher levels (Anlezark, Karmel & Ong 2006). Young (2007) has raised concerns about the low level of the knowledge base that many vocational subjects impart to students and the generally low qualification levels of school-based vocational programs in Australia, compared with those provided by TAFE or private registered training organisations to adults (and early school leavers) and compared with school-based vocational programs internationally (Polesel & Volkoff 2009; Polesel 2008).

Funding

There are variations in funding arrangements for VET in Schools across jurisdictions. There are also variations in the options available and access to these options across metropolitan, regional and remote contexts. Choice of VET in Schools fields of study can be limited by a number of factors including: the ranges of options offered by the school; the number of places made available by the school for certain programs; a 'first come, first served' approach to VET in Schools option selection; and cost to the student of certain VET in Schools options, which may deter students from low socioeconomic backgrounds.

How VET in Schools is delivered has implications for how it is funded and therefore the extent to which the young person is charged for the cost of delivery; that is, at school, with school as the registered training organisation; at school, with school delivery auspiced by external training organisation/TAFE institute; delivery by external registered training organisation/TAFE on school site; and delivery by registered training organisation/TAFE off school campus.

The socioeconomic status of the student can be a factor (contingent on the jurisdiction, the location and the VET in Schools delivery mode) in their capacity to afford their preferred choice of VET in Schools. Costs to students, costs to schools and the reduction of per capita funding for schools as a result of VET in Schools participation can generate inequitable access, discourage schools from expanding their VET in Schools provision, and reduce opportunities for the students most likely to benefit from VET in Schools pathways. This highlights the view of VET in Schools as not being core to schools' mission.

School culture and quality of VET in Schools teachers

How do school culture and teacher perceptions impact on VET in Schools provision? Interviews with VET in Schools students in Queensland, New South Wales and Victoria, conducted as part of the aforementioned ARC Discovery Project, revealed that, while some VET in Schools choices are informed by future occupational and further education opportunities, some students described these factors as playing little role in their subject selection. They had limited understanding of the part VET in Schools might play in their future employment and training options, which was reinforced by being 'assigned' to VET in Schools classes, based on teacher perception of their abilities or perceived lack thereof, or on the basis of vacancies in a particular option. With two in every five Australian senior secondary students enrolled in a VET subject (Service Skills Australia 2010), this disconnection between student expectations and the efficacy of VET in Schools pathways is problematic. Interviews with teachers in the same schools indicate that school culture and teacher perceptions are strong

determinants of the quality and strength of VET in Schools pathways. In the context of both schools and students responding to increasing economic pressures, the examination of quality in VET in Schools will need to tease out the tensions between student and school expectations and perceptions of VET in Schools and investigate how economic and employment drivers are playing a role in shaping vocational program provision. Expertise in and understanding of VET provision, including the role of structured workplace learning, can provide a culture that is supportive of deep/intense quality VET in Schools programs. Conversely, a lack of awareness of the requirements of VET in Schools provision among school staff and leaders can lead to negative perceptions of what VET in Schools can offer.

What preparation is critical for effective VET teaching? Is knowledge of the pedagogical practices relevant to the VET in Schools cohort essential? How important is industry/workplace experience to the VET in Schools field of study? Downs, de Luca and Galloway (2010) explored the perceived value and effectiveness of the Certificate IV in Training and Assessment. They identified that, in the stand-alone or external model of VET in Schools delivery by TAFE and registered training organisation staff, this qualification provided only very limited development of ‘pedagogical practice’ capacities for staff.

Teachers employed by schools providing vocational education within a school-based VET in Schools model were most likely to have undertaken full teacher training and thus have better developed ‘pedagogical practice’ capacities than those holding the Certificate IV in Training and Assessment. However, they were likely to have no or only very limited industry experience in the VET in Schools fields in which they taught. Furthermore, staffing practices that allocate VET in Schools teachers (those with accreditation to teach and assess VET) to fields of study outside their VET in Schools expertise can reflect and reinforce existing low esteem of VET in schools.

Information for student decision-making about VET in Schools

What career advice is provided and how much information is available to students about VET in Schools options and where these may lead? Porter (2006) found that ‘the adequacy of career guidance and dissemination’ influenced young people’s decisions about their post-school destinations. However, they also reported that not all careers advice on subject choice or post-school course entry requirements was accurate or sufficient. Smith and Green (2005) identified a perceived lack of effective career advice for young people related to both job information and further study pathways. Where such career guidance is not available or not effective, students will select programs on the basis of ignorance and/or inaccurate perceptions. Anlezark, Karmel and Ong (2006) suggest that ‘students self-select into school VET programs because they see these programs as providing a better match with their (self) perceived academic ability’ (p.7).

