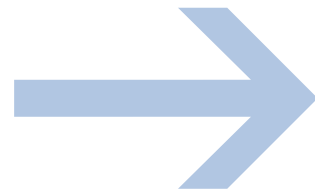


John Polesel
Richard Teese

Centre for Post-compulsory Education and Lifelong Learning,
University of Melbourne

**VET IN SCHOOLS
PATHWAYS THE 2004
YEAR 12 COHORT**



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Foreword

This is the eighteenth in a series of reports from the Vocational Education and Training in Schools (VET in Schools) Programs project. It is the eleventh in a series of destination studies – the destinations of the 1994 Year 12 cohort were reported in *The First Dual Recognition Students*, those of the 1995 cohort in *Dual Recognition – The Transition from School*, those of the 1996 cohort in *VET in Schools – The Transition from School*, those of the 1997 cohort in *VET in Schools – A Study of Post-Schooling Destinations*, those of the 1998 cohort in *The 1998 VET in Schools Cohort – How Do Their Post-Schooling Destinations Compare?*, those of the 1999 cohort in *Transitions from the VET in Schools Program – the 1999 Year 12 Cohort*, those of the 2000 cohort in *Transitions from the VET in Schools Program – the 2000 Year 12 Cohort*, those of the 2001 cohort in *VET in Schools Pathways – The 2001 Year 12 Cohort*, those of the 2002 cohort in *VET in Schools Pathways – The 2002 Year 12 Cohort*, and those of the 2003 cohort in *VET in Schools Pathways – The 2003 Year 12 Cohort*.

This report outlines the destinations of the 2004 cohort, using data from 2004 and 2005 VCAA files, as well as data gathered by telephone surveys conducted as part of the *On Track* program.

This report is part of an ongoing study into the implementation of the VET in Schools Program. The study includes the yearly tracking of Year 12 students who are enrolled in VET in Schools units into their post-schooling destinations.

Acknowledgments

The authors gratefully acknowledge the assistance of Mr George McLean and Dr Trish Corrie of the Victorian Department of Education and Training, and Mr John Houghton of the Victorian Curriculum and Assessment Authority.

We also extend our thanks to the school leavers who gave up their time to participate in the telephone interviews.

All responsibility for the management of the data and for the interpretations and conclusions set out in this report rests with the authors.

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Acronyms and abbreviations

ABS	Australian Bureau of Statistics
ACE	Adult Community Education
AQF	Australian Qualifications Framework
ATSI	Aboriginal and Torres Strait Islander
ESL	English as a Second Language
OTTE	Office of Training and Tertiary Education
SBNA	School Based New Apprenticeship/s
DE&T	Department of Education and Training
TAFE	Technical and Further Education
VCAA	Victorian Curriculum and Assessment Authority
VCAL	Victorian Certificate of Applied Learning
VCE	Victorian Certificate of Education
VET	Vocational Education and Training
VETiS	VET in Schools program
VTAC	Victorian Tertiary Admissions Centre

Executive Summary

→ The 2004 VET in Schools cohort

- Enrolments in the VET in Schools program have continued to grow VCAA data indicate that over 32,000 students were enrolled in 2004.
- The 2004 cohort – the subject of this study – was made up of 23,782 students enrolled in Year 11 (up from 21,267 in 2003) and 8463 students in Year 12 (increasing from 7624 in 2003).
- The participation rate of male students was higher than that of female students in Years 11 and 12.
- VET in Schools enrolment rates were highest in non-metropolitan Victoria and in regions with a low socioeconomic profile, for example, the western and northern suburbs of Melbourne and the Mornington Peninsula.
- The number of certificates offered in the VET in Schools program in 2004 was 226.
- The number of providers offering VET in Schools programs rose from 503 in 2003 to 539 in 2004.
- The number of VET in Schools students with study score enrolments rose from 5578 in 2003 to 6615 in 2004.

→ Comparisons with past cohorts

The destinations of the 2004 VET in Schools graduates were: 29.0 per cent enrolled in VET; 26.4 per cent enrolled at university; 14.6 per cent apprentices or trainees; 10.4 per cent in full-time work; 14.2 per cent in part-time work; and 5.3 per cent unemployed.

Analysis of destinations over the last nine years shows that the pattern of destinations has not changed greatly, and that VET in Schools graduates have continued to use their Year 12 program to access a range of tertiary and labour market destinations.

However, some trends may be noted:

- After declines in the rate of transfer to VET from 1996 to 1998, the proportions of VET school leavers entering this destination have risen steadily until the 2003 cohort, with a drop of 7.2 per cent from 2003 to 2004.
- Transition to university rose consistently until 1998, then fell until 2003, but rose sharply by 8.3 per cent for the 2004 cohort.
- Levels of transition to full-time work have been in a pattern of decline over recent years, with the exception of a spike in 2001, with the proportion of graduates entering part-time work rising sharply in 2002 but declining over 2003 and 2004.
- The proportion of graduates reporting as unemployed now shows a steady decline over the years 2002, 2003 and 2004.

Gender differences, as identified in past years, remain evident. These include:

- proportionally more girls going into tertiary education. The difference is large – 4.5 per cent in favour of girls for university and almost four per cent in favour of girls for VET.
- proportionally more boys going into apprenticeships and traineeships.

chapter

1

Introduction and methodology

→ Introduction

Successive Year 12 cohorts of VET in Schools graduates have been tracked since the inception of the program in 1994. In recent years, this has been extended to include the tracking of samples of 'mainstream' VCE students and, since 2003, the entire Year 12 cohort of VCE students has been tracked through the *On Track* survey program conducted by the University of Melbourne for the Department of Education and Training (DE&T).

