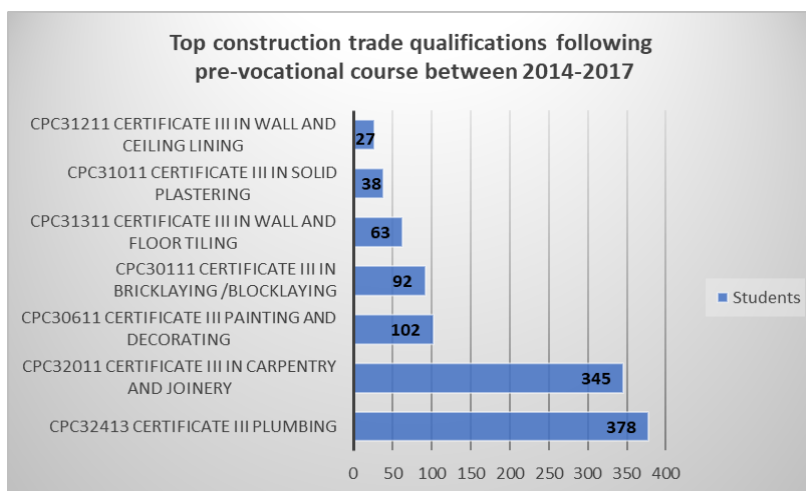


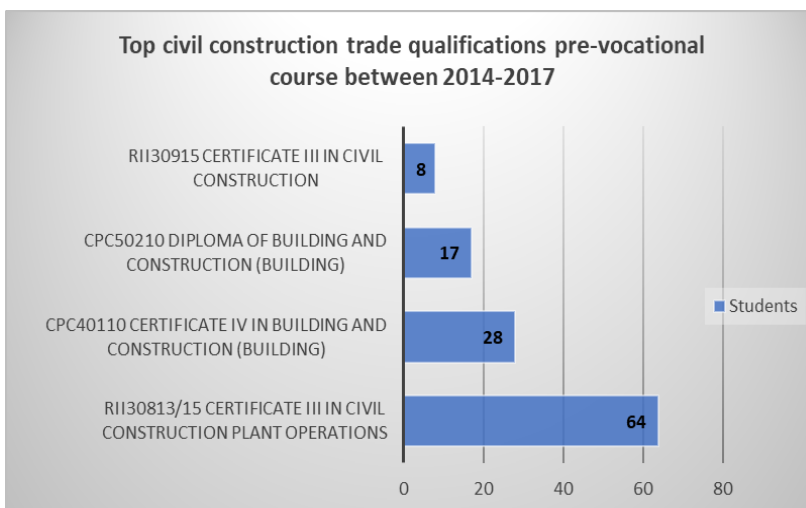
OUTCOMES OF PRE-EMPLOYMENT VOCATIONAL TRAINING IN THE BUILDING AND CONSTRUCTION INDUSTRY

Executive Summary

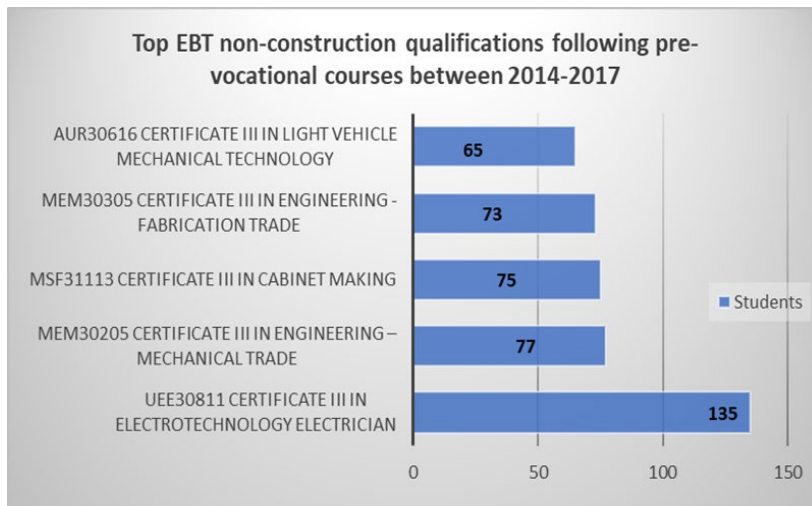
The charts below provide a pictorial review of the research recently undertaken by the CTF into the rates of articulation of students undertaking Certificate II Construction Pathway – Trades, Para-Professional, Civil Construction and Plumbing programs in years 11 and 12 or through a pre-apprentice program, into a building and construction apprenticeship or traineeship between 2014 and 2017.



