

Trade Training and Trade Skills Centre Procedure

TABLE OF CONTENTS

Version 1.0 – 9/03/2021

1.	Purpose	3
2.	Overview	3
3.	Roles and Responsibilities	3
4.	Process.....	6
5.	TTC Terminology - Clusters and Sites.....	8
6.	Asset maintenance.....	9
7.	Application and Teaching	9
8.	Budget	10
9.	Governance.....	10
10.	Related policies.....	12
11.	Related procedures.....	12
12.	Supporting information/websites.....	13
13.	Legislation.....	13
14.	Definitions	13

1. Purpose

This procedure offers guidance on the Trade Training and Trade Skills Centres Policy and clarity to key stakeholders in DoE managed Trade Training and Trade Skills Centres (TTCs) including for Principals, TTC Coordinators, Local Reference Groups and other school staff. The procedure supports reporting, budgets, asset management and establish key roles and responsibilities.

2. Overview

TTCs are an important part of their local community and are mostly located in areas with limited access to industry standard trade training facilities. TTCs provide opportunities to engage both school students and adult learners in Vocational Education and Training (VET) in their local community; and to do so in a manner, which meets the needs of industry in the region.

This procedure sets out the role of TTCs as both a part of the whole school and the wider community and clarifies the responsibility of Principals, Vocational Learning Network Leaders, TTC Coordinators, and the role of the Local Reference Group and other community and industry stakeholders.

3. Roles and Responsibilities

In this document:

- The word **"must"** is to be construed as being mandatory.
- The words **"is to"** and **"are to"** are to be construed as being directory.
- The word **"may"** is to be construed as being discretionary or enabling, as the context requires.

3.1 Lead School Principal

- Is to provide leadership and foster collaboration with internal and external stakeholders to allow the TTC to achieve the objectives for TTCs.
- Is to collaborate with the Vocational Learning Network Leader and TTC Coordinator on implementation of the TTC Policy and Procedures.
- Must adhere to their non-delegable Duty of Care for school students and adult learners, while they are involved in a school activity or are otherwise on site.
- Is to seek opportunities to work with Cluster School Principal/s.
- Is to ensure that proper risk assessments and minimisation practices occur to avoid/reduce the likelihood of reasonably foreseeable risks to learners.
- Must provide comments on the Reporting on objectives for TTCs and Priority of Use each year.
- Must undertake annual Activity Reporting as requested by Years 9 to 12 Learning.
- Is to provide input and oversight of the Local Reference Group; to facilitate alignment with the overall school plan/priorities and that the Local Reference Group has a defined purpose.
- Must ensure Registered Training Organisations (RTO) Agreements and Hire Agreements comply with appropriate delegations.
- Must ensure that effective systems are in place for booking the use of TTC facilities/space.
- Must ensure that risk management and maintenance practices are in place to maintain and use TTC equipment at a safe operating standard.

- May consult with the Vocational Learning Network Leader, TTC Management Committee or Years 9 to 12 Learning team for advice and support, to resolve conflict, or to seek clarity on the role of different TTC stakeholders.

3.2 Assistant Principals

(May include Advanced Skills Teachers in some schools)

- May be delegated roles and responsibilities of the Principal (with the exception of the legal duty of care a Principal holds).
- May consult with the TTC Management Committee or Years 9 to 12 Learning for advice and support, to resolve conflict, or to seek clarity on the role of different TTC stakeholders.

Vocational Learning Network Leader

This position will support the implementation of the TTC Policy and Procedures

- Must work to meet the TTC policy objectives, including strategic management of access to facilities.
- Must be responsible for the management of applicable TTC Site/s including:
 - » Supporting sites with budget proposals
 - » Ensuring asset maintenance
 - » And other operational matters
- Is to engage with each school leadership team, employers, industry and community stakeholders (including local government).
- Is to work closely with local workforce development programs and initiatives (incl. Jobs Hubs).
- Is to attract and retain VET and vocational learning opportunities to meet the region's needs (including working with RTOs in sourcing funding).
- Is to spend a proportion of the time in each site, and work closely with TTC Coordinators to support operational matters.
- Is to work with each school and Local Reference Group to define and report on the valid and reliable measures to guide the continuous improvement of vocational learning.
- Must produce an Annual Improvement Plan and Annual Report each year. These documents collate current data, set targets and measure outcomes and successes at each TTC site.
- Is to deliver regular progress reports to the TTC Management Committee and each school leadership team.
- Is to act as the Chair of the Local Reference Group for each TTC in the region.
- Is to undertake Asset Maintenance Training, delivered by Facilities Operations.
- May consult with the TTC Management Committee or Years 9 to 12 Learning team for advice and support, to resolve conflict, or to seek clarity on the role of different TTC stakeholders.
- Reports to Years 9 to 12 Learning.

