Australian Government

Department of Education, Science and Training

Submission to:

The Senate Employment, Workplace Relations and Education Legislation Committee

Inquiry into the provisions of the Australian Technical Colleges (Flexibility in Achieving Australia's Skills Needs) Bill 2005

July 2005

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Department of Education, Science and Training submission to the Senate Employment, Workplace Relations and Education Legislation Committee's Inquiry into the *Australian Technical Colleges (Flexibility in Achieving Australia's Skills Needs) Bill 2005*

1. INTRODUCTION

The Department of Education, Science and Training welcomes the opportunity to provide this submission to the Senate Employment, Workplace Relations and Education Legislation Committee Inquiry into the provisions of the *Australian Technical Colleges (Flexibility in Achieving Australia's Skills Needs) Bill 2005*.

The purpose of the *Australian Technical Colleges (Flexibility in Achieving Australia's Skills Needs) Bill 2005* is to implement the Australian Government's 2004 election commitment to establish Australian Technical Colleges for Years 11 and 12 students in 24 regions throughout Australia. The Bill appropriates $343.6 million over five years for the establishment and operation of the Colleges. It sets certain conditions, including that the Colleges must be schools, and provides for the Minister for Vocational and Technical Education to enter into a funding agreement with the authority for the College and to set out more detailed conditions in that agreement.

The Colleges will operate as specialist senior secondary schools, providing high quality education and technical training relevant to the trades. They will raise the profile of school-based vocational training, further strengthening the national training system. Students will have the opportunity to combine academic studies relevant to the trades, leading to a senior secondary certificate of education, with a School-Based New Apprenticeship in a trade, leading to a nationally recognised Training Package qualification. Industry's involvement will ensure that the skills training provided by the Colleges is relevant.

The underpinning principles of the Australian Technical Colleges initiative are as follows:

- promoting pride and excellence in trade skills training for young people;
- providing skills and education in a flexible learning environment to build a solid basis for secure and rewarding careers;
- adopting a new industry-led approach to providing education and training in partnership with local communities;
- establishing an industry-led governing council for each Australian Technical College that is to set out strategic directions and performance objectives for the College and select the principal of the College;
- providing trade training that is relevant to industry and that leads to nationally recognised qualifications through School-Based New Apprenticeships, and academic and vocational education that is relevant to trade careers and that leads to a Year 12 Certificate;
- ensuring the autonomy of the principal of each Australian Technical College to manage the College, to select the best staff and to meet the targets and performance measures set by the governing council of the College; and
- encouraging an environment of freedom and reward for effort for the staff of Australian Technical Colleges through flexible employment arrangements which provide rewards linked to excellent performance.

The first of the Colleges will begin accepting students in 2006, with all 24 regions operational by 2008. Each College will provide tuition for up to 300 students. The funding provided through the Bill is additional to general recurrent funding that Colleges will be eligible to receive from the Australian Government under the *Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Act 2004* and recurrent funding provided by State and Territory Governments for schools. The additional funding provided under the Bill will be allocated to Colleges on the basis of demonstrated need, for the additional costs of establishing and operating an Australian Technical College. Colleges may also be Registered Training Organisations, accredited to provide trade training directly, in which case User Choice funding may also apply.

Establishment of the Colleges is a key initiative in assisting industry to meet its future skill needs, by capitalising on the strengths of the vocational education and training system and by tackling head-on some of the barriers preventing senior secondary students undertaking training through School-Based New Apprenticeships in the trades. The Colleges are part of the Australian Government's overall strategy to address skills needs and build on the work that has been done with industry to investigate and develop solutions to current and future industry skill needs. Other key initiatives include the provision of direct assistance to New Apprentices in the initial years of their training through the extension of income support payment eligibility, provision of an $800 tool kit and $1,000 tax exempt trade learning scholarships, as well as the creation of additional training places and trialling new approaches, such as accelerated New Apprenticeships, which target alternative entrants to the skilled trade workforce.

2. PROGRESS

In September 2004, the Australian Government announced its election commitment to establish Australian Technical Colleges in 24 regions as part of the Government's broader strategy to address skills needs in the trades in regional and metropolitan areas. The regions identified for an Australian Technical College have significant skill needs and a strong industry base.