Since the findings for the broader cohort of VCE students have already been reported in a document prepared for DE&T, this report focuses on the enrolment and destinations data for VET in Schools students only.

A Vocational Education and Training (VET) program is considered to be a VET in Schools program if it is undertaken as part of a senior secondary certificate and the program completed or partially completed by the student provides credit towards a recognised qualification within the Australian Qualifications Framework (AQF). In Victoria, there are two senior secondary certificates available, the Victorian Certificate of Education (VCE) and the recently introduced Victorian Certificate of Applied Learning (VCAL). Therefore, the VET in Schools program provides a vocationally oriented program of studies within the framework of a senior certificate. Some VET in Schools students may be enrolled in School Based New Apprenticeships (SBNAs). These students undertake their senior certificate while being employed and trained under a Training Contract registered with the Office of Training and Tertiary Education (OTTE), Victoria. These programs count towards the requirements of the senior certificate in the same way as their related VET subjects within the senior certificate program.

The success of the VET in Schools program in securing strong transition outcomes has been noted in past reports. However, this success is underlined by consistent growth in enrolments over the years since the program's establishment. This growth has continued, as the most recent figures indicate. Enrolments for the 2004 cohort have risen from 21,267 in 2003 to 23,782 in 2004 among Year 11 students, and from 7624 to 8463 among Year 12 students.

Contributions to this growth in activity have come from School Based New Apprenticeships programs and from VCAL. Data on 2004 activity in these and 'traditional' VET programs are provided later in this chapter.

Victorian Curriculum and Assessment Authority (VCAA) data for the 2004 cohort indicate continued and significant growth over the last year, with 23,782 students now enrolled in Year 11 and 8463 students now enrolled in Year 12, making a total cohort of 32,245 in 2004.

Figure 1 illustrates the extent and continuing strength of this growth from the year of the program's implementation in 1994 until 2004 – from under 500 students to over 32,000. Table 1 shows enrolments broken out by sector and year level for the eight years from 1996 to 2004.

Figure 1 Growth in VET in Schools enrolments, 1994–2004

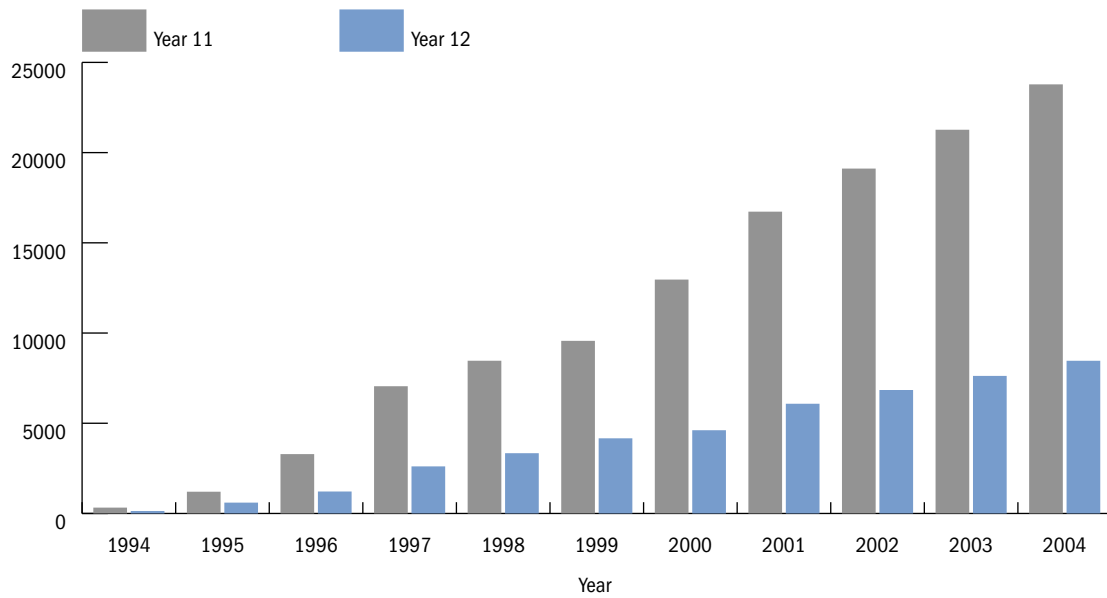


Table 1 VET in Schools enrolments, by year level and sector (excluding adult sector)

Level	Catholic	Government	Independent	Total
1996 Year 11 [#]	723	2,507	60	3,290
Year 12	286	866	65	1,217
Total	1,009	3,373	125	4,507
1997 Year 11	1,818	4,974	260	7,052
Year 12	568	1,957	84	2,609
Total	2,386	6,931	344	9,661
1998 Year 11	1,938	5,813	714	8,465
Year 12	847	2,283	210	3,340
Total	2,785	8,096	924	11,805
1999 Year 11	2,016	6,430	1,121	9,567
Year 12	928	2,905	332	4,165
Total	2,944	9,335	1,453	13,732
2000 Year 11	2,695	8,567	1,701	12,963
Year 12	950	3,281	382	4,613
Total	3,645	11,848	2,083	17,576
2001 Year 11	3,262	11,244	2,221	16,727
Year 12	1,360	4,191	530	6,081
Total	4,622	15,435	2,751	22,808
2002 Year 11	3,590	12,768	2,808	19,166
Year 12	1,600	4,598	645	6,891
Total	5,175	17,335	3,448	26,057

