

# Inquiry into vocational education in schools

Submission by the Construction Industry Training  
Board

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## **Introduction**

Over the last decade national and State political influences have driven the vocational education in Schools agenda in a campaign to address falling school retention rates, high youth unemployment and reported industry shortages. Industries, through their Industry Training Advisory Board's (ITAB's), have been encouraged to identify competencies from their training packages that are appropriate for school aged students and have been asked to provide assistance to the education sector regarding delivery arrangements.

### **The CITB and Vocational Education in Schools**

The Construction Industry Training Board (CITB) was established on 1 September 1993 under the provisions of the SA Construction Industry Training Fund (CITF) Act with key responsibilities to:

- Act as principal advisor to the relevant SA and Federal Ministers on any matter relating to training in the building and construction industry
- To promote increased productivity, career opportunities, personal satisfaction and OHS&W within the building and construction industry through training
- To review and evaluate employment related training programs to ensure that they meet the training and skill requirements of the building and construction industry
- To initiate, carry out, support or promote research into the training and personnel needs of the building and construction industry

In 1999 the CITB determined that vocational education in schools was a strategic direction for the Board and allocated \$250,000 for an initial 1 year period. A project officer, Ms Kate Smyth, was appointed and an industry reference committee established.

The major initiative to emerge during 1999/2000 was the creation of Doorways 2 Construction – a vocational education and training in schools program focussing on the Certificate 1 in Construction. Doorways 2 Construction (D2C) has been highly successful and now operates in 15 centres catering for 240 students from 40 schools. It has been nationally recognised as a leading edge program by Construction Training Australia and continues to enjoy considerable education sector support.

Following the success of the initial year pilot the CITB committed funds at the same rate for a further 3 years. To complement the Doorways 2 Construction program additional vocational activities have been undertaken in the following areas:

- Professional development program for secondary school staff
- Careers seminars
- Career resources
- Videos
- Website sections specifically for students and staff
- Professional development newsletter for VET coordinators in secondary schools
- R-10 vocational learning curriculum materials
- Site visits program
- Industry 'guest speaker' program combined with 'Speaker's Kit'

Throughout 2001/2 the CITB has played a catalyst role in VET in schools developments for the construction industry by conducting its own research into programs operating around the country, taking a lead role in a national committee to review programs and by having the principles and methodologies of the D2C program adopted as national best practice by Construction Training Australia.

## **Vocational Education in Schools – Strengths**

As a result of our own involvement and from information gained from other sources the CITB firmly believes that vocational education in schools programs do work and that they offer great benefits to the students themselves and all other stakeholders. We acknowledge that there are still a great many challenges yet to be overcome but the evidence overwhelmingly points to the strengths of the system.

### **The Students**

The CITB has evidence to indicate that, as a result of participating in such programs, students have a clearer knowledge of career opportunities and pathways, display increased self-esteem and increased job readiness. Of the 2001 cohort of D2C students 39% went into the workforce, 5% went on to further training and 32% elected to continue with their schooling and when asked what they enjoyed about the course learning more about the trades and industry was identified by 13% of students. *Refer statistics section.*

In a construction VET in schools program many of the students are young males who are not enjoying, or succeeding, at main-stream schooling. Evidence consistently points to these young men discovering a purpose in schooling and to achieving their key competencies through their participation in these programs. So much so that had these students applied for jobs at the commencement of the course they almost certainly would not have been offered an interview whereas towards the end of the program the statistics speak for themselves.

The CITB has clear evidence to confirm that the Doorways 2 Construction program actually creates jobs. Building and construction is a very informal industry in terms of its recruitment practices – rarely are apprenticeships or entry level positions advertised, instead they are likely to be filled through word of mouth. The workplacement component of D2C allows trades people to experience having a young person working with them and to 'try before they buy' a particular individual. The CITB has received numerous reports of employers who had repeatedly said that they did not want to take on an apprentice; but after having students on workplacements they do in fact create a position for an apprentice. In the survey of year 2001 D2C students who had gained construction work 55% reported that they believed the job was offered to them as a direct result of their workplacement. *Refer statistics section.*

### **Teachers and Schools**

Teachers and schools also derive great benefit from participation in VET in schools programs. They are able to connect more closely with their local community and industry and in doing so raise the positive profile of the school. Schools that run high quality programs are able to demonstrate a commitment to outcomes for all students not just those that are pursuing a university pathway. Teaching staff are potentially the biggest beneficiaries of such programs. Teachers learn from having greater industry contact, are able to put into practice effective enterprise methodologies and are exposed in a significant way to the 'world beyond teaching'.

### **Industry**

VET in Schools programs benefit industry in several way – the ultimate goal is to attract the 'right' type of young person to fill the available positions. Just recently a manager of a prominent Group Training Company that has employed D2C graduates commented that 'we are seeing a better quality of kids apply for apprenticeships as a result of D2C'. In addition to the ultimate goal, VET in Schools programs also provide other benefits to industry – these include an increased opportunity for workers to take on supervision responsibilities via workplacements, a formal link to a training culture and updated information via the students and their trainers.

In the CITB's opinion the South Australian Government's strategy of schools in regions working together as a cluster has worked well. It is far more realistic and desirable for

key schools to specialise in particular vocations/industries and then open their courses to neighbouring schools. This minimises the risk of spreading resources too thinly, too many numbers being trained in any particular industry and of quality of training being poor. Central to the philosophy of the regional model is the role of the regional coordinator. This position plays a crucial role in brokering partnerships, setting strategic and operational direction and in ensuring quality programs operate. The role of the regional coordinator is essential to allow industry to easily work with the education sector and to prevent duplication and burn out of workplacement hosts.

## **Vocational Education in School - Issues**

Whilst the CITB strongly supports the notion of VET in Schools and can cite many examples of exemplary practice across industries and around the nation, it also acknowledges that there remains a significant number of issues that require resolution if the full potential of such programs is to be realised. In particular the issues requiring attention from the CITB's perspective include:

### **Clarity of Purpose**

Despite VET in schools having been in existence for at least 7 years there still appears to be a lack of clarity about its purpose. Many schools still take the view that the primary purpose of the program is self esteem building while industry personnel would firmly argue that if industry competencies are being used the programs primary purpose ought to be moving students into employment or further study. This issue is significant as it raises the fundamental philosophical question as to the purpose of schooling and greatly affects the manner in which a VET in Schools program is run.

It is highly likely that any given program will have several purposes however if gaining employment or moving on to further training is the key purpose then more assistance should be provided to schools to understand this new role and to assist them develop effective links with Group Training Companies, Job Pathways Programs, New Apprenticeship Centres, relevant further education institutions or other employment agencies.

**Depth and Rigour of Programs:** In the CITB's opinion there still exists an unacceptably high number of VET in Schools programs that lack sufficient depth or rigour. These programs typically contain only a few units of competence, plucked from a training package, they rarely include any workplacement and have little connection to the industry from which they have been taken. In the worst cases students do not even know that they are undertaking VET as it is so embedded into a main stream class and, in other situations students are undertaking programs in multiple and non-related industry areas. Whilst we acknowledge that in the past this approach served a useful purpose in awareness raising and the professional development of teachers, the CITB believes that we are now well over due for a concerted effort to increase the depth and rigour of programs.

It is also interesting to note that many school personnel appear to have been seduced by the political and funding support for VET in Schools and automatically believe that they must offer VET, even if it is a small amount. Increasingly the CITB is asked if schools can offer construction VET to students under the age of 15. Teachers seem to have failed to realise that the teaching methodologies of VET and the principle of making content relevant to the real world can be achieved by modifying current teaching practices and without necessarily utilising training packages!