- New South Wales - Hunter, Illawarra, Queanbeyan, Port Macquarie, Lismore/Ballina, Dubbo, Gosford, Western Sydney
- Victoria - Geelong, Warrnambool, Eastern Melbourne, Sunshine, Bairnsdale/Sale, Bendigo
- Queensland - Townsville, Gladstone, North Brisbane, Gold Coast;
- South Australia - Adelaide, Whyalla/Port Augusta
- Western Australia - Pilbara, Perth South
- Tasmania - Northern Tasmania
- Northern Territory - Darwin.

Expressions of Interest were invited on 13-14 November 2004. More than 160 expressions of interest were received.

To facilitate an extensive community consultation process, the *Australian Technical Colleges: a discussion paper* was released on 13 January 2005. The Hon Mr Gary Hardgrave MP, Minister for Vocational and Technical Education, undertook community consultation forums in all 24 regions during February and March 2005. The forums were well attended, with representation from business, employer and industry associations and education and training providers.

On 30 March 2005, the Request for Proposal documentation was released, seeking proposals to establish the Colleges and setting out the selection criteria against which proposals would be assessed. The deadline for receipt of proposals was 20 May 2005.

On 11 May 2005 the *Australian Technical Colleges (Flexibility in Achieving Australia's Skills Needs) Bill 2005* was introduced to Parliament. Following completion of debate in the House of Representatives, the Bill was referred to the Senate Employment, Workplace Relations and Education Legislation Committee for inquiry.

A total of 73 proposals for establishing an Australian Technical College were received, covering all regions. Each proposal has been assessed on its merits against selection criteria by officers of the Department of Education, Science and Training. An external consultant was appointed to assess the business plans submitted.

The Government has selected 12 successful proposals to establish Australian Technical Colleges in 2006 and 2007. The first Colleges to be established will be in the following regions:

- Illawarra
- Port Macquarie
- Bairnsdale/Sale
- Bendigo
- Eastern Melbourne
- Geelong
- Gladstone
- Gold Coast
- Townsville
- Adelaide
- Darwin

The Minister for Vocational and Technical Education announced these regions on 15 July 2005, see media release www.dest.gov.au/Ministers/Media/Hardgrave/2005/07/h001150705.asp. Given the timeframe for implementation in 2006, it was essential to provide the proponents with as much time as possible to finalise the necessary arrangements, including registration, staffing and student admissions.

Given Adelaide's strong manufacturing base and large number of trades occupations, the Government decided to establish two Colleges in the Adelaide region, one in the south and one in the north. The Government will not enter into any formal commitments for establishment of the Colleges until after passage of *The Australian Technical Colleges (Flexibility in Achieving Australia's Skill Needs) Bill.* In the meantime, the Department will negotiate the content of individual Funding Agreements with the authorities for each College, ensuring that the core requirements will be met. The successful proposals for the remaining regions will be announced later in the year.

3. PRINCIPAL ISSUES FOR THE COMMITTEE'S CONSIDERATION

3.1 Impact on Vocational Education and Training (VET) Provided to Year 11 and 12 Students

The Australian Technical Colleges will build on the gains already made in the provision of school-based pathways for students to acquire vocational and technical qualifications. They will provide an alternative school-based pathway to a trade qualification for Year 11 and 12 students, while also providing them with the opportunity to complete their senior secondary education. They will provide an incentive for more students to stay on at school and encourage more students to pursue a trade qualification. They will expand student choice. Facilities and educational services offered by the Colleges will be high quality, establishing them as centres of excellence in trade training, thereby raising the profile of vocational education and training in schools and strengthening the training system as a whole.

The Colleges will play an important role in expanding School-Based New Apprenticeships, particularly in the neglected traditional trades areas. They will be led by local business and industry, ensuring that the training provided is relevant to industry needs and that students have access to employment-based opportunities, as distinct from structured workplace learning placements. It is critical that industry demand, rather than supply side factors, drives the VET options available to students.

Currently, most enrolments in VET in Schools programmes are in non-trades related fields. VET in Schools programmes provide students with the opportunity to gain credit towards the senior secondary certificate, while at the same time gaining a VET qualification or credit towards this qualification. They comprise a component of off-the-job training and also usually include a structure workplace learning component. In 1996, 60,000 students undertook VET in Schools programmes across Australia. This increased to an estimated 211,000 students in 2004 – 49% of senior secondary school students, up from 16% in 1996. Over 75% of VET in Schools programmes are at the Australian Qualifications Framework (AQF) Certificates I and II levels. Almost half of all enrolments were in the industry areas of business and clerical, tourism and hospitality, and sales and personal service. Only 12% of VET in Schools enrolments are in the traditional trades.