Should VET in Schools be offered earlier than Year 11 to promote retention and informed choice of study during the final two years of school? Anlezark, Karmel and Ong (2006) raise the question of the most appropriate age/year level at which to begin to offer VET in Schools, arguing that commencement earlier than Year 11 may aid retention, as early leaving occurs at this transition point to post-compulsory schooling. They also raise the question of whether the opportunity to ‘taste’ some VET in Schools courses prior to commencement of Year 11 might better inform and improve the effectiveness of decision-making about the vocational courses to be taken at Year 11 and Year 12. Barnett and Ryan (2005a) noted a critical need for the development of pathways into VET from the early years of secondary schooling, particularly for disadvantaged young people.

Are VET in Schools 'taster' or industry visit opportunities available? Are they appropriate? Anlezark, Karmel and Ong (2006) also question whether using VET in Schools as a 'taster' for further choices is a valid use of it or whether VET in Schools should always be seen as a platform or pathway for further study in the same field. Their research indicates that, while boys are more likely than girls to continue with their VET in Schools field of study after school, girls tend to opt for shorter VET courses and are less likely to continue with them following school completion. Girls seem to be more likely to use VET in Schools as 'tasters' for other kinds of post-school VET rather than as platforms for further study in the same field.

Effect of gender on choice of VET in Schools options

Does gender play a role in the choice of and outcomes from VET in Schools options? There is evidence that in the VET context, 'culture and practices ... remain masculinised' (Butler & Ferrier 2000). There is also evidence that young women study in VET in Schools options that are less likely to lead to sustainable employment and further study outcomes than those males are likely to choose (Polesel & Volkoff, 2009); are more likely to report dissatisfaction with the careers advice and subject information provided to them at school (Polesel & Helme 2003); and are less likely than males to gain employment on completion of their VET course (Butler & Ferrier 2006).

Conclusion

An investigation of how good-quality VET in Schools (as prescribed by the indicators above) is being implemented requires an understanding of the complex policy context in which VET in Schools exists and the impact of that context on the relationship between VET in Schools and the labour market. In exploring how vocational knowledge and the provision of VET in Schools have been accommodated within the architecture of senior secondary certificates, this examination of the current policy directions and structures of Queensland, South Australia, Victoria and New South Wales has established a base from which to conduct the next stage of the research.

Discussions of VET in Schools and its role as an entry to vocations for school leavers/completers are inherently linked to our understanding of how the structures of the senior secondary certificates operate to provide (dis)incentives to students and schools to use and access vocational programs. Discussions are also linked to our awareness of how adapting vocational programs to fit within academic curriculum structures works inadvertently to exclude those students already under-catered for by the academic curriculum and to undermine the effectiveness of pathways from VET in Schools to the labour market and higher-level VET.

The next stage of the Strand 1 research seeks to investigate how the system-level conceptualisation of the role of VET in Schools is interpreted and realised in schools. A key focus in the case studies will be on how schools are working within the limitations of the structures of the senior secondary certificate to develop and deliver VET in Schools programs to the depth and intensity that provide strong pathways to employment and further VET study destinations.

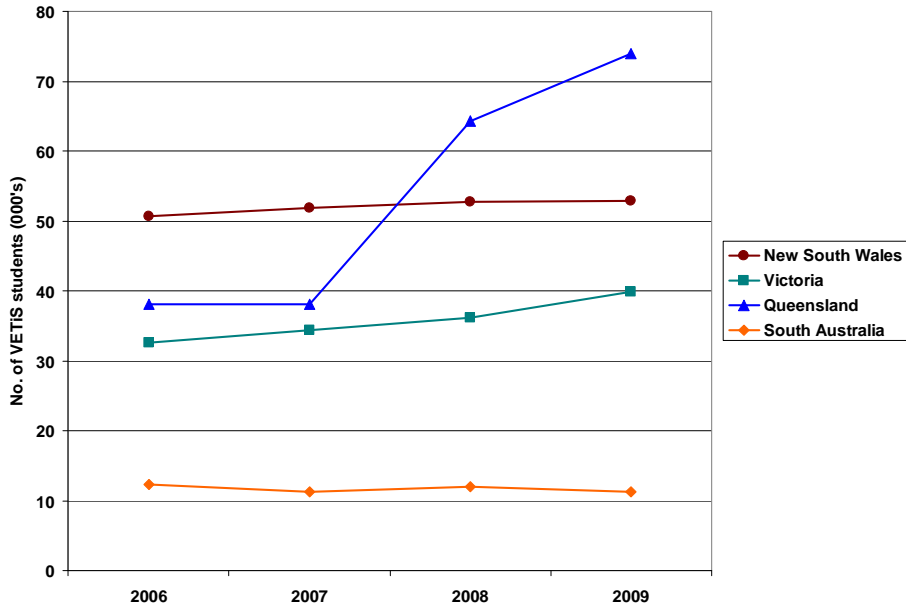
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Appendix A