**Registration Arrangements:** at present the arrangements for registration of schools vary considerably from state to state, some have schools as RTO's while others operate using a variety of partnering arrangements. From the CITB's research into construction VET in schools programs around the nation it has been found that schools that are RTO's in their own right often lack credibility, are seen to be duplicating resources and are considered to provide little in terms of facilitating the transition to further study. In

contrast those programs considered to be delivering quality training and, that enjoyed a high level of industry support, were those that have close working partnerships between the school(s) and the registered training organisation.

**Training Hours:** There appears to a considerable discrepancy between the amount of on-job experience that an apprentice receives compared to that of a person who undertakes the same qualification via alternative pathways. For example a carpenter apprentice spends approximately 30 weeks per year out on site in his/her first year of their apprenticeship – compared to a VET in Schools student who is likely to spend in the order of 8 weeks to cover roughly the same competencies. Clearly this is vastly different and often results in qualifications awarded under VET in Schools programs being regarded as inferior to that of apprentice training. Whilst the CITB does not advocate a return to 'time served' it does flag this issue as one that affects quality and recommends that the descriptions of competence are stipulated more clearly.

An issue that affects all vocational training across the nation is the inconsistency of nominal hours between states. In South Australia the Certificate 1 in Construction attracts 256 nominal hours, in New South Wales the exact same qualification attracts 180 hours. Clearly students in each of these states will receive very different amounts of training that is likely to result in very different outcomes thus bringing into question the validity of the training system. It should be noted that these discrepancies are likely to be more obvious in shorter, entry level programs than in full apprenticeships as the latter provides a greater proportion of time in which on job training can compensate.

**Level of Units of Competence:** In any given industry the level of qualification that is deemed appropriate for school students varies from State to State. This is due to the individual arrangements that are struck between Boards of Studies, Education Authorities, ITAB's and the industrial relations parties in each State. The construction industry in particular sees wide variances in what is allowed –in Tasmania, NSW, ACT and Queensland students are able to complete a full Certificate 2 whereas students in WA, South Australia and Northern Territory are only permitted to undertake training at Certificate 1 level. This latter group of students are doubly disadvantaged because, as a result of this arrangement, they are precluded from enrolling in year 12 vocational courses in construction that will provide them with a tertiary entrance ranking and thus a professional pathway.

**Resourcing:** A key challenge in the fight to make VET in schools programs sustainable is the issue of resourcing. Schools have moved from an arrangement where they received additional 'seed funding' to one where they are expected to fund programs from their global budgets with a small amount of top up. The last eighteen months has shown that many schools are still reluctant to commit their global budget funds, they remain vulnerable to changes in funding policy and that the total funds available are insufficient for quality outcomes to be achieved.

A case in point is the Doorways 2 Construction flagship program based in the Mt Gambier area. This cluster program has been operating for 5 years, caters for approximately 60 students per year from the 7 participating schools and consistently achieves outstanding results. This program initially ran with total external funding but has over time increased the proportion of funds that each school must contribute per student. In 2002 the regional management group determined that construction no longer warranted external funds and for the first time schools were asked to pay the full cost. As a direct result some schools have asked that the program manager not promote the program to their students, others have significantly reduced the number of students that they will offer places to and the program is in jeopardy.

In the CITB's opinion the resources required to operate the workplacement and networking components of a VET in schools program are rarely adequately provided for. Generally, teachers are not provided with sufficient time to visit students and make proper assessments of their on-job competence. They are also provided with little

opportunity to develop and then maintain relationships with key stakeholders. This is a critical issue for the quality of VET in Schools programs and must be resolved if other related issues such as teacher burn out and RTO acceptance are to be overcome.

In addition to the amount of resources that VET in Schools attracts there is also the issue of how they are distributed. Those resources that the schools do receive are often late, can be recalled once pledged or are not released until the eleventh hour.

**Staffing:** A significant threat to the sustainability of vocational education programs in schools is the age of the current teaching workforce and the value placed on their skills and knowledge. The South Australian teaching workforce is an ageing one with a significant proportion who are nearing retirement. Of particular concern to the construction industry is the lack of Technical Studies teachers – a legacy created as a result of them not having been trained for the last 15 years. Although D2C has some outstanding 'exceptions to the rule' generally we have found that older teachers are less willing to take on the huge task of setting up and then managing a VET in schools program, they are often tainted by 'this is just another phase that will blow over' thinking and have little experience of the wider employment market.

If we wish to encourage teachers to become involved with vocational education programs then it would seem sensible to attach some personal status to running them. We, as a society, should value the skills, knowledge and industry connections that these people have fostered and require the education systems that employ them to utilise them effectively. However the current situation is a far cry for this – teachers are in effect penalised for taking on a VET in Schools program as the increase in workload far outweighs the time and assistance provided. Many staff, particularly regional coordinators, are on short term contracts that are 'rolled over' and lack security of tenure or finances. These arrangements do not encourage people to take on VET in Schools or to remain in it.

It is interesting to note that as a result of the lack of Technical Studies teachers in SA a number of tradesmen have completed Diplomas of Teaching and are now filling this role. Three such people that manage D2C programs in South Australia are among the best leaders that we have, displaying outstanding industry understanding, contacts and a 'real world' understanding. The CITB advocates encouraging a greater proportion of people with industry experience into the teaching profession as a whole and would especially like to see them encouraged and supported to teach VET in Schools programs.

The boundaries between traditional TAFE and school sectors have become increasingly blurred in terms of curriculum with the advent of VET in Schools but the industrial relations arrangements for teachers and TAFE lecturers have not kept pace. We still have an 'us and them' situation in the majority of arrangements with personnel unable to transfer across departments and duplication of resources occurring.

**Workloads:** The move to mainstream VET in Schools is beginning to take effect in schools – many now include VET courses in subject selection handbooks and have built up resources. However the issue of timetable is one that is often worked around rather than solved and is the key factor in the workload issue. Until schools are able to find adequate time on the timetable to avoid 'covering' teachers and students missing lessons then the costs of running a program will remain high as will teacher and student workloads. Schools that operate as a senior campus only or those that have moved to bigger blocks of time appear to have found solutions to this issue but these remain the minority.

**Industry Advice:** Industry Training Advisory Boards (ITABS) have historically taken a proactive role in providing schools with information and guidance in relation to the training that they offered their students. With the recent decision to cut federal funding for industry advice many of the State ITABS have either severely reduced their functions or have closed their doors altogether. This now poses the question of where and how



schools access this vital information. The likelihood is that the responsibility will fall to the RTO's however there exists a high level of discrepancy between RTO's as to Training Package interpretation (or indeed acceptance), work placement requirements and teacher professional development requirements.

**Key Aspects of VET in Schools:** From its experience running Doorways 2 Construction the CITB advocates that a good VET in Schools program is far more than just the delivery of a VET qualification. The CITB has identified 13 key aspects that it believes are essential to a quality program. These aspects include:

1. Well trained, industry experienced staff
2. Well structured and monitored workplacements
3. Extensive, well integrated career activities
4. Close delivery partnerships between the school and the RTO
5. Industry quality tools and equipment
6. Enterprise methodologies
7. Regular positive publicity
8. A committed group of stakeholders/champions
9. Full school support
10. A rigorous student selection process
11. Regular, on going teacher professional development
12. Formal student recognition
13. A structured process for evaluating and improving the program

A program that is able to integrate each of these key aspects is more likely to be able to support the participating students in the achievement of their career goals as it will provides a total approach to pathway planning and quality outcomes.

**Insurance:** The CITB has noted that in recent months a number of host employers have been advised by their insurance companies not to take students on workplacement. This has affected the ability of several programs to find placements for their students and has resulted in the loss of supervisors who are highly skilled and excellent mentors. Whilst not a critical problem at this point in time this trend is alarming and may pose a serious threat in the future.

**Payment of students on work placement:** Currently we have discrepancy between one state where students must be paid an allowance for each day of work placement that they complete whereas other states stipulate that they must not be paid. This discrepancy brings into question the nature of work placement, the role of the student and the employer.