School-Based New Apprenticeships offer students an opportunity to gain nationally recognised vocational qualifications while participating in paid work, and to combine this with their senior secondary study. Students must have a formal training agreement in place with the employer which sets out the training and supervision to be provided and the obligations of the student as a New Apprentice. In addition, the employer may be eligible for cash incentives to engage an apprentice, including additional commencement and retention incentives for employers of School-Based New Apprentices.

The number of School-Based New Apprenticeships has increased dramatically in a short time, reaching 12,500 commencements for the twelve months ending December 2004, which was 5% of total New Apprenticeship commencements. However, around 65% of School-Based New Apprenticeship commencements were in sales and personal services, tourism and hospitality, and business and clerical.

Around 14% of School-Based New Apprenticeships commencements were in trades related areas – with 6% in automotive, 4% in building and construction, 3% in engineering and mining, 1% in food processing and very few in process manufacturing. Around 80% of all School-Based New Apprenticeship commencements were at the Certificate II level (See Appendix A). Most trades require qualifications at Certificate III level. The Australian Technical Colleges will address this imbalance, by requiring that students are offered a School-Based New Apprenticeship in a trade, wherever possible.

The Colleges will provide a focus to overcome the barriers that exist to increased take-up of School-Based New Apprenticeships, particularly in the trades. This is also a priority for the Council of Australian Governments. There is considerable variation across states and territories in the take-up of School-Based New Apprenticeships. Queensland accounts for 44% of all School-Based New Apprenticeship commencements, 60% of all trade commencements and 61% of all Certificate level III and above commencements. In most other states, however, the trades account for a very small proportion of commencements.

The barriers to better take-up are due to supply-side issues such as lack of enabling provision in industrial awards and agreements, restrictions imposed by state education authorities on the level of vocational and technical education which can be commenced by school students and inflexibility in school timetabling and other arrangements that would support on-the-job training. In New South Wales and Western Australia school students can commence a School-Based New Apprenticeship at Certificate level I or II only. There are limits in some states on the number and type of VET courses students can undertake and which are included in the senior secondary certificate of education or tertiary entry rankings.

A number of significant supply-side barriers exist, including:

- lack of provision in many state and federal awards in trade occupations for School-Based or part-time New Apprenticeships. This relates largely to lack of training wage provisions. It is expected that the proposed amendments to the *Workplace Relations Act 1996* will address this issue;
- short comings in the school system to provide flexible timetabling to accommodate the work-based component and better serve employer needs;
- variable careers advice and attitude of schools to encouraging students towards an apprenticeship as a legitimate and worthwhile pathway;
- lack of appropriate screening and matching of students for particular apprenticeships, including attitude and presentation, as well as literacy, numeracy and communication skills; and
- low student demand, due to negative attitudes towards traditional apprenticeships, including the perceived inadequacy of apprentice wages.

The Australian Technical Colleges will drive needed reform in a range of areas impacting on the take-up of School-Based New Apprenticeships in the trades. The states and territories will need to address these barriers, not only for the Colleges to be able to offer School-Based New Apprenticeships in the trades, but for the benefit of students and employers in other locations across Australia.

In addition to the Australian Technical Colleges initiative, the Australian Government is supporting the overall expansion and greater promotion of VET in Schools and School-Based New Apprenticeships, through a diverse range of initiatives and funding arrangements, including the following:

- an additional 7,000 School-Based New Apprenticeships in the trades in areas that will not be immediately covered by the Australian Technical Colleges over the next four years, at a cost of $17.9 million under the Group Training in the Trades Programme;
- direct support of School-Based New Apprentices through the "Tools for your Trade" and "Commonwealth Trade Learning Scholarships" initiatives. A tool kit worth up to $800 will be provided to School-Based New Apprentices in specified trades, when they have been employed for three months. They may also be eligible for a $1,000 tax exempt scholarship, paid in two $500 instalments at the end of the first and second full-time equivalent years of the New Apprenticeship;
- National Student Prizes for 450 VET in schools students and 50 School-Based New Apprenticeships students each year, worth $2,000 each;
- additional incentive payments to employers of School-Based New Apprentices, targeting both commencement and retention of the young person after completing Year 12. Since January 2003, Australian employers have received an additional $18.5 million in incentive payments in respect of over 21,000 School-Based New Apprentices;
- careers advice funding of $22 million per annum to over 200 Australian Government managed Local Community Partnerships, which comprise school-industry partnerships and often involve external Registered Training Organisations, to ensure young people have a full understanding of the career choices available to them;
- 'Adopt a School' projects delivered by Local Community Partnerships, at a cost of $4.6 million per annum, to promote greater local business involvement in school learning programmes, and raise the awareness of employability skills and business needs; and
- under the Industry Training Strategies Programme, peak industry associations employ Education and Training Advisers to promote the take up of New Apprenticeships and the flexibilities of Training Packages to their members, including School-Based New Apprenticeships and VET in Schools generally.

These initiatives are on top of the $8 billion in general recurrent funding provided in 2005 for government and non-government schools to deliver priorities for schooling, including VET in Schools, under *The National Goals for Schooling in the Twenty-First Century* declaration, and the $21.4 million allocated under current VET funding arrangements for VET in Schools in 2005.

3.2 Impact on National and Regional Skills Shortages

The Department of Employment and Workplace Relations (DEWR) is the Australian Government agency with prime portfolio responsibility for monitoring the labour market, including current and future industry skill needs. The 2004 National and State Skill Shortage List for trades highlights that automotive, construction, electrotechnology, engineering and food trades have current skill needs. It is likely that these skills gaps will persist in these industries into the foreseeable future.

The Australian Technical Colleges will provide a flexible and responsive education and training solution to specifically meet industry's need for trade skills. At establishment, each College will specialise in trade training in at least one of the five priority industries:

- metal and engineering (e.g. machinists, fabricators, toolmakers, welders, sheet metal workers);
- automotive (mechanics, auto electricians, panel beaters, vehicle painters);
- building and construction (bricklayers, plumbers, carpenters);
- electrotechnology (including refrigeration, air-conditioning, electrician);
- commercial cookery.

In its area of trade specialisation, the Australian Technical College will offer quality training and facilities which are at the leading edge of the field. It is expected that the Colleges will expand their trade training offerings to at least four industry areas once they are fully operational. The actual mix of trade skills will depend on the skill needs of local industry, economic demands and future growth. The Colleges will have the scope to offer trade training in industries beyond those identified above, as long as they can demonstrate that they are identified areas of skill need and are important to the local industry base.

Local industry and community representatives, through their leadership role in the governance of each of the Australian Technical Colleges, will have an important role to play in ensuring that the Colleges teach relevant skills to students - that the training provided matches the skills required by local businesses to redress existing and projected skill needs.

Each College will provide opportunities for up to 300 students in a year, once fully operational. Students will have ongoing employment arrangements in place with local employers, through School-Based New Apprenticeships, so it is reasonable to expect that a considerable proportion of graduates from the Colleges will remain in their local area.

Figure 3.2.1: Industry views on schools

Case Study - Industry view on schools:
Under the National Industry Skills Initiative, the five key targeted industries by the Australian Technical Colleges reported to the Australian Government on their industry skill needs. In these reports:

The Automotive Industry reported that their employers' perception was schools provided far more in the way of academic centred subjects in their curriculum at the expense of hands-on technically based subjects that was more prevalent in school curriculum in the past. The Victorian Automobile Chamber of Commerce, which operates the largest automotive group apprenticeship scheme in Victoria, expressed that in their experience fewer applicants had a basic technical understanding upon which they can be assessed for their suitability to the trade. When technical schools and technical subjects were popular in school curriculum this apparently was much less the case. In Victoria, 92 technical were either closed or changed their name during 1989-90.

The Electrotechnology report stated the very low level of School-Based New Apprenticeships in relation to the electrotechnology trades is an area for consideration in any strategy to boost the intakes of younger people to New Apprenticeships in the electrotechnology trades. Electrotechnology employers considered that the school system should be used to promote trades as a viable alternative to university through: careers advisers; introduction of more technical subjects in Years 11 and 12; and more work experience placements; and getting those with the right aptitude - not necessarily the highest qualified - into the trades.