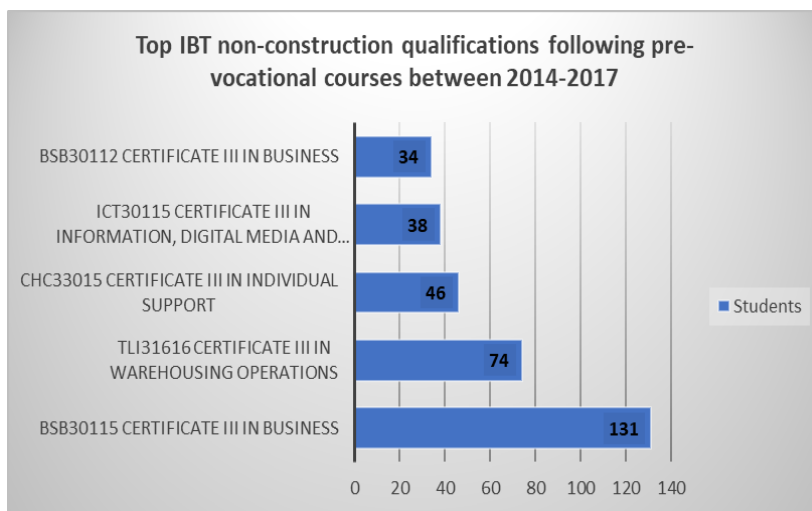
The Certificate III in Plumbing was the most popular trade qualification undertaken by students after completing a Certificate II pathway course.



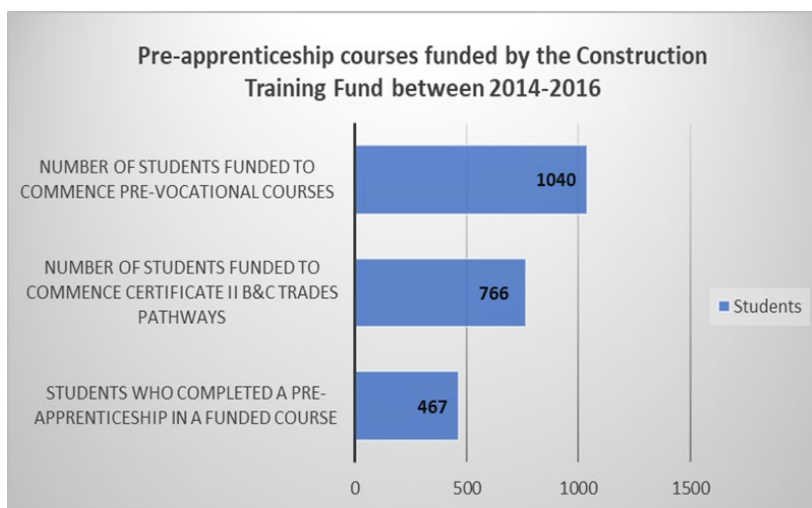
The Certificate III in Civil Construction Plant Operations was the most popular civil construction trade qualification undertaken by students after completing a Certificate II pathway course.



Not all students who completed a Certificate II Construction pathway course articulated into a construction related trade qualification. However, although not identified as a construction trade qualification, some students transitioned into an enrolment-based qualification that is recognised by the CTF for subsidy claims eg Certificate III in Electrotechnology Electrician.



In some instances, students who completed a pre-apprentice program articulated into an unrelated institutional based qualification. The most popular course of these was the Certificate III in Business.



Between 2014 and 2016, the CTF funded a significant number of students to commence a Certificate II Construction pathways program. Of those who commenced, forty-five percent of students completed in one of the funded courses.

Research Background

Recently, there has been an increased focus by the government and media on the funding of VET in schools and the outcomes these programs are achieving post school.

The Construction Training Fund's (CTF) research team worked with the Department of Training and Workforce Development (DTWD) Performance Evaluation and Statistics branch, to conduct a comprehensive quantitative research project into the transition rates of students funded by DTWD who have undertaken a Certificate II pre-apprenticeship or traineeship in the courses listed below and then articulated into a construction apprenticeship, traineeship or non-construction course.