Level		Catholic	Government	Independent	Total
2003	Year 11	4,086	14,227	2,954	21,267
	Year 12	1,702	5,229	693	7,624
Total		5,788	19,456	3,647	28,891
2004	Year 11	4,506	15,741	3,535	23,782
	Year 12	1,643	6,063	757	8,463
Total		6,149	21,804	4,292	32,245

Source: VCAA, 2006, unpublished data.

* Year 11 data includes enrolments in Year 10 and below.

A further indicator of growth is evident in the continually increasing number of schools offering VET in Schools programs – 410 in 1999, 443 in 2000, 471 in 2001, 481 in 2002, 503 in 2003 and 539 in 2004 (VCAA 2006).

→ Program breadth

Growth in enrolments has been matched by growth in program breadth, as measured by the number of certificates offered in the VET in Schools program. In 1999, 39 certificates were on offer. In 2004, this had risen to 226 (these are listed in Appendix A).

The number of VCE VET studies with a Study Score has also grown, from the two original programs in the pilot year of 1999 (Business/ Office Administration, and Hospitality) to four programs in 2000 and 10 programs in 2002 and 2003. The following 12 VCE VET programs had a Study Score available to students undertaking the relevant 3–4 sequence in 2004:

- Certificate II in Business
- Certificate III in Community Services (Community Work)
- Certificate II in Dance
- Certificate II in Electronics
- Certificate II in Equine Industry
- Certificate III in Financial Services
- Certificate II in Furnishing (Cabinet Making)
- Certificate II in Hospitality (Operations)
- Certificate III in Information Technology
- Certificate III in Laboratory Skills
- Certificate II in Multimedia
- Certificate II in Music/Music Industry

Growth may also be seen in the rapidly increasing numbers of students enrolling in VET in Schools units with a Study Score (see Table 2).

Table 2 Students enrolled in study score VET units

Year	Number of students
1999	82
2000	1,302
2001	3,381
2002	5,336
2003	5,578
2004	6,615

Another indicator of program breadth may be found in a breakdown of VET in Schools enrolments by type of VET enrolment – VET in the VCE, School Based New Apprenticeships, or other VET (Table 3). Contained within these groups are the 8414 VCAL students enrolled in VET subjects (a significant increase on the previous year's VCAL enrolments). Table 4 breaks these students out by type of VET enrolment.

Table 3 All VET in Schools enrolments, by type (excluding adult sector)

VET type	Year 11	Year 12
VET in the VCE	21,450	7,058
SBNA	2,269	887
VFE (other VET)	3,253	1,286

As a student may be enrolled in more than one type of certificate, these numbers total considerably more than those in Table 1 (36,025 versus 32,245). The same situation applies in Table 4 (with a total of 8414 enrolments for 6874 students).

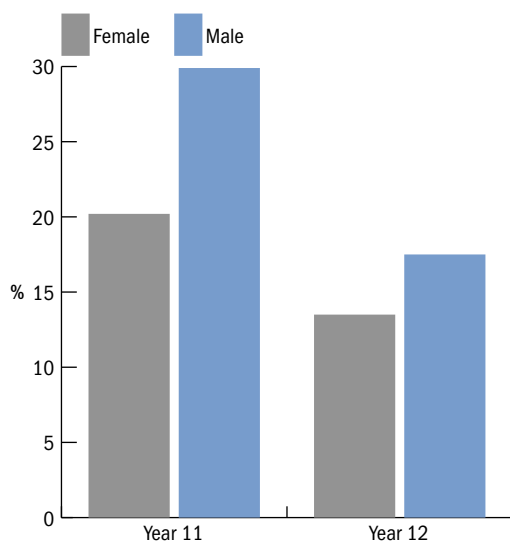
Table 4 VCAL enrolments, by type of VET enrolment (excluding adult sector)

VET type	Year 11	Year 12
VET in the VCE	3,671	1,034
SBNA	586	189
VFE (other VET)	2,140	794

→ Gender

Figure 2 illustrates the proportion of male and female students at each year level (11 and 12) enrolled in the VET in Schools program. As is consistent with trends in past years, the proportion of male students at both year levels is higher than that of female students.