The Engineering report recommended expanding the take up of school to industry links programs that support pathways to engineering qualifications and increase the amount and range of accredited vocational training options in school, including School-Based New Apprenticeships options. The Building and Construction reported that the image of apprenticeships within the building sector was having a negative impact on the quality of potential recruits. While the Food Trades reported that school influence had the least impact on attracting employees to the industry, with 38% of employees reporting that their school's career area was well informed about a career in commercial cookery. Work experience when provided through the school, did stand out as the major and most influential factor.

Action plans and reports are provided on www.nsss.gov.au/skillshortage.htm

3.3 Cost Effectiveness and Timeliness of the Delivery of Vocational Education and Training in Schools through the Technical College Model

There is no single model for the operation of the Australian Technical Colleges. The Australian Government has deliberately not been prescriptive in determining the details of how each College will operate in a region, though minimum requirements have been set.

The combination of academic tuition, vocational and technical training, School-Based New Apprenticeship arrangements and training in employability and entrepreneurial skills will make it essential for Colleges to have flexible and innovative delivery arrangements and timetables.

The Colleges will be based on partnerships at local level and will build on, rather than duplicate, existing resources and infrastructure. Many of the proposed Colleges have arrangements already in place, or will develop them, with existing schools and training providers in the region for delivery of academic and vocational curriculum. They have also aimed to use or build on existing education and training premises and infrastructure in the region. This has been a factor in assessment of College proposals and will be closely considered in negotiating final funding amounts.

The funding ultimately allocated to each College will be on the basis of need and will depend on the educational model, the mix of existing and new infrastructure, location and other relevant factors as detailed in their business plans. This funding, which is in addition to the general recurrent funding provided by the Australian and State and Territory Governments for schools, essentially provides the opportunity for the Colleges to pilot new and innovative models of delivery designed specifically to suit local need.

Each College will enter into a Funding Agreement with the Australian Government which will set out key requirements, performance measures and reporting and monitoring arrangements. Comprehensive business plans will be prepared. The schedule of payments will depend on when the College will commence and the type of costs involved.

The Australian Technical Colleges initiative is not a short term fix for skill shortages, but part of a concerted effort to address the barriers to trade training in the school system currently, to ensure that Australia can meet the needs of trade industries in the future.

As students enrolled in the Australian Technical Colleges will be undertaking New Apprenticeships in trades which normally take up to four years full-time equivalent and lead to a Certificate III level qualification, they will not complete their training in two years on a part-time basis while at the College. When the student has completed school, the New Apprenticeship arrangements would continue – the student would become a full-time New Apprentice. The Colleges will be expected to provide support for the smooth transition of students to the next stage of their New Apprenticeship, on completion of Year 12.

3.4 Accessibility of the Colleges to Disadvantaged Students, with particular reference to the socio-economic status of families in the areas of the Technical Colleges and fee structures

The engagement of students into a part-time apprenticeship while still at school, and the pivotal role industry will play in both leading and supporting the Australian Technical Colleges, will ensure that students graduate from the Colleges with a head start in their working life. They will gain the trade, entrepreneurial and business skills needed by industry and have the capacity to be self employed in the future. The Colleges will increase access by increasing the opportunities available to students to pursue a career in a trade and by raising the profile and prestige of trade training.

It is a requirement that the Colleges have an equity and access strategy, to ensure there are no barriers to students from particular backgrounds wishing to pursue the opportunities the Colleges offer. The Colleges will have strategies to attract and retain students and ensure equitable access to the College for all students.

These include strategies to:

- attract capable and committed students from diverse backgrounds with a clear commitment for trade work;
- provide sound career guidance and support;
- attract female students into a traditionally male dominated trade; and
- enhance equitable access for all students including engaging students who might otherwise not have continued with schooling.

In addition, the Colleges will, where appropriate to the region, implement strategies to ensure that students from remote and isolated areas and Indigenous communities have access, and that the training provided is relevant to the needs of Indigenous communities.

The additional funding provided to the Colleges under the *Australian Technical Colleges (Flexibility in Achieving Australia's Skills Needs) Bill 2005* is able to be used to fund equity strategies, including initiatives such as scholarships, accommodation for students from outlying areas, transport and specialised curriculum development.