National ID	Qualification
52824WA/52443WA	Certificate II in Building and Construction (Pathway – Trades)
52825WA/52642WA	Certificate II in Building and Construction (Pathway – Para-Professional)
52700WA	Certificate II in Plumbing
RII20713/RII20715	Certificate II in Civil Construction

The main research data focused on DTWD funded courses. However, between 2014 and 2016, to support uptake of the VET in schools courses, the CTF provided top-up funding to fill any gaps between existing allocations of State funded delivery and the demand for student places. This data was collected and recorded separately by the CTF.

The courses funded by the CTF were:

National ID	Qualification
52443WA	Certificate II Building and Construction Pathway Trades
52642WA	Certificate II Pathway Para-Professional
RII20713	Certificate II in Civil Construction
52700WA	Certificate II in Plumbing
CPC20211	Certificate II in Construction Pathways (Building Maintenance)

For the purpose of this report, prevocational training, VET in schools and institutional based delivery to post schools is referred to as pre-apprenticeships as the course and content is the same.

Methodology

The main research was based on DTWD data taken from a point in time with the four-year timeframe between 2014 and 2017. Statistics were provided by the DTWD's Performance, Evaluation and Statistics branch sourced from the Department's VET enrolment data collection. The 2018 data from the School's Curriculum Standards Authority (SCSA) was unavailable to CTF due to confidentiality clauses in the SCSA Act 1997.

Key Findings

Based on the available DTWD data, the findings illustrate that between 2014 and 2017 the DTWD funded enrolment of;

- 5,985 school and non-school students in a Building and Construction (B&C) pre-apprenticeship;
- 3,542 school students in a B&C pre-apprenticeship, of these 1,475 (41.64%) completed; and
- 2,443 non-school students enrolled in a B&C pre-apprenticeship, of these 1,418 (58.04%) completed.

Following their pre-apprenticeship, 2,506 school and non-school based students articulated into higher level VET qualifications. Of those:

- 1,070 (17.9%) articulated into at least one trade apprenticeship or civil construction traineeship;
- 117 (1.9%) articulated into at least one trade or civil construction institution-based qualification e.g. Certificate III in Civil Construction Plant Operations;
- 664 (11.1%) articulated into a non-construction apprenticeship or traineeship; and
- 671 (11.2%) articulated into a non-construction institution-based qualification.

From between 2014 and 2016 the CTF funded 1,040 students in a pre-apprenticeship course. The findings demonstrate that of those 1,040 students;

- 766 (73.6%) students, commenced the Certificate II in Building and Construction, Trades Pathways, which was the most popular; and
- 467 (45.0%) completed a pre-apprenticeship in one of the funded courses.

Additional articulation

Although not identified as a construction trade qualification, there were students who transitioned into qualifications that are recognised by the CTF for subsidy claims;

- UEE30811 Certificate III in Electrotechnology Electrician
135 students (20.3% of 664 non-construction apprenticeships/traineeships);
- 52757WA Certificate IV in Residential Drafting
27 students (4.0% of 671 non-construction institution-based enrolments); and
- MSF31113 Certificate III in Cabinet Making
75 students (11.2% of 664 non-construction apprenticeships/traineeships).

Over the four years, from those students who went onto further vocational training, 46.7% of pre-apprentices transitioned into an apprenticeship in the construction industry and 53.3% entered a course in other industries.

Data analysis

The following chart shows the top courses that students transitioned into following pre-vocational training.

Top construction trade qualifications following pre-vocational course	Out of 1,070 Students*	Percentage
CPC32413 Certificate III in Plumbing	378	35.3
CPC32011 Certificate III in Carpentry and Joinery	345	32.2
CPC30611 Certificate III Painting and Decorating	102	9.5
CPC30111 Certificate III in Bricklaying/Blocklaying	92	8.6
CPC31311 Certificate III in Wall and Floor Tiling	63	5.9
CPC31011 Certificate III in Solid Plastering	38	3.5
CPC31211 Certificate III in Wall and Ceiling Lining	27	2.5