3.3 TTC Coordinator

Note: Where a school does not have a TTC Coordinator the Principal must identify and delegate key responsibilities to other school staff.

TTC Coordinators report to the Principal, or where designated another senior member of the school's staff.

- Is to foster collaboration with internal and external stakeholders, particularly the Lead School Principal, in order for the TTC to achieve the objectives for TTCs and meet the Priority of use for TTC facilities.
- Is to communicate regularly with the Vocational Learning Network Leader and the school leadership team regarding operation of the TTC, including program offerings, major maintenance issues and budget updates.
- Is to maintain regular communication with Cluster School Principals and develop an awareness of opportunities to work together to meet the objectives for TTCs.
- Is to provide the School Business Manager (SBM) with regular updates on the TTC Budget and significant expenditure items.
- Is to maintain regular contact and have in place appropriate strategies to liaise with industry, community, local government and school staff to ensure VET delivered at the TTC is responsive to local needs and opportunities.
- Must ensure the TTC undertakes appropriate risk management practices, including compliance with Workplace Health & Safety legislation and has appropriate Standard Operating Practices (SOPs) for specialised equipment.
- Is to develop and maintain an asset register and asset maintenance plan for the TTC equipment (this can be part of any whole school plan already in place) to ensure that equipment is maintained at a safe operating standard.
- Must ensure that effective systems are in place for booking the use of TTC facilities/space.
- Must assist the Principal to complete reporting requirements and to develop an annual operational plan prior to each school year.
- Is to complete Asset Maintenance Training and maintain currency in this area.
- Is to attend Years 9 to 12 Learning's TTC Coordinator meetings.
- May consult with the Vocational Learning Network Leader or Years 9 to 12 Learning team for advice and support, to resolve conflict, or to seek clarity on the role of different TTC stakeholders.

3.4 Cluster School Principal

- Is to regularly communicate with their respective Lead School Principal, Vocational Learning Network Leader and TTC Coordinator to ensure that Vocational Learning opportunities consider the needs of their students.
- May consult with the TTC Management Committee or Years 9 to 12 Learning team for advice and support, to resolve conflict, or to seek clarity on the role of different TTC stakeholders.

3.5 TTC Management Committee

- Reports to the DoE – Skills Tasmania Steering Committee (*Under Development**)
- Is to set the strategic direction of DoE managed TTCs in Tasmania, in conjunction with the support from the DoE – Skills Tasmania Steering Committee.
- Is to align Key Performance Indicators (KPIs) for DoE and external agencies.
- Is to provide an advocacy function for programs and funding.
- Must ensure that the TTC policy objectives are being met.
- Is to ensure that Skills Tasmania and DoE are working together to meet the needs of local industry and learners in each region (place-based model).
- Is to provide advice or guidance to Local Reference Groups, as requested.
- Is to provide conflict resolution for stakeholders, in conjunction with Years 9 to 12 Learning.

3.6 Local Reference Group

- Is to work collaboratively with the Vocational Learning Network Leader, school leadership team and the TTC Coordinator to provide advice in line with the Terms of Reference.
- Is to be chaired and supported by the Vocational Learning Network Leader for the region.
- Is to include membership from a range of relevant school, community and industry stakeholders with skills or knowledge that is of benefit to the strategic operation of the TTC.
- Must be guided by a Terms of Reference, which will be developed in conjunction with the Vocational Learning Network Leader.
- May consult with Years 9 to 12 Learning team for advice and support, to resolve conflict, or to seek clarity on the role of different TTC stakeholders.

3.7 Community Stakeholders

- Should interact with TTC Coordinators in first instance for any queries or possible bookings of TTC facilities.
- May consult with the Years 9 to 12 Learning team for advice and support, to resolve conflict, or to seek clarity on the role of different TTC stakeholders.

3.8 Years 9 to 12 Learning Team:

- Foster collaboration between TTC stakeholders to assist the TTC to meet the objectives for TTCs.
- Is to review reporting received from schools, and escalate any identified concerns to the Deputy Secretary, Learning Services where there is conflict or a perceived inability to meet objectives for TTCs.