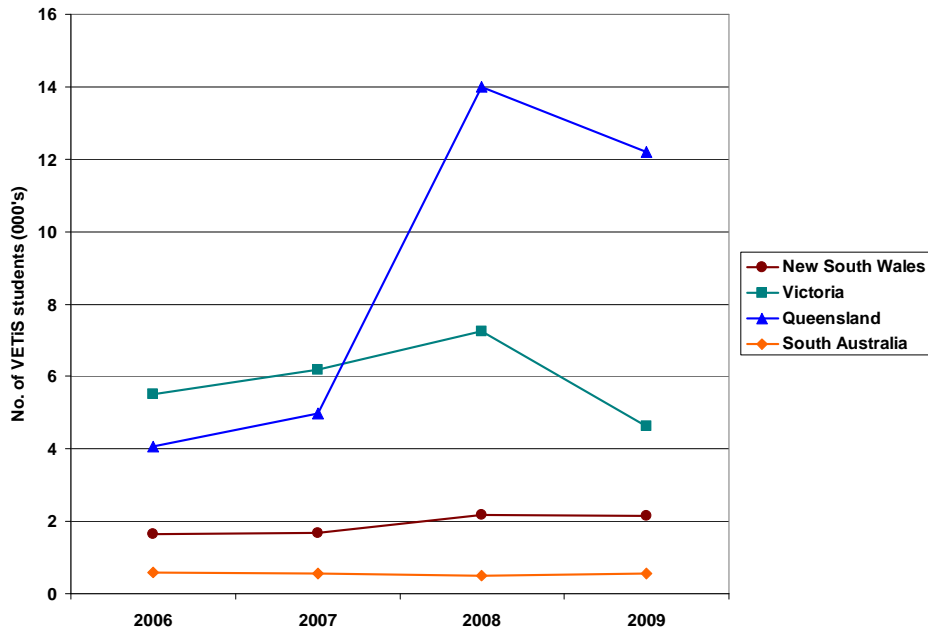
Figure A1 Number of VET in Schools students (VET subjects and courses, not school-based apprentices/trainees) in NSW, Vic., Qld and SA, 2006–09



Note: 'There has been an improvement in the reporting requirements for the Queensland Certificate of Education, which improved the identification of school-based apprentices and trainees. The increase in numbers between 2007 and 2008 can be partly attributed to this improvement' (NCVER 2010).

Source: NCVER (2010).

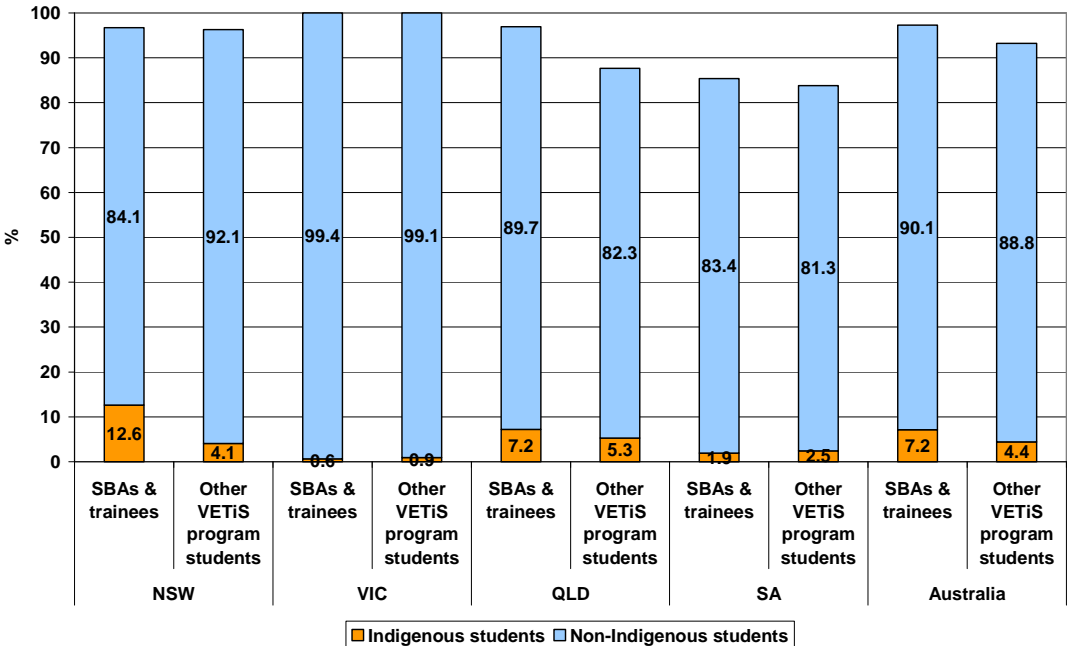
Figure A2 Number of VET in Schools students (school-based apprentices and trainees) in NSW, Vic., Qld and SA, 2006–09



Note: 'There has been an improvement in the reporting requirements for the Queensland Certificate of Education, which improved the identification of school-based apprentices and trainees. The increase in numbers between 2007 and 2008 can be partly attributed to this improvement' (NCVER 2010).

Source: NCVER (2010).

Figure A3 Percentage of VET in Schools students, in school-based apprenticeships/traineeships and other VET in Schools programs, by Indigenous status, in NSW, Vic., Qld, SA and Australia, 2009



Pls advise source

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