The Colleges will operate in a similar way to existing government and non-government schools, and will receive schools funding on the same basis as existing government and non-government schools. Colleges based on existing non-government schools can charge students fees in the same way as any other non-government school. However, they will not be allowed to impose any fees over and above existing fees for attending the non-government school. Where it is intended to establish a new school to operate as an Australian Technical College, then the College must justify the level of fees to be charged, taking into account the impact of fees on access. While the details are to be negotiated and set out in the Funding Agreements, at this stage there is no proposed College which has proposed charging fees in excess of the level generally charged by low-fee non-government secondary schools. Colleges will also offer scholarships and implement other measures to alleviate any adverse impact of fees on access for students in financial hardship.

3.5 Impact of the Bill on employment conditions for teachers Australia-wide

Quality teaching is the most important factor that influences the educational outcomes of students. As Australian Technical Colleges are intended to raise the status and profile of vocational education in schools, they need the capacity to attract and reward the best quality teachers. It is intended that Australian Technical Colleges should operate with much greater flexibility than many existing schools. This is consistent with moves both internationally and by other Australian education authorities to recognise and reward high quality teaching.

The Government strongly supports performance-based pay for teachers. Salary advancement for teachers in schools throughout Australia is currently almost exclusively based on an incremental scale, reflecting longevity of service and experience rather than qualifications or teaching performance. Beyond existing increments there is currently little salary recognition for those teachers demonstrating advanced classroom skills, and who choose to remain class teachers. The Western Australian Department of Education and Training has, however, created a career pathway for teachers wishing to remain in the classroom using a financial incentive of approximately $7,000 per annum additional salary.

The Australian Government believes that excellence should be rewarded in all schools and, in fact, must be rewarded in Australian Technical Colleges if the Colleges are to draw to them teachers of the highest calibre.

Other countries have in place systems of performance-based pay for teachers. A recent OECD study (Teachers Matter – Attracting, Developing and Retaining Effective Teachers), revealed that 11 of the 25 nations participating in the study provide salary adjustments for outstanding teaching performance. The report is available at www.oecd.org/edu/teacherpolicy

The 2003 final report of the Government's independent Review of Teaching and Teacher Education, *Australia's Teachers: Australia's Future – Advancing Innovation, Science, Technology and Mathematics*, identified strategies to help attract and retain talented teachers. It recommended that teacher career progression and salary advancement reflect objectively assessed performance, and that recognition, including remuneration, for accomplished teachers who perform at advanced professional standards and work levels be increased significantly. A copy of the full report is available at www.dest.gov.au/sectors/school_education/policy_initiatives_reviews/reviews/teaching_teacher_education/

Through the new Australian Technical Colleges, the Australian Government will encourage a culture of reward for excellent performance for teachers. While staffing arrangements will be a matter for the Colleges themselves, they will be required to provide staff with performance incentives. In implementing performance-based pay arrangements, it is assumed that the Colleges will develop and adopt flexible approaches which take into account the diverse nature and background of students, and their differing capacities and commitment in relation to their learning, and therefore, the widely varying challenges facing teachers in different classes and locations.

Australian Technical Colleges must offer the option of an Australian Workplace Agreement (AWA) to all staff under the *Workplace Relations Act 1996*. It is up to each individual member of staff whether he/she accepts the offer.

Australian Technical Colleges will be responsible for their own recruitment and staffing arrangements. They must comply with all relevant legislation, including industrial relations, OHS and workers compensation legislation. The impact of State industrial relations legislation would depend on whether Australian Technical College staff is employed under federal or state industrial relations laws.

Whether the employment conditions offered by Australian Technical Colleges would have wider implications for teacher employment is a matter for the employing authorities.