Figure 2 Proportion of students enrolled in VET in Schools, by gender, 2004



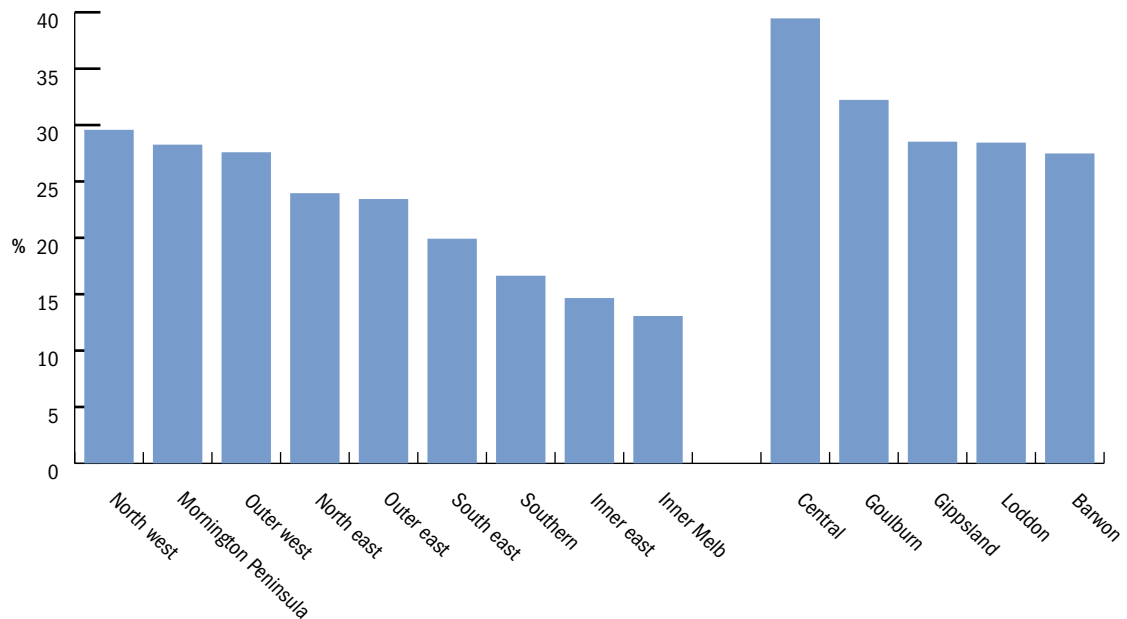
→ Regional variation

The rate of VET in Schools activity, amongst Year 12s who complete the year, within each labour force region, is estimated in Figure 3, which is based on *On Track* survey data. This chart shows that VET in Schools enrolment rates tend to be higher in non-metropolitan areas and higher in regions with low socioeconomic profiles and low rates of transition to university.

For example, the northern and western suburbs of Melbourne and the Mornington Peninsula and surrounds, represented here by North West Melbourne, Outer West Melbourne and Mornington Peninsula labour force regions, typically have lower retention rates, poorer academic achievement and poorer rates of transition to university than the inner eastern and inner southern suburbs of Melbourne (Teese 2000). These are the regions with the highest rates of VET in Schools activity in the metropolitan area. Similarly, the non-metropolitan regions also have poorer retention, achievement and university transition than Melbourne's inner east and south (Inner East, Inner Melbourne and Southern labour force regions) and these areas too have relatively high rates of VET in Schools activity.

VET in Schools broadens the curriculum and learning available to all young people. These differences in regional participation in VET in Schools suggest that this broader approach is more likely to be taken up in areas where achievement and transition to university have been weakest.

Figure 3 VET in Schools participation rates, by ABS labour force region, 2004



Note: Data based on *On Track* survey of the 2004 Year 12 cohort.

→ Methodology

The data on the destinations of the 2004 VET in Schools graduates are compared with destinations data collected in the past (using a single indicator of destination that combines study and labour force status).

→ Comparisons with past cohorts

In order to allow a longer-term perspective, the data have been treated so that they are comparable with published statistics on the destinations of past VET in Schools Year 12 cohorts. However, the procedure used for the 2002, 2003 and 2004 cohorts is somewhat different from that employed in past years.

For cohorts prior to 2003, a match of VCAA enrolment data and VTAC tertiary admissions data has been made to determine which VET in Schools students entered university or TAFE by means of applications processed through VTAC. Following this, VCAA files have been analysed to identify which students had returned to school, either to repeat or complete their Year 12 studies. Estimates of transition to other destinations were then calculated for the remainder of the VET in Schools cohort on the basis of data obtained

from a telephone survey. This method allowed the calculation of the actual proportions of graduates enrolling in university and TAFE through VTAC, and provided reliable estimates based on the survey data for students accessing other destinations (including additional entrants to university or TAFE via direct entry).

For the 2002, 2003 and 2004 cohorts, survey data only have been used, with the result that there may be a slight under-estimation of rates of transition to university and a slight over-estimation of rates of transition to other destinations. In fact, labour market destinations reported in this chapter for the 2002, 2003 and 2004 VET in Schools graduates are slightly higher than in the past, while university transition is somewhat lower.

chapter

2

Comparisons with past cohorts

→ Introduction

In this chapter, the destinations data are summarised in such a way as to allow comparisons with past reports and provide a nine-year perspective on the destination outcomes from the VET in Schools program. Destinations are defined using a simple categorisation that combines both labour market and study outcomes. However, while prior to 2002 this approach combined VTAC data on tertiary entrance and telephone survey data to estimate rates of transition to various study and labour market destinations, the current report relies entirely on survey data collected as part of the Department of Education and Training's *On Track* survey.

It should be noted, therefore, that while the earlier methodology allowed the reporting of actual rates of university transition (as provided by VTAC), the current methodology relies on survey data, and may be under-estimating rates of transition to university and over-estimating rates of transition to other destinations.

It should also be noted that the current survey was conducted in March and April rather than in the period September to November as in years prior to 2002. Given seasonal variations in labour market cycles and the effects of semester times on rates of enrolment in tertiary education (as well as discontinuation of courses), this too may have affected recorded rates of transition to specific destinations.