**The Terminology:** If vocational education in schools, and particularly that which is industry training, is to continue to gain acceptance by the industries in which they are offered and by the training fraternity in general then use of the term 'VET in Schools' should be discontinued. The term covers such a wide variety of delivery modes, quality levels and depth of course that, at best, it serves little constructive purpose and at worst it reduces the perception of programs to the lowest common denominator. After all if students are undertaking vocational training then that is what should be referred to not that they are also school students – are the TAFE students who are also parents also labelled as a discreet group simply because they are parents?

## Doorways 2 Construction – A light house program

Doorways 2 Construction is the CITB's flagship vocational education in schools initiative. It is achieving real employment and further training outcomes for young people, and has built up a solid reputation among students, teachers and employers as an entry point for great careers. It was nominated as a finalist in the 2001 South Australian Training Awards and its principles, operating framework and Quality Matrix have been adopted by the national construction industry training advisory board as the best practice model.

The Doorways 2 Construction program is a broad and general introduction to the industry for students, exposing them to 19 different career areas, however it is far more than just a VET qualification undertaken by students at school. D2C is a complete vocational education package that encourages students to explore construction careers, supports them in the experiential learning of careers they indicate an interest in and then actively assists them to develop the vocational and job seeking tools needed to allow them to take the next step on their pathway.

Doorways 2 Construction comprises the following:

completion of the Certificate 1 in Construction (256 hours)

plus

4 weeks of work placement (minimum)

plus

A range of career activities including:

- mentoring
- guest speakers
- site visits
- web based research
- practice application process

In 2002 there are 15 programs operating across SA catering for 240 students from 40 schools. As it is a flexible, outcome based model D2C can be customised to cater for the local needs of students, schools and RTO's. Indeed this is a critical factor in its uptake by rural and urban schools and results in ownership of the program by the school community and thus excellent outcomes being achieved. The program can be offered by single schools or several schools working in a cluster, over timeframes ranging from six to 18 months, and it utilises the combined skills of teachers, local tradespeople and TAFE lecturers.

Doorways 2 Construction utilises enterprise methodologies and trains students on actual construction projects. These projects often commence as small, around the school tasks but then increase in complexity and community involvement as the program progresses. Live works training provides students with a true picture of industry conditions and encourages problem solving on site. Some of the projects D2C students have been involved in include:

- Building a fishing platform for Ports Corp
- Refurbishing SA Housing Trust homes
- Completing a shop refit
- Pouring a concrete slab at Monarto Zoo
- Restoring a heritage shed
- Subdividing a house
- Alterations to a community house
- Construction of a boardwalk

Each student also completes a minimum of four weeks of workplacement – a requirement that is considered essential by the industry steering committee. Students may complete the 4 weeks with the one trade they are interested in pursuing or, as is more usual, they try a range of trades. Prior to commencing any work placement students are given training in OH&S to the approved Workcover level and take out on site their log book in which to record their achievements. D2C has seen a number of jobs arise as a result of employers hosting a student on workplacement and realising how good they are.

Careers activities are crucial to the program and are interspersed throughout the training. They begin with awareness raising of the opportunities that the industry has to offer and gradually become more focussed so that, by the end of the program, each student has identified a career path and is well practiced in applying for jobs.

One of the fundamental principles of D2C is that it must be sustainable within school resources. The CITB provides considerable support in the form of a State project officer, curriculum resources, log books, promotional materials, teacher professional development, personal protective equipment for each student and career advice, however it does not provide any contribution towards the cost of training.

A key factor in the success of D2C is the industry education partnerships that have been established. Each program is assisted by the CITB to develop strong working relationships with a group training company, their local Job Pathway Program and, of course local industry. The Group Schemes watch students with interest as they are now actively targeting D2C programs as a source of excellent new recruits.

Doorways 2 Construction is proving to be highly successful in providing outcomes for students. Bearing in mind that many of the student participants are those who are considered at risk of not completing schooling, previously had a poor school attendance record and, when they did attend, presented as behaviour problems the results are even more impressive. Of the 2001 cohort 39% gained employment including 45 students who took up apprenticeships in the building and construction industry and a further 11% moved onto full time training.

### **Construction Industry Scholarship**

The establishment of an industry scholarship has allowed the South Australian Department of Education and Children's Services (DECS) and the Construction Industry Training Board to work collaboratively to make gains in the area of vocational education in schools.

The scholarship is jointly funded between the two parties and allows a DECS teacher to be released from their school to work with the CITB for a period of one year. At the end of each year that teacher returns to their school with a deeper understanding of industrial relations, training and workforce issues and a new teacher joins the CITB. The inaugural scholarship winner, Mr Mike Farran has been extensively engaged in the support of D2C programs and is currently working with DECS staff to develop curriculum resources for years R – 10 designed to encourage enterprise methodologies and vocational learning using construction as a theme.

The Construction industry scholarship is an excellent example of key players working together to achieve excellence in vocational education in schools outcomes and is a model that we recommend to others interested in joint partnership arrangements.

## Recommendations

The Construction Industry Training Board makes the following recommendations:

1. Use of the term 'VET in Schools' be discontinued and the focus be shifted to the Certificate to be achieved.
2. Programs that are supported politically and financially are those that:
  - Offer a substantial amount of training ie full certificates
  - Are industry endorsed and approved by the state authority
  - Have a clear focus on employment outcomes
  - Include a workplacement component
3. Programs that do not meet the above criteria are actively discouraged and funding criteria be amended to reflect these priorities
4. The State Training Authorities establish national consistency of nominal training hours
5. Funding be more closely tied to achievement of outcomes including employment or evidence that the student is enrolled in further study.
6. Programs are dissuaded from using industry training packages if they are aimed at achieving outcomes other than employment or continuing study in the vocational area.
7. A national initiative to encourage people with industry experience to enter the teaching profession is established
8. An initiative that requires employers of teachers to develop means of appropriately placing and effectively utilising existing teachers with experience of delivering VET to school students is established

# Doorways 2 Construction Statistics

## 2001



***Doorways 2 Construction is an initiative of the Construction Industry Training Board***

## Executive Summary

Doorways 2 Construction commenced operation in schools in 2000. This report provides readers with detailed statistical data from the 2001 cohort as well as a comparison to the results collected in 2000.

### Methodology

The data was collected via reports from the program managers and follow up phone calls to the students. Throughout this report two groups of students are referred to: 1) the total number of students enrolled – referred to as the total cohort and 2) the number of students enrolled in programs where the whole course was expected to be completed in 2001 – referred to as the completion cohort.

### Key Results

- ✓ 28% increase in certificate completions (Completion cohort)
- ✓ Average workplacements per student increased by 1.7 weeks to 3 weeks
- ✓ 478 weeks (17,208 hours) of workplacement completed
- ✓ 50% increase in the numbers of students gaining work in the building and construction industry
- ✓ 45 students gained work in the building and construction industry
- ✓ 55% of students who gained work in building and construction said that it was as a direct result of their workplacements
- ✓ 8 students enrolled in further education/training related to building and construction
- ✓ 97% of students enjoyed the D2C course
- ✓ 97% of students said they thought that D2C would help them achieve their career goals
- ✓ 44% of students reported ‘gaining skills and experience with tools’ as the major thing that they gained from the program
- ✓ 21% of students reported ‘gaining general knowledge of the industry’ as the major thing that they gained from the program

## **Discussion**

Certificate completions increased significantly in the year 2001 for the cohort of students enrolled in programs that offered the whole certificate. The increase from 44% to 61% is thought to have attributed to the D2C program managers having increased confidence in the teaching and assessing of the certificate and, them having a greater awareness of necessary time frames for achievement of competence. The completion rate may have been even higher for 2001 but some students gained employment and left the course prior to its completion therefore reducing the rate.