Top civil construction trade qualifications following pre-vocational course	Out of 117 Students	Percentage
RII30813/15 Certificate III in Civil Construction Plant Operations	64	63.3
PC40110 Certificate IV in Building and Construction (Building)	28	27.7
CPC50210 Diploma of Building and Construction (Building)	17	16.8
RII30915 Certificate III in Civil Construction	8	7.9
Top EBT ¹ non-construction qualifications following pre-vocational course	Out of 664 Students	Percentage
UEE30811 Certificate III in Electrotechnology Electrician	135	20.3
MEM30205 Certificate III in Engineering – Mechanical Trade	77	11.6
MSF31113 Certificate III in Cabinet Making	75	11.0
MEM30305 Certificate III in Engineering – Fabrication Trade	73	11.18
AUR30616 Certificate III in Light Vehicle Mechanical Technology	65	9.8
Top IBT ² non construction qualifications following pre-vocational course	Out of 671 Students	Percentage
BSB30115 Certificate III in Business	131	19.5
TLI31616 Certificate III in Warehousing Operations	74	11.0
CHC33015 Certificate III in Individual Support	46	6.9
ICT30115 Certificate III in Information, Digital Media and Technology	38	5.7
BSB30112 Certificate III in Business	34	5.1

**It should be noted that the students may have enrolments in more than one course.*

Additional material

In early 2015, the Fund undertook desktop research³ and consultation with RTO's which found that additional funding provided by the Fund had led to a significant increase in the uptake within the VET in school courses.

Based on the available data, the findings show that overall, between 2014 and 2016, 1,040 students were funded by the CTF to commence a pre-apprenticeship course, and of those students:

- 766 (73.6%) commenced the Certificate II in Building and Construction, Trades Pathways; and
- 467 (45.0%) completed a pre-apprenticeship in one of the funded courses.

However, there was a significant increase in completions in 2016 (78%) and this is expected to continue into forthcoming years.

It should be noted that the students funded through the CTF were not captured in the DTWD pre-apprenticeship destination data.

Conclusions

From the DTWD data, the research established that of the 2,506 school and non-school based students who completed a pre-vocational course and continued to further VET training, 1,171 (46.7%) transitioned into an apprenticeship or traineeship in a Construction related qualification.

If students who articulated into an electrical apprenticeship (135), residential drafting traineeship (27) and cabinet making (75) are included, then 1,408⁴ 56.18% of the

¹ EBT – Apprenticeship and traineeship

² IBT – Institutional/ordinary based traineeships

³ The Need for Pre-Employment Vocational Training in the Building and Construction Industry Summary Report May 2016

⁴ This may include a small amount of double counting students who enrolled in both a CPC/RII qualification and either or both the electrical apprenticeship or residential drafting qualification.

pre-vocational students who continued in the VET system resulted in a construction related outcome.

Although concerning that the remaining 1,098 (43.81%) students articulated into another VET course or entered a non-construction related apprenticeship, traineeship or VET qualification, it does indicate that students at least took the opportunity to consider a construction related career but ultimately chose otherwise. This can be viewed as positive as it filters out the undecided students and eliminates wasted training and employment effort for employers.

It is also of note that 3,479 (58.13%) of all enrolments did not complete their courses. However, this could also be viewed as a positive as these students may have either been indentured as an apprentice prior to completing their pre-apprenticeship or made an early decision not to continue or have identified an alternative career pathway.

Care should be taken when reviewing the data in isolation as it does not identify:

- students who commenced a Certificate II program and who did not complete the course, but may be working in the construction industry;
- students who commenced a Certificate II program, completed the course, but may undertake further VET study at a later date⁵; and
- possible inadequacies due to the absence of data from the School Curriculum Standards Authority (SCSA) making any findings inconclusive.

With regards to the outcomes from the CTF funded pre-apprenticeships the higher completion rates reflect a more targeted and selected cohort of students. There is also on-going support for all construction, school-based students through the CTF Industry Training Advisors. This support may also lead to an increase in overall completion rates.

Due to the enrolment period for CTF funded pre-apprenticeships, the transition rate of students into a construction related qualification is unknown at this time. However, the data suggests that the overall transition rate could be higher if the final outcomes from the CTF funded courses could be confirmed in future years.

⁵ For example, for students who commenced their pre-apprenticeship in 2017 only one year of additional enrolment data is available.