→ Destinations data

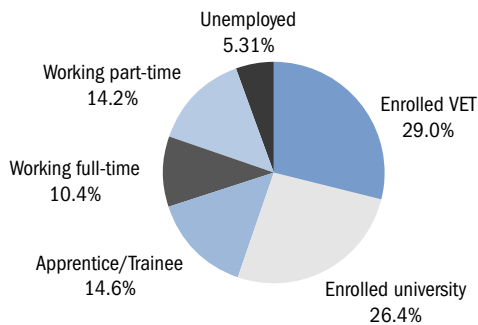
Figure 4 illustrates the proportions of 2004 VET in Schools Year 12 students entering different post-school destinations. As in past years, these school leavers used their program to access a wide range of destinations, ranging from university and TAFE to the labour market. And again, as in past years, positive outcomes were apparent for the majority of these students.

Over half of the cohort entered tertiary education, with 29.0 per cent enrolling in VET (most in TAFE but including small numbers of students who accessed private training colleges and ACE providers), and 26.4 per cent enrolling in university. A further 14.6 per cent entered an apprenticeship or traineeship. This group comprised 8.2 per cent who reported that they were engaged in an apprenticeship and 6.5 per cent who entered a traineeship of some kind.

The remaining 29.9 per cent of students entered the labour market without further training – a drop of 3.2 per cent on the previous year's cohort. Of these, 10.4 per cent were in full-time work, 14.2 per cent were in part-time work and 5.3 per cent were unemployed.

Compared with the 2003 cohort, the proportion entering university rose sharply, while the proportion entering a vocational education and training destination declined. The proportion entering apprenticeships or traineeships rose strongly. The proportions entering the labour market with no further education or training (that is, full-time work, part-time work or unemployment) all declined.

Figure 4 Destinations of 2004 Year 12 VET in Schools students



→ Gender differences

As in past years, there were strong gender differences in the destinations of VET in Schools exiting students. Over time, these have shown consistent patterns, as follows:

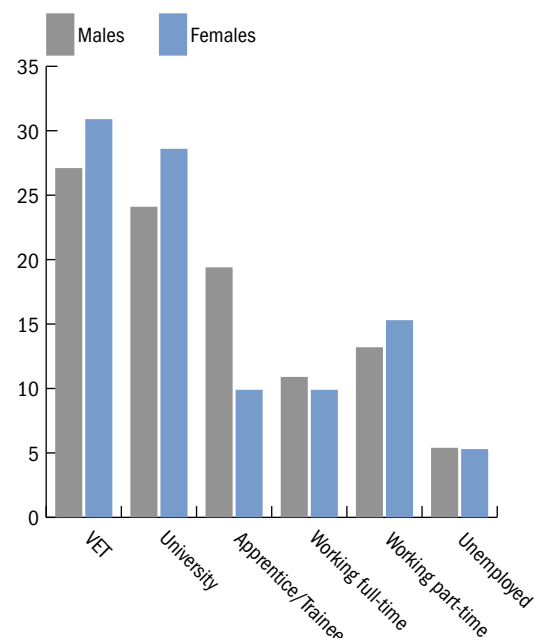
- Proportionally more girls going to university
- Slightly higher proportions of girls going into VET
- Proportionally more boys going into apprenticeships
- Proportionally more girls going into traineeships
- Similar proportions of boys and girls entering other destination categories.

These trends largely apply to the current school leavers – the 2004 cohort (see Figure 5). As in the past, a higher proportion of female graduates entered both university and VET. The gap between male and female university entry rates was 4.5 per cent, while the gap in VET entry rates was 3.8 per cent.

However, compensating for these differences in access to tertiary studies, boys were more likely to be found in the apprenticeship/traineeship category (19.4 per cent of boys, compared with 9.9 per cent of girls). Within this category, there were also gender differences, with 13.8 per cent of male VET in Schools graduates entering an apprenticeship compared with only 2.6 per cent of girls, and 7.3 per cent of girls becoming trainees compared with 5.6 per cent of boys. These gender differences seem to reflect the location of most apprenticeships in the traditionally male trade-related areas, while traineeships span a broader range of industry areas, including those more appealing to females.

Differences between patterns of female and male graduates' entry to the labour market were not large. However, while girls were slightly more likely to be working, boys were more likely to be working full-time while girls were more likely to be working part-time. Boys and girls were approximately equally likely to be unemployed (5.4 per cent compared to 5.3 per cent respectively). Over recent years, female graduates from the VET in Schools program have shown a greater tendency to enter part-time work, but their rate of entry to full-time work has tended to be comparable with that of males, while their rate of unemployment has tended to be slightly lower than that of males.

Figure 5 Destinations of 2004 Year 12 VET in Schools students, by gender



→ Comparisons with the previous eight years

Figure 6 compares the destinations of the 2004 cohort with those of the previous eight years. It shows that the pattern of destinations over the nine years has not changed greatly, and that VET in Schools graduates have continued to use their Year 12 program to access a range of tertiary and labour market destinations. The group of students who had returned to school have been excluded, as this data was not recorded for the 2004 cohort.