The average weeks of workplacement completed per student rose significantly. From 1.7 weeks in 2000 the 2001 completion cohort recorded 3 weeks while the total cohort rose to a lesser extent. This is particularly pleasing as it indicates that the schools are planning workplacements and are tackling this difficult aspect of the program in a more structured fashion. It is also highly likely that the increase in workplacement completion has a direct correlation to the increased numbers of students gaining work in the building and construction industry. It should be noted that whilst 4 weeks per student is the recommended amount of workplacement, the state average will always be below this as a proportion of students will not complete their workplacements for a variety of reasons including withdrawing from the course, illness and gaining employment.

2001 recorded a drop in the number of students who indicated that they would be returning to school. This is likely to be as a result of two main factors: 1) An increased number of students were able to gain employment, and 2) a higher proportion of year 12's who completed their schooling in 2001. The percentage of students reporting as seeking work rose and this is also likely to be as a result of the higher proportion of year 12's in the 2001 cohort.

The most pleasing statistic is the significantly increased proportion of students who gained work as a result of the D2C program. 50% more students took up employment in the building and construction industry as well as 6% more who gained employment in other industries. In 2001 this meant 45 students gained apprenticeships or other work in the building and construction industry. From the phone conversations with the students it is apparent that the D2C program can, in many cases, be directly attributed to the students gaining their position; specifically, the majority of students who gained employment reported that their workplacement assisted them in gaining the position. However, it must also be acknowledged that the buoyant nature of the industry during this period has allowed the positions to be available.

There was a slight overall decrease in the percentages of students moving into training or further education related to the building and construction industry and a more significant decrease in training in other industry areas. This is likely to be as a result of greater numbers of students gaining work.

Student satisfaction with the Doorways 2 Construction program is extremely high with 97% students reporting that they enjoyed the course and 97% indicating that they believed that D2C would help them achieve their career goals.

A variety of reasons for enjoying the course were given; however, the responses that were recorded the most were the hands on, practical nature of the work and the different/varied approach to learning. This would indicate that the Doorways 2 Construction methodology of

live works training, holistic competency development and enterprise skills is meeting the needs of this type of student.

Students also recorded a variety of things that they had gained as a result of participating in the D2C program. Skills and experience with tools was most frequent with 44% of students reporting this as an outcome. Learning more about the trades was the second most frequently cited, closely followed by trade information and experience and industry jargon. This result is one that sets the D2C program apart from many other VET in schools programs as it clearly indicates the genuine industry nature of the program and the strong employment focus. It also indicates the value that the students themselves place on perceived benefits of the course – in this case the technical skills and knowledge appear to be something that students prize highly.

Of the students interviewed that were intending to return to school in 2002 44% intended to pursue a career in construction, 11% had decided that the industry was not for them and 45% remained undecided. It should be noted that this group of students are likely to be year 11's and their age, maturity levels and the availability of an extension D2C course in year 12 may have a significant impact on the answer they gave.



## **Methodology**

The following information has been gathered using reports provided by each of the programs. The reports collected data relating to three main areas of program completion:

1. Units of Competency completion
2. Workplacement
3. Student destination

The information contained in the reports was provided by the relevant program manager and may not have been verified by third parties. In order to ensure validity of the data information for the 2001 cohort was collected in December 2001 and again in June 2002 after submission of results to registered training organisations. In addition to the reports submitted by the programs, each student was contacted by phone in August 2002 and verification of details sought.

Data for the 2000 cohort was collected in December 2000 and is based on 140 student participants. It should be noted that some previously released statistics indicated 151 student participants for the year 2000 however this number included students who had registered but never commenced the course.

Programs included in the statistics are:

|                             |                       |
|-----------------------------|-----------------------|
| Elizabeth                   | Mid North             |
| Glossop                     | South East            |
| INVEST                      | St Michael's          |
| Southern Vocational College | St Paul's (2000 only) |
| Murraylands                 | Whyalla               |
| Renmark                     | Windsor Gardens       |
| Salisbury                   |                       |

Some of the programs that operated in 2001 were not expected to complete the program in the 2001 calendar year. This includes programs that commenced part way through the year and programs that were intended to be 18 months or 2 years in duration. Programs that were expected to complete the program in 2001 are referred to as the 'completion cohort' and include:

Southern Vocational College  
Murraylands  
Renmark  
Salisbury  
South East  
St Michael's  
Windsor Gardens

For ease of reading, some numbers in this document have been rounded to the nearest whole number. Where this has occurred it may result in percentage totals differing from 100.

# **State Statistics**

## State Statistics

### Program Details

|                    |    |
|--------------------|----|
| Number of Programs | 12 |
| Number of Schools* | 40 |

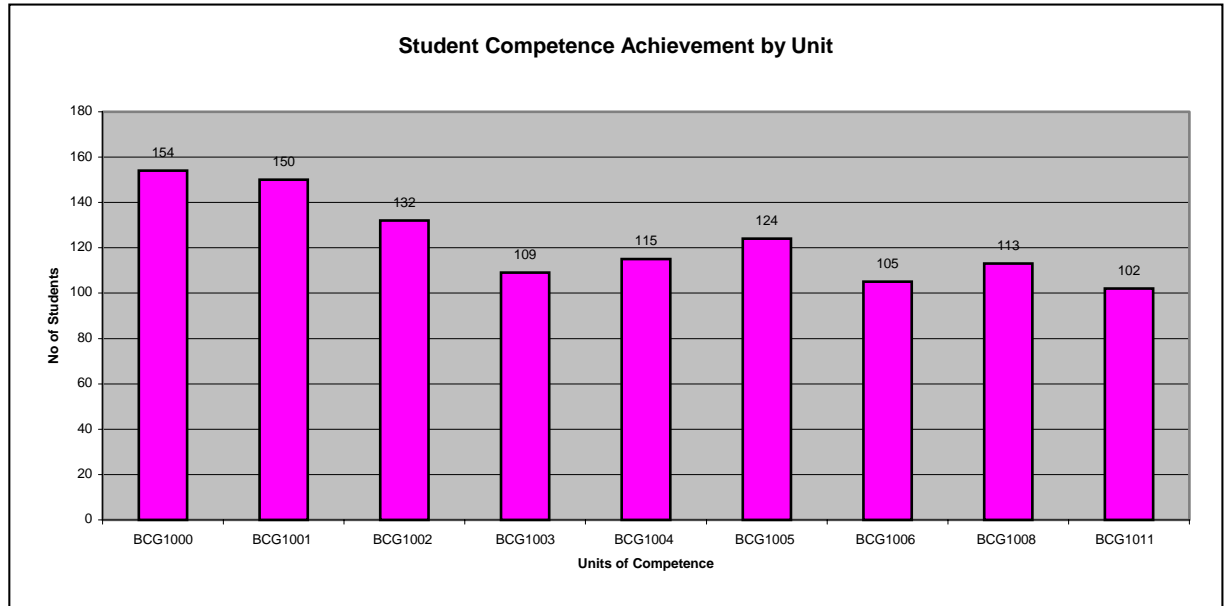
*\*It should be noted that the number of schools represents the number who are able to send students to a D2C course as a result of belonging to a cluster where one is operating. In practice the number of schools who actually send students may vary over time and is likely to be a lower number at any given time.*