Appendix A

Australian vocational education and training statistics: School-Based New Apprenticeships - December 2004, Summary
Commencement numbers over twelve months to December, by State and Australia

National Centre for Vocational Education and Research	New South Wales		Victoria		Queensland		South Australia		Western Australia		Tasmania		Northern Territory		Australia	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
School-based New Apprenticeships																
Total	920	880	360	2,780	4,280	5,550	1,180	1,580	950	1,130	20	80	140	140	8,270	12,500
Gender																
Male	440	380	130	1,260	1,980	2,760	530	750	450	530	(a)	30	70	80	3,820	6,040
Female	490	490	220	1,520	2,310	2,790	650	830	490	600	(a)	50	70	60	4,440	6,460
Industry type (ASCO)																
Arts Ent. Sport & Recreation	(a)	80	20	50	190	250	(a)	(a)	30	30	nil	nil	(a)	(a)	250	470
Automotive	90	90	nil	90	270	400	90	100	40	80	nil	10	20	30	520	800
Building & Construction	nil	nil	10	40	100	360	(a)	10	(a)	10	nil	nil	(a)	(a)	220	510
Com. Services Health & Ed.	40	20	20	50	160	120	(a)	10	40	10	nil	nil	(a)	(a)	270	220
Finance Banking & Insurance	(a)	(a)	nil	(a)	(a)	(a)	nil	(a)	nil	nil	nil	nil	nil	nil	20	10
Food Processing	(a)	nil	nil	20	70	100	(a)	20	(a)	(a)	nil	nil	(a)	(a)	80	140
TCF & Furnishings	nil	nil	nil	(a)	70	110	(a)	(a)	(a)	nil	nil	nil	(a)	nil	80	110
Communications	(a)	nil	nil	nil	(a)	(a)	nil	(a)	(a)	(a)	nil	nil	nil	(a)	(a)	20
Engineering & Mining	10	(a)	(a)	100	190	270	10	30	50	40	nil	nil	(a)	(a)	270	450
Primary Industry	40	20	10	220	310	370	130	130	40	70	nil	nil	10	10	550	820
Process Manufacturing	nil	nil	nil	nil	(a)	(a)	nil	nil	nil	nil	nil	nil	nil	nil	(a)	(a)
Sales & Personal Services	590	490	110	1,640	1,390	1,630	850	1,120	70	140	(a)	40	10	(a)	3,240	5,130
Tourism & Hospitality	70	90	100	440	890	1,090	40	100	70	140	nil	(a)	30	20	1,250	1,940
Transport & Storage	(a)	nil	nil	(a)	40	30	(a)	10	(a)	(a)	nil	nil	nil	nil	40	40
Utilities	(a)	(a)	nil	nil	20	40	(a)	(a)	nil	(a)	nil	nil	nil	nil	20	60
Business & Clerical	70	70	60	90	440	640	30	30	210	240	(a)	20	40	20	890	1,200
Computing	nil	nil	20	40	130	150	(a)	(a)	nil	nil	nil	nil	(a)	(a)	160	200
Science Technical & Training	(a)	nil	nil	(a)	(a)	nil	nil	(a)	390	350	nil	nil	(a)	20	400	390
General Education Training	(a)	nil	nil	(a)	(a)	nil	nil	(a)	390	350	nil	nil	(a)	20	400	390

	New South Wales Victoria		Victoria		Queensland		South Australia		Western Australia		Tasmania		Northern Territory		Australia	
	2003	**2004**	**2003**	**2004**	**2003**	**2004**	**2003**	**2004**	**2003**	**2004**	**2003**	**2004**	**2003**	**2004**	**2003**	**2004**
Qualification level																
AQF level I + II	880	850	290	1,820	3,400	3,860	1,130	1,520	950	1,130	10	80	140	130	7,210	9,750
AQF level III	40	30	70	950	870	1,660	50	60	(a)	nil	(a)	nil	(a)	(a)	1,040	2,710
AQF level IV	nil	nil	nil	(a)	10	30	nil	nil	nil	nil	nil	nil	nil	nil	10	40
Trades by Qualification																
Tradespersons and Related Workers at AQF level III or IV	nil	nil	(a)	60	330	900	30	30	(a)	nil	nil	nil	nil	(a)	370	1000
Workplace Region																
Rural and Regional	610	480	190	1350	2910	3770	470	620	500	610	(a)	50	70	80	4750	6950
Trades by Workplace																
Tradespersons and Related Workers at AQF level III or IV in Rural or Regional area	nil	nil	(a)	30	220	560	20	20	(a)	nil	nil	nil	nil	(a)	250	620

(a) Represents figures in the range of 1 to 9
Figures may not sum due to rounding

Source: NCVER – Australian vocational education and training statistics. Apprentice and trainees December quarter 2004