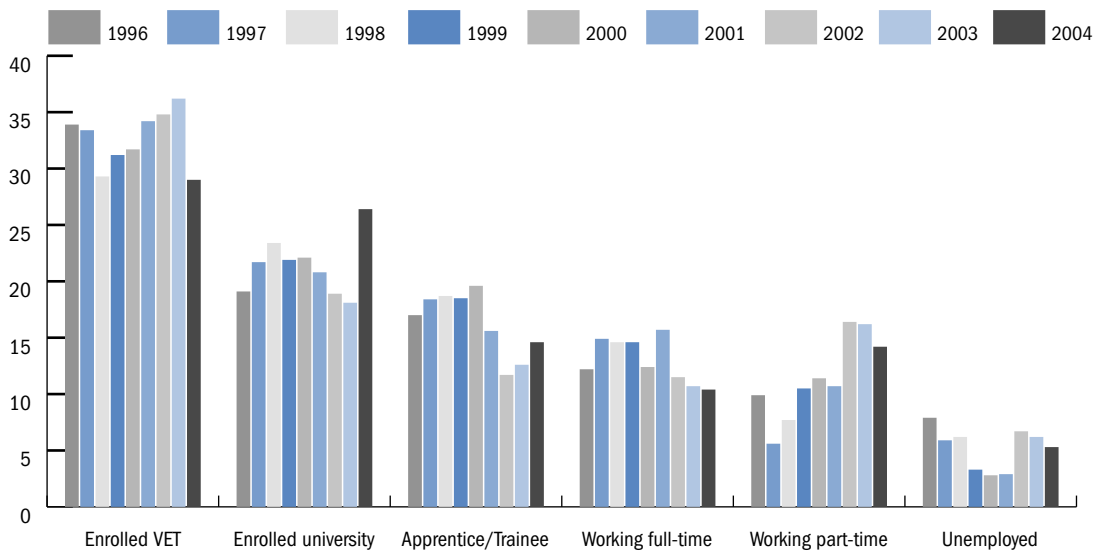
Some trends may be noted. After declines in the rate of transfer to VET from 1996 to 1998, the proportion of VET school leavers entering this destination has risen steadily until the 2003

cohort, with a drop of 7.2 per cent from 2003 to 2004. Transition to university, which rose consistently until 1998, then fell until 2003, and rose sharply again by 8.3 per cent for the 2004 cohort.

Levels of transition to full-time work have been in a pattern of decline over recent years, with the exception of a spike in 2001, while the proportion of graduates entering part-time work rose sharply in 2002 but declined over 2003 and 2004.

The proportion of graduates reporting as unemployed now shows a steady decline over 2002, 2003 and 2004.

Figure 6 Destinations of Year 12 VET in Schools students, 1996-2004



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Appendix A

Certificate enrolments

Enrolments in VCE Vocational Education and Training (VET) by Certificate 2004
(number of certificates: 226)

Certificate title	Enrolments
Certificate I in Automotive	7
Certificate I in Building & Construction (Plumbing)	114
Certificate I in Business	27
Certificate I in Electrical (Pre-Apprenticeship)	1
Certificate I in Electrotechnology	71
Certificate I in Employment Skills Training	40
Certificate I in Engineering	28
Certificate I in Engineering Technology	1232
Certificate I in ESL Access	1
Certificate I in Food Processing	2
Certificate I in Food Processing (Retail Baking)	1
Certificate I in Furnishing	14
Certificate I in General Education for Adults	555
Certificate I in General Education for Adults (Introductory)	221
Certificate I in Horticulture	24
Certificate I in Horticulture (Production)	2
Certificate I in Hospitality (Operations)	49
Certificate I in Information Technology	191
Certificate I in Learning Pathways for Australian ATSI	10
Certificate I in Media	20
Certificate I in Music Industry (Foundation)	33
Certificate I in Seafood Industry (Fishing Operations)	1
Certificate I in Spoken and Written English	34
Certificate I in Transition Education	649
Certificate I in Visual Arts and Contemporary Craft	20
Certificate I in Vocational Education and Training	194
Certificate I in Work Education	218
Certificate II in Acting (Film & Television)	16
Certificate II in Aeroskills	1
Certificate II in Agriculture	470
Certificate II in Air Transport (General Flying Progress Test)	14
Certificate II in Animal Studies	4
Certificate II in Applied Language	47
Certificate II in Automotive (Electrical - Accessory Fitting)	3
Certificate II in Automotive (Mechanical - Radiator Repairs)	1
Certificate II in Automotive (Mechanical - Underbody)	6
Certificate II in Automotive Technology	2146
Certificate II in Automotive (Mechanical - Tyre Fitting & Repair Light)	5
Certificate II in Automotive (Mechanical - Underbody)	33
Certificate II in Automotive (Mechanical - Vehicle Servicing)	124