### Student Enrolments

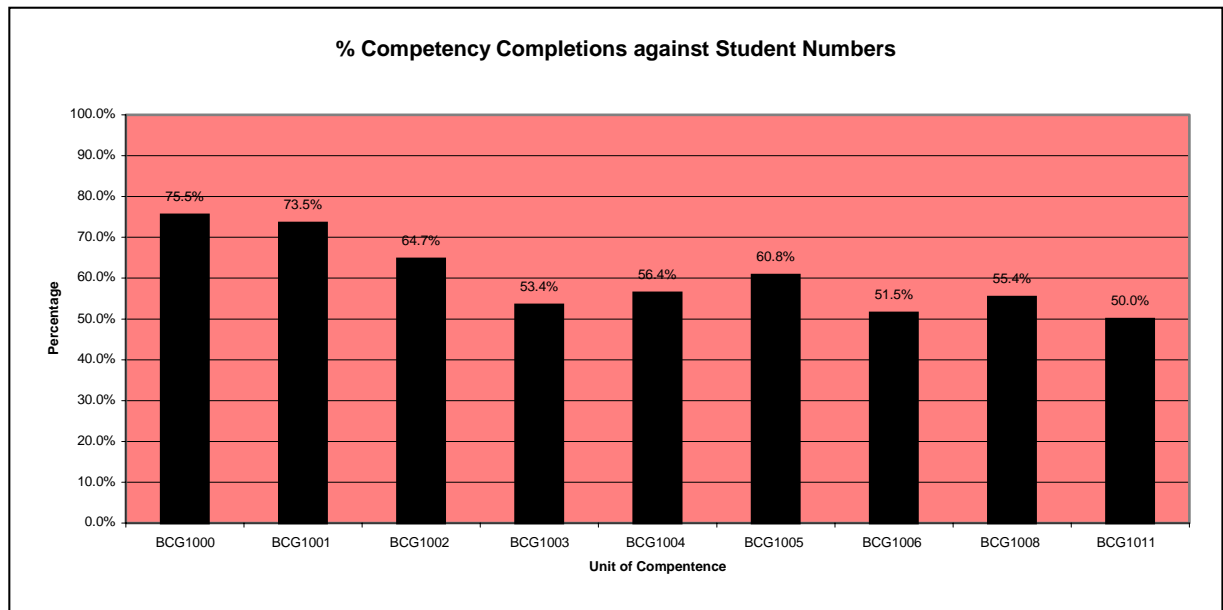
|  | Number | Percentage |
|--|--------|------------|
| Total Number of Students                     | 204    | 100%       |
| Total Number of Male Students                | 201    | 99%        |
| Total Number of Female Students              | 3      | 1%         |
| Total number of students – completion cohort | 133    | -          |

## Training Completion Rates

### Total Number of Completions per unit of competence



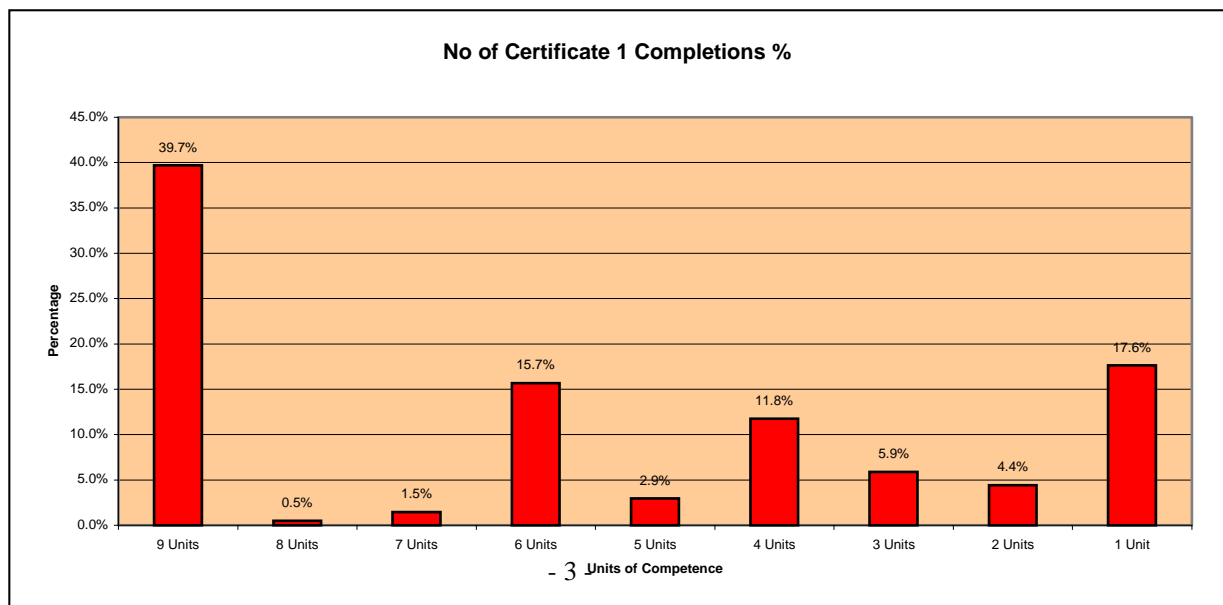
## Number of Competency Completions as a % of Enrolment Numbers



## Number of Certificate One Completions

| Certificate One Completion  | No of Students | % of Cohort |
|-----------------------------|----------------|-------------|
| Total cohort                | 81             | 40%         |
| Cohort expected to complete | 81             | 61%         |

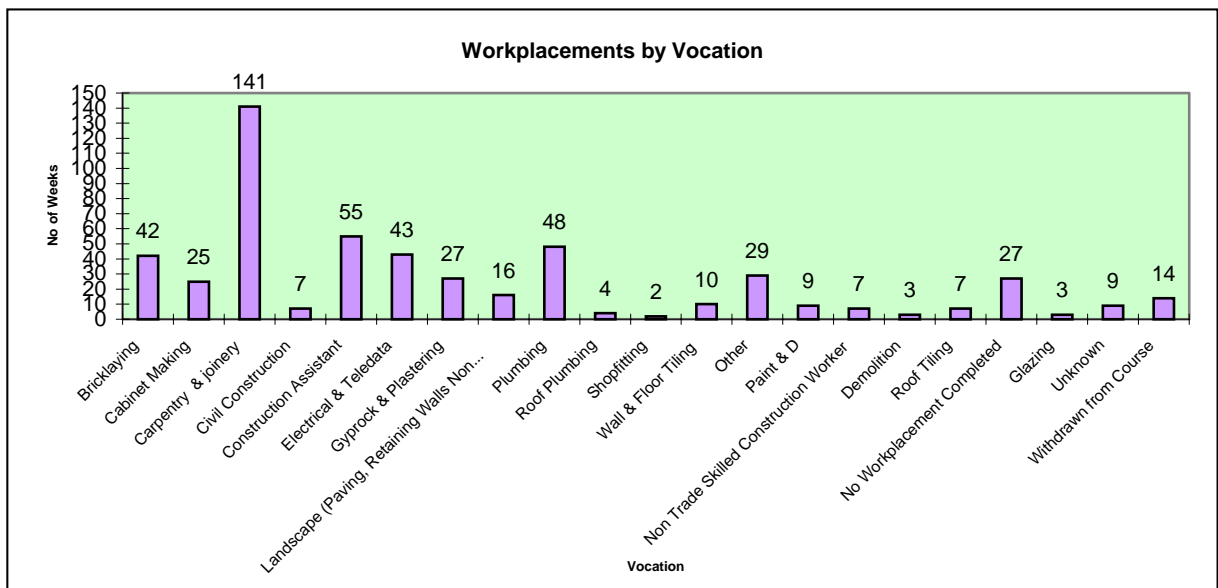
## Units of competency achieved per student as a % of Student Enrolments



## Work Placements

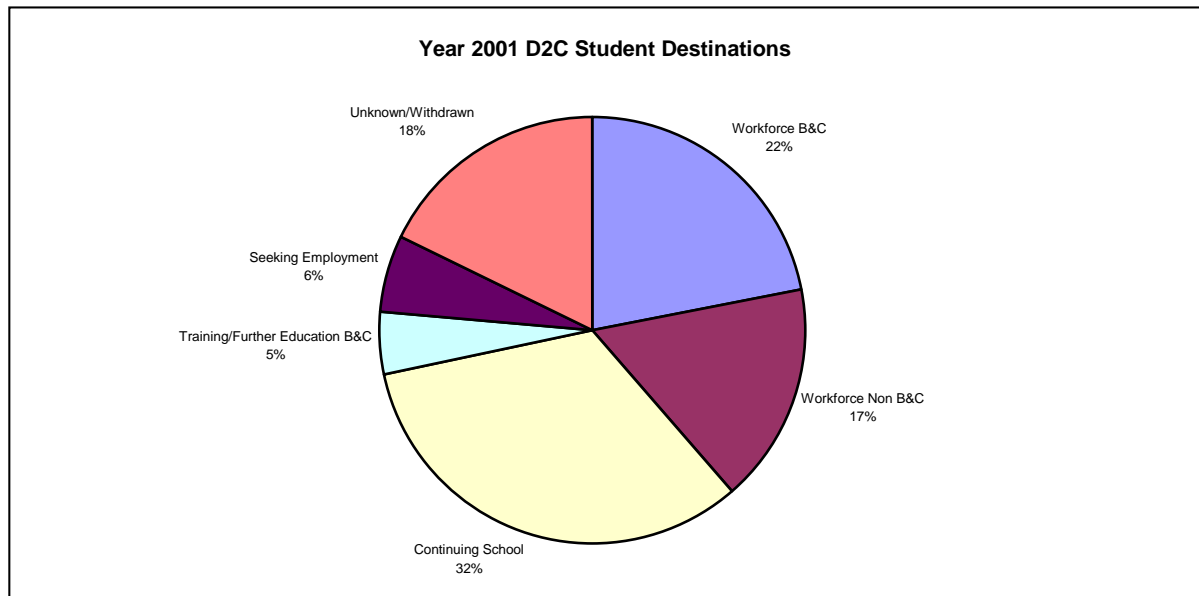
|   |      |
|---|------|
| Total Number of Weeks of Work Placement completed                         | 478  |
| Average Weeks of Work Placement per student – total cohort                | 2.34 |
| Average Weeks of Work Placement per student – cohort expected to complete | 3    |
| Total Number of Vocations for Work Placement                              | 17   |
| Percentage of students who completed Work Placement                       | 75%  |
| Percentage of Students with No Work Placement Completed                   | 13%  |
| Percentage of students with unknown Work Placement                        | 4%   |
| Percentage of Students who Withdrew from Course                           | 7%   |

## Total Number of Weeks of Work Placement by Vocational Group



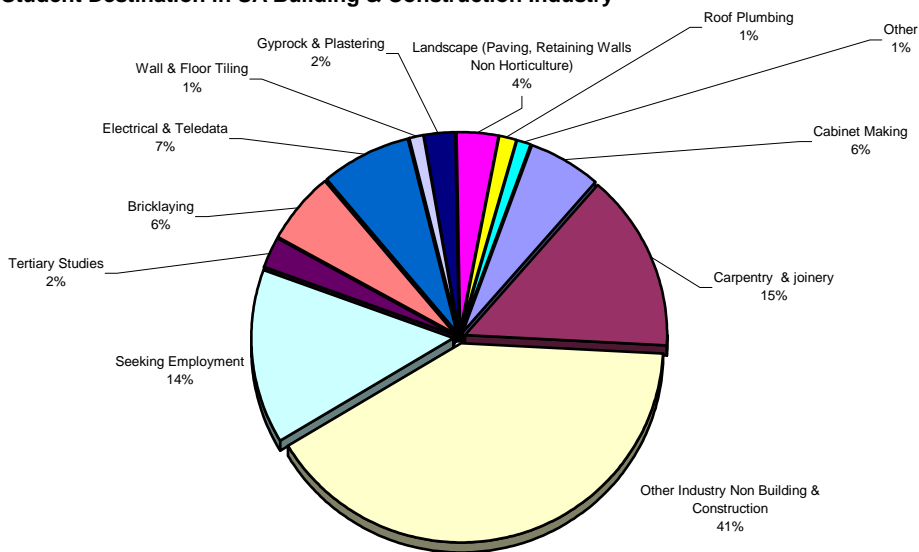
## Student Destinations

### Student Destinations – All Categories



### Student Destinations – Building and construction employment only

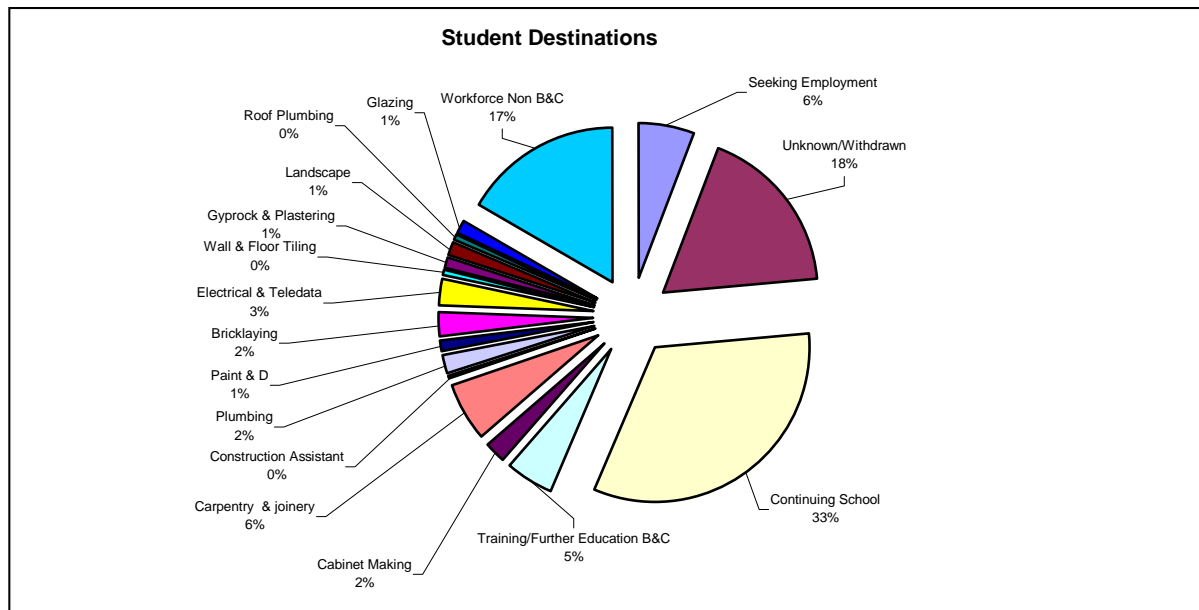
**Year 2001 D2C Student Destination in SA Building & Construction Industry**



*Note: All segments other than Prevoc refer to full time employment*



## Student destinations: All destinations including building and construction occupations



*Note: Employment includes Full time and Part time work, Apprenticeships and Traineeships*

*Note: Training/Further Education includes Prevoc courses, Certificate 4, Diploma and Degree Courses*

### **Historical Perspective**

|  | 2000 | 2001         |                   |
|--|------|--------------|-------------------|
|  |      | Total Cohort | Completion Cohort |
| <b>No. of Students</b>                                 | 140  | 204          | 133               |
| <b>Certificate Completions</b>                         | 44%  | 40%          | 61%               |
| <b>Average no. of Weeks of Workplacement p/student</b> | 1.7  | 2.34         | 3                 |
| <b>Student Destinations</b>                            |      |              |                   |
| Continuing with school                                 | 56%  | 32%          | 33%               |
| Workforce B&C  | 11%  | 22%          | 23%               |
| Training/Further Education B&C                         | 6%   | 5%           | 5%                |
| Workforce Non B&C                                      | 11%  | 17%          | 18%               |
| Training/Further Education Non B&C                     | 4%   | 0%           | 1%                |
| Seeking Employment                                     | 3%   | 6%           | 10%               |
| Unknown  | 9%   | 18%          | 11%               |

### **Discussion**

Certificate completions increased significantly in the year 2001 for the cohort of students enrolled in programs that offered the whole certificate. The increase from 44% to 61% is thought to have attributed to the D2C program managers having increased confidence in the teaching and assessing of the certificate and, them having a greater awareness of necessary time frames for achievement of competence. The completion rate may have been even higher for 2001 but some students gained employment and left the course prior to its completion therefore reducing the rate.