Certificate title	Enrolments
Certificate II in Automotive (Sales – Replacement Parts & Accessories)	6
Certificate II in Automotive (Sales – Service Station Operations)	1
Certificate II in Automotive (Vehicle Body – Mech. Accessory Fitting)	1
Certificate II in Automotive (Vehicle Body – Detailing)	3
Certificate II in Automotive (Vehicle Body – Paint/Panel Preparation)	42
Certificate II in Broadcasting (Radio)	31
Certificate II in Broadcasting (Television)	9
Certificate II in Building and Construction	414
Certificate II in Building and Construction (Fitout and Finish)	2
Certificate II in Business	2171
Certificate II in Business (Office Administration)	1
Certificate II in Business Visy Traineeship	5
Certificate II in Carpentry & Joinery (Joinery;Stairs;Shopfitting)	17
Certificate II in Clothing Design & Production	45
Certificate II in Clothing Production (Intermediate)	1
Certificate II in Community Pharmacy	3
Certificate II in Community Recreation	776
Certificate II in Community Service (Aged Care Work)	4
Certificate II in Community Services (Children’s Services)	14
Certificate II in Community Services (Community Work)	1
Certificate II in Community Services Support Work	17
Certificate II in Community Services Work	47
Certificate II in Computer Systems	5
Certificate II in Conservation and Land Management	39
Certificate II in Dance	238
Certificate II in Desktop Publishing	78
Certificate II in Electronics	479
Certificate II in Electrotechnology	15
Certificate II in Electrotechnology (Technical Support)	1
Certificate II in Electrotechnology Servicing	2
Certificate II in Engineering – Production	137
Certificate II in Engineering – Production Technology	19
Certificate II in Entertainment	6
Certificate II in Entertainment (Front of House)	9
Certificate II in Equine Industry	508
Certificate II in ESL (Access)	16
Certificate II in ESL (Vocational Purposes)	33
Certificate II in ESL Access	18
Certificate II in Firefighting (Operations)	3
Certificate II in Fitness	1694
Certificate II in Floristry	6
Certificate II in Food Processing (Retail Baking – Cake and Pastry)	1
Certificate II in Food Processing (Wine)	19
Certificate II in Forest & Forest Products (Timber)	2
Certificate II in Forest & Forest Products (Timber Merchandising)	1
Certificate II in Furnishing	20
Certificate II in Furnishing (Cabinet Making)	829
Certificate II in Furnishing (Pre-apprenticeship – Leadlighting)	11

Certificate title	Enrolments
Certificate II in Furnishing (Pre-apprenticeship Flat Glass Working)	54
Certificate II in Furniture Making	41
Certificate II in General Construction	121
Certificate II in General Education for Adults	698
Certificate II in Hairdressing	372
Certificate II in Health Support Services (Client/Patient Sup Ser)	11
Certificate II in Horse Studies	9
Certificate II in Horticulture	776
Certificate II in Horticulture (Parks & Gardens)	24
Certificate II in Hospitality (Kitchen Operations)	171
Certificate II in Hospitality (Operations)	6415
Certificate II in Information Technology	1500
Certificate II in Information Technology (Applications)	101
Certificate II in Joinery/Shopfitting/Stairbuilding (Pre-app)	1
Certificate II in Koorie Education, Training and Employment	7
Certificate II in Learning Pathways for ATSI Peoples	34
Certificate II in Make-Up Artistry	43
Certificate II in Manufactured Mineral Products	1
Certificate II in Multimedia	1295
Certificate II in Music Industry (Foundation)	721
Certificate II in Music Industry Skills	3
Certificate II in Nail Technology	77
Certificate II in Outdoor Power Equipment (Services)	13
Certificate II in Outdoor Recreation	682
Certificate II in Picture Framing	1
Certificate II in Printing & Graphic Design (Print Design)	25
Certificate II in Public Safety (SES Rescue)	38
Certificate II in Racing (Stablehand)	1
Certificate II in Retail Cosmetic Assistant	21
Certificate II in Retail Operations	1964
Certificate II in Science for Adults	78
Certificate II in Screen Printing	12
Certificate II in Small Business Practice	321
Certificate II in Spoken and Written English	51
Certificate II in Sport (Officiating)	6
Certificate II in Sport and Recreation	58
Certificate II in the Seafood Industry (Aquaculture)	33
Certificate II in the Seafood Industry (Seafood Sales/Distribution)	1
Certificate II in Tourism (Operations)	8
Certificate II in Transport and Distribution (Maritime Operations)	11
Certificate II in Transport and Distribution (Road Transport)	2
Certificate II in Transport and Distribution (Warehousing)	4
Certificate II in Visual Arts and Contemporary Craft	10
Certificate II in Vocational Studies (Printing & Graphic Technology)	7
Certificate II in Woolworths Store Operations	11
Certificate III in Aged Care Work	19
Certificate III in Agriculture	2
Certificate III in Animal Technology	3

Certificate title	Enrolments
Certificate III in Asset Maintenance (Cleaning Operations)	2
Certificate III in ATSI Art & Design	16
Certificate III in Automotive (Mechanical – Motor Cycle)	4
Certificate III in Automotive (Mechanical – Heavy Vehicle Rd Transport)	6
Certificate III in Automotive (Mechanical – Light Vehicle)	12
Certificate III in Beauty	96
Certificate III in Broadcasting (Television)	8
Certificate III in Broadcasting(Radio)	1
Certificate III in Business	9
Certificate III in Business Administration	68
Certificate III in Children's Services	121
Certificate III in Christian Ministry	66
Certificate III in Community Services (Aged Care Work)	12
Certificate III in Community Services (Children's Services)	31
Certificate III in Community Services (Community Work)	1236
Certificate III in Community Services Work	1
Certificate III in Concept Development for Clothing Products	423
Certificate III in Dance	12
Certificate III in Disability Work	5
Certificate III in Education	2
Certificate III in Entertainment	9
Certificate III in Entertainment (Front of House)	16
Certificate III in Entertainment (Lighting Operations)	1
Certificate III in Financial Services	184
Certificate III in Financial Services (Accounts Clerical)	2
Certificate III in Fine Arts	11
Certificate III in Fitness	10
Certificate III in Floor Covering and Finishing	1
Certificate III in Floristry	21
Certificate III in Food Processing	1
Certificate III in Food Processing (Retail Baking – Cake & Pastry)	2
Certificate III in Furniture Making (Cabinet Making)	26
Certificate III in Gen Construction (Carp – Framewrk/Formwrk/Finish)	1
Certificate III in General Education for Adults	190
Certificate III in Hairdressing	62
Certificate III in Health Service Assistance (Client/Patient services)	1
Certificate III in Home and Community Care	2
Certificate III in Horticulture	4
Certificate III in Hospitality (Commercial Cookery)	6
Certificate III in Hospitality (Operations)	155
Certificate III in IT – IT Vendor program	36
Certificate III in Information Technology (General)	1467
Certificate III in Information Technology (Network Administration)	398
Certificate III in Information Technology (Software Applications)	1675
Certificate III in Laboratory Skills	26
Certificate III in Live Production, Theatre & Events (Tech.)	1
Certificate III in Meat Processing (Meat Retailing)	2

Certificate title	Enrolments
Certificate III in Multimedia	2045
Certificate III in Music	315
Certificate III in Music Industry (Technical Production)	429
Certificate III in Music Industry Skills (Performance/Composition)	2
Certificate III in Outdoor Recreation	30
Certificate III in Plastics	12
Certificate III in Property Services (Real Estate Operations)	1
Certificate III in Racing (Advanced Stablehand)	1
Certificate III in Racing (Thoroughbred) – Stablehand level 2	2
Certificate III in Retail Operations	365
Certificate III in Retail Supervision	124
Certificate III in Spoken and Written English	23
Certificate III in Sport and Recreation	21
Certificate III in Transport & Distribution (Administration)	1
Certificate III in Upholstery	11
Certificate III in Visual Arts	8
Certificate IV in Animal Technology	1
Certificate IV in Arts (Applied Design)	185
Certificate IV in Disability Work	1
Certificate IV in Fire Technology	2
Certificate IV in Information Technology (Client Support)	1
Certificate IV in Massage	1
Certificate IV in Multimedia	36
Certificate IV in Sport (Coaching)	2
Certificate IV in Transport & Distribution (Aviation Flight Ops)	10
Certificate IV in Youth Work	1
Cisco Networking Academy Program	800
Course in Basic First Aid	10
Course in Concurrent Study	56
Course in Emergency First Aid	40
Course in Intermediate First Aid	5
Course in Planning for Employment & Training	209
Course in Workplace First Aid (Level 2)	1
Course in Workplace First Aid (Senior First Aid)	1
Diploma of Arts (Applied Photography)	90
Diploma of Arts (Ceramics)	5
Diploma of Arts (Small Companies & Community Theatre)	11
Diploma of Arts (Visual Arts)	3
Diploma of Music Industry (Technical Production)	1
Learner Road Rules	10
VCE VET Building & Construction	1040
VCE VET Retail Operations	321

Appendix B

Australian Bureau of Statistics Statistical Region structure – Victoria

North western Melbourne (LFR)	Hume (C), Moreland (C)
Outer eastern Melbourne (LFR)	Knox (C), Maroondah (C), Yarra Ranges (S)
Outer western Melbourne (LFR)	Brimbank (C), Hobsons Bay (C), Maribyrnong (C), Melton (S) Moonee Valley (C), Wyndham (C)
South eastern Melbourne (LFR)	Cardinia (S), Casey (C), Greater Dandenong (C)
Southern Melbourne (LFR)	Bayside (C), Glen Eira (C), Kingston (C), Stonnington (C) (part)
Barwon (SD)	Colac-Otway (S), Golden Plains (S), Greater Geelong (C), Queenscliffe (B), Surf Coast (S)
Central Highlands (SD)	Ararat (RC), Ballarat (C), Hepburn (S), Moorabool (S), Pyrenees (S)
East Gippsland (SD)	East Gippsland (S), Wellington (S)
Gippsland (SD)	Bass Coast (S), Bass Strait Islands, Baw Baw (S), French Island , La Trobe (C), South Gippsland (S), Yallourn Works Area, Yarra Ranges (S)
Goulburn (SD)	Campaspe (S), Delatite (S), Greater Shepparton (C), Mitchell (S), Moira (S), Murrindindi (S), Strathbogie (S)
Loddon (SD)	Central Goldfields (S), Greater Bendigo (C), Loddon (S), Macedon Ranges (S), Mount Alexander (S)
Mallee (SD)	Buloke (S), Gannawarra (S), Mildura (RC), Swan Hill (RC)
Ovens Murray (SD)	Alpine (S), Indigo (S), Towong (S), Wangaratta (RC), Wodonga (RC)
Wimmera (SD)	Hindmarsh (S), Horsham (RC), Northern Grampians (S), West Wimmera (S), Yarriambiack (S)
Western District (SD)	Corangamite (S), Glenelg (S), Lady Julia Percy Island, Moyne (S), Southern Grampians (S), Warrnambool (C)

Source: Australian Bureau of Statistics, *Australian Standard Geographical Classification (ASGC)*, 2000, Cat. No. 1216.0. LFR = Labour Force Region; SD = Statistical Division; C = City; S = Shire; RC = Rural City; B = Borough.