The average weeks of workplacement completed per student rose significantly. From 1.7 weeks in 2000 the 2001 completion cohort recorded 3 weeks while the total cohort rose to a lesser extent. This is particularly pleasing as it indicates that the schools are planning workplacements and are tackling this difficult aspect of the program in a more structured fashion. It is also highly likely that the increase in workplacement completion has a direct correlation to the increased numbers of students gaining work in the building and construction industry. It should be noted that whilst 4 weeks per student is the recommended amount of workplacement, the state average will always be below this as a proportion of students will not complete their workplacements for a variety of reasons including withdrawing from the course, illness and gaining employment.

2001 recorded a drop in the number of students who indicated that they would be returning to school. This is likely to be as a result of two main factors: 1) An increased number of students were able to gain employment, and 2) a higher

proportion of year 12's who completed their schooling in 2001. The percentage of students reporting as seeking work rose and this is also likely to be as a result of the higher proportion of year 12's in the 2001 cohort.

The most pleasing statistic is the significantly increased proportion of students who gained work as a result of the D2C program. 50% more students took up employment in the building and construction industry as well as 6% more who gained employment in other industries. In 2001 this meant 45 students gained apprenticeships or other work in the building and construction industry. From the phone conversations with the students it is apparent that the D2C program can, in many cases, be directly attributed to the students gaining their position; specifically, the majority of students who gained employment reported that their workplacement assisted them in gaining the position. However, it must also be acknowledged that the buoyant nature of the industry during this period has allowed the positions to be available.

There was a slight overall decrease in the percentages of students moving into training or further education related to the building and construction industry and a more significant decrease in training in other industry areas. This is likely to be as a result of greater numbers of students gaining work.

# **Student Satisfaction Survey**

## Student Satisfaction Survey

### Methodology

The information in this section was gained through telephone interviews conducted with the students. In the event that the student themselves was not available information was sourced from another reliable family member eg. parent.

128 students (63% of the total cohort) were able to be contacted. However, where schools provided data for students unable to be contacted it has also been included.

### Did you enjoy the D2C course?

| Contact made | Yes    |     | No     |    |
|--------------|--------|-----|--------|----|
|              | Number | %   | Number | %  |
| 128 students | 124    | 97% | 4      | 3% |

### What were the reasons you enjoyed D2C?

| Reason                                    | No of Students | %   |
|---|----------------|-----|
| Hands On/Practical Work                   | 64             | 52% |
| Learning New Skills & Using Tools         | 7              | 6%  |
| Learning more about Trades & the Industry | 16             | 13% |
| Different/Varied Approach to Learning     | 18             | 14% |
| Team Work & Social Interaction            | 13             | 10% |
| Teacher                                   | 4              | 3%  |
| Enjoyed Everything about D2C              | 2              | 2%  |

### If continuing with School – do you think that you will pursue a career in construction?

| Students at School | Yes    |     | No     |     | Unsure* |     |
|--------------------|--------|-----|--------|-----|---------|-----|
|                    | Number | %   | Number | %   | Number  | %   |
| 66                 | 29     | 44% | 7      | 11% | 30      | 45% |

\*Unsure category includes 13 students from Glossop who were not contacted



**If yes – what would you like to do? (data is for first choices only)**

| <b>Vocation</b> | <b>Totals</b> | <b>%</b> |
|-----------------|---------------|----------|
| Architecture    | 1             | 3%       |
| Bricklayer      | 2             | 7%       |
| Carpentry       | 10            | 35%      |
| Cabinet Making  | 4             | 14%      |
| Electrician     | 1             | 3%       |
| General Builder | 3             | 10%      |
| Plumbing        | 6             | 21%      |
| Tiling          | 1             | 3%       |
| Not sure        | 1             | 4%       |

**If yes – do you think that D2C will help you achieve your goal?**

| <b>Yes</b>    |          | <b>No</b>     |          |
|---------------|----------|---------------|----------|
| <b>Number</b> | <b>%</b> | <b>Number</b> | <b>%</b> |
| 28            | 97%      | 1             | 3%       |

**If at TAFE/University/Other Training – what is the name of the course that you are studying?**

| <b>Course Name</b>                        | <b>Student No's</b> | <b>Location</b>  |
|---|---------------------|--|
| Retail Traineeship - Bilo                 | 1                   | Bilo/Coles School of Management<br>Gepps Cross                               |
| Prevoc - Carpentry                        | 1                   | Regency Institute TAFE<br>Elizabeth  |
| Prevoc - Electrical                       | 5                   | South East Alliance – Mt Gambier (4)<br>Spencer Institute TAFE – Whyalla (1) |
| Diploma in Construction                   | 1                   | Douglass Mawson Institute TAFE<br>Marleston                                  |
| Certificate 4 Marketing                   | 1                   | Douglas Mawson Institute TAFE<br>Port Adelaide                               |
| Certificate in Business<br>Administration | 1                   | Adelaide Institute TAFE  |

|   |   |  |
|---|---|--|
| Certificate 2 Hairdressing<br>Certificate 2 Retail Beauty | 1 | Spencer Institute TAFE - Whyalla               |
| Prevoc – Wet Trades                                       | 1 | Torrens Valley Institute TAFE<br>Gilles Plains |



**If Working What is your job? Who is your employer? Is it an Apprenticeship or Traineeship? Did your work placement help you get this job?**

**Working In Building & Construction**

|    | <b>Student Name</b> | <b>Job</b>          | <b>App Y/N</b> | <b>Employer</b>            | <b>Wk Pl Y/N</b> |
|----|---------------------|---------------------|----------------|----------------------------|------------------|
| 1  | T Albrecht          | Bricklayer          | Yes            | GTE                        | Yes              |
| 2  | B Chuck             | Bricklayer          | Yes            | GTE                        | Yes              |
| 3  | J Reader            | Bricklayer          | Yes            | GTE                        | Yes              |
| 4  | J Sloan             | Bricklayer          | Yes            | Burt Van Nifter Contractor | Yes              |
| 5  | D Dover             | Bricklayer          | Yes            | MBA                        | No               |
| 6  | R Dunnicliff        | Cabinet Maker       | Yes            | Supreme Kitchens           | Yes              |
| 7  | C Biddle            | Cabinet Maker       | Yes            | Scott Wodds                | Yes              |
| 8  | T Starling          | Cabinet Maker       | Yes            | ??                         | No               |
| 9  | N Gregurke          | Cabinet Maker       | Yes            | Pitmans Furniture          | Yes              |
| 10 | S Richards          | Cabinet Maker       | Yes            | ??                         | ??               |
| 11 | J Attana            | Cabinet Maker       | Yes            | New Age Joinery            | Yes              |
| 12 | S Baker             | Cabinet Maker       | Yes            | VTH Industries             | No               |
| 13 | A Hill              | Carpenter           | Yes            | Marshall Thompson          | Yes              |
| 14 | S Huddleston        | Carpenter           | Yes            | ??                         | Yes              |
| 15 | C Anderson          | Carpenter           | Yes            | HIA                        | Yes              |
| 16 | W Little            | Carpenter           | Yes            | ??                         | ??               |
| 17 | S Mullens           | Carpenter           | Yes            | ??                         | Yes              |
| 18 | P Perry             | Carpenter           | Yes            | GTE                        | Yes              |
| 19 | D Smith             | Carpenter           | Yes            | GTE                        | ??               |
| 20 | N Stephens          | Carpenter           | Yes            | GTE                        | Yes              |
| 21 | B Saldaris          | Carpenter           | Yes            | HIA                        | NO               |
| 22 | M Depledge          | Carpenter           | Yes            | ??                         | No               |
| 23 | K Freyer            | Electrician         | Yes            | Mark Versace Electrical    | Yes              |
| 24 | B Harris            | Electrician         | Yes            | GTE                        | Yes              |
| 25 | A Smith             | Electrician         | Yes            | John Tremelling Contractor | Yes              |
| 26 | J Simcock           | Electrician         | Yes            | ??                         | No               |
| 27 | B White             | General Builder     | Yes            | Harpers                    | Yes              |
| 28 | J Falland           | Glazier             | No             | Mt Glass & Glazing         | Yes              |
| 29 | A Day               | Glazier             | Yes            | Alubuild                   | No               |
| 30 | S Day               | Glazier             | Yes            | AL Glass & Glazing         | No               |
| 31 | R Barrett           | Landscaper          | No             | ??                         | ??               |
| 32 | M Stratman          | Landscaper          | No             | Convoys                    | No               |
| 33 | S Hanaford          | Painter & Decorator | Yes            | GTE                        | Yes              |
| 34 | G Stevens           | Painter & Decorator | Yes            | ??                         | ??               |
| 35 | S Kerslake          | Panel Beater        | Yes            | ??                         | Yes              |
| 36 | A Gilbert           | Pasterer            | Yes            | Alan Day                   | Yes              |
| 37 | B Lynagh            | Plasterer           | Yes            | ??                         | Yes              |
| 38 | S Bird              | Plumber             | Yes            | Commini Plumbers           | No               |

|    |            |                        |     |                |     |
|----|------------|------------------------|-----|----------------|-----|
| 39 | M Butler   | Plumber                | Yes | GTE            | Yes |
| 40 | S Jones    | Plumber                | Yes | GTE            | No  |
| 41 | J Williams | Plumber                | Yes | GTE            | No  |
| 42 | J Holmes   | Refrigeration Mechanic | Yes | PEER           | No  |
| 43 | T Savcic   | Refrigeration Mechanic | Yes | Hill Equipment | No  |
| 44 | J Jones    | Wall & Floor Tiler     | Yes | ??             | ??  |

### **Employer Details and Workplacement Impact**

|                                 | <b>Number</b> | <b>%</b> |
|---------------------------------|---------------|----------|
| Employed by Group Schemes       | 45            | 34%      |
| Employed Directly               | 17            | 39%      |
| Workplacement helped to get job | 24            | 55%      |

*\* It should be noted that the significant number of employers who remain unknown could affect these statistics*

## Working in Other Industry – Non Building & Construction

|    | Student Name  | Job                    | App<br>Y/N | Employer               | Wk<br>Pl<br>Y/N |
|----|---------------|------------------------|------------|------------------------|-----------------|
| 1  | T Wakefield   | Agriculture            | No         | Farm                   | No              |
| 2  | J Valdiva     | Café Work              | No         | ??                     | No              |
| 3  | B Schwarzkopf | Car Detailing          | No         | Self                   | No              |
| 4  | W Cook        | Dairy                  | No         | ??                     | ??              |
| 5  | M Cutting     | Fencing Contractor     | No         | ??                     | No              |
| 6  | D Black       | Fitter & Turner        | Yes        | GTE                    | Yes             |
| 7  | A Little      | Fitter & Turner        | Yes        | Vanex Engineering      | No              |
| 8  | M Williams    | Mechanical Engineering | Yes        | EEA                    | No              |
| 9  | M Barry       | Retail Assistant       | No         | Target                 | No              |
| 10 | S Hall        | Retail Assistant       | No         | Woolworths             | No              |
| 11 | J Gullickson  | Retail Assistant       | No         | KFC                    | No              |
| 12 | B Menz        | Retail Assistant       | No         | McDonalds              | No              |
| 13 | A Westley     | Retail Assistant       | No         | Woolworths             | No              |
| 14 | S Walker      | Retail Assistant       | No         | Cheap as Chips         | No              |
| 15 | M Higgins     | Retail Assistant       | No         | BP Service Station     | Yes             |
| 16 | J Lewis       | Trucking               | No         | Mckenzie International | No              |
| 17 | P Brierly     | Welder                 | No         | ??                     | NO              |
| 18 | A Ruwoldt     | Wood Machining         | Yes        | GTE                    | Yes             |
| 19 | G Shaw        | Worker                 | No         | Odd Jobs               | No              |
| 20 | D Robinson    | Worker                 | No         | Abattoirs              | No              |
| 21 | S Davidson    | Worker                 | No         | Vineyards              | No              |
| 22 | D Bunney      | Worker                 | No         | Factory                | No              |
| 23 | Z Ford        | Worker                 | No         | Factory                | No              |
| 24 | J Mazey       | Worker                 | No         | Factory                | No              |
| 25 | C Florance    | Worker                 | No         | Angoves                | NO              |
| 26 | F French      | Worker                 | No         | Industrial Rag         | No              |
| 27 | J Coe         | Worker                 | No         | Odd Jobs               | No              |
| 28 | A Price       | Worker                 | No         | Hay Plants             | No              |
| 29 | B Aslin       | Worker                 | No         | ??                     | ??              |
| 30 | C Maynard     | Worker                 | No         | Australia Post         | No              |
| 31 | C Modra       | Worker                 | No         | ??                     | ??              |
| 32 | T Stapleton   | Worker                 | No         | Mill                   | No              |
| 33 | M Collyer     | Worker                 | No         | Robes/Screen Assembly  | No              |

## Employer Details and Workplacement Impact

|                                 | Number | %   |
|---------------------------------|--------|-----|
| Employed by Group Schemes       | 3      | 9%  |
| Employed Directly               | 24     | 73% |
| Workplacement helped to get job | 3      | 9%  |



What are the major things you have gained from doing D2C?

| <b>Reason</b>                          | <b>No of Students</b> | <b>%</b> |
|--|-----------------------|----------|
| Skills & Experience with Tools         | 55                    | 44%      |
| General Knowledge of the Industry      | 26                    | 21%      |
| Trades Information/Experience “Jargon” | 23                    | 19%      |
| Work Experience & Career Choices       | 12                    | 10%      |
| Confidence/Work Ethic                  | 7                     | 6%       |
| Nothing                                | 1                     | >1       |

### ***Discussion***

Student satisfaction with the Doorways 2 Construction program is extremely high with 97% students reporting that they enjoyed the course and 97% indicating that they believed that D2C would help them achieve their career goals.

A variety of reasons for enjoying the course were given; however, the responses that were recorded the most were the hands on, practical nature of the work and the different/varied approach to learning. This would indicate that the Doorways 2 Construction methodology of live works training, holistic competency development and enterprise skills is meeting the needs of this type of student.

Students also recorded a variety of things that they had gained as a result of participating in the D2C program. Skills and experience with tools was most frequent with 44% of students reporting this as an outcome. Learning more about the trades was the second most frequently cited, closely followed by trade information and experience and industry jargon. This result is one that sets the D2C program apart from many other VET in schools programs as it clearly indicates the genuine industry nature of the program and the strong employment focus. It also indicates the value that the students themselves place on perceived benefits of the course – in this case the technical skills and knowledge appear to be something that students prize highly.

Of the students interviewed that were intending to return to school in 2002 44% intended to pursue a career in construction, 11% had decided that the industry was not for them and 45% remained undecided. It should be noted that this group of students are likely to be year 11's and their age, maturity levels and the availability of an extension D2C course in year 12 may have a significant impact on the answer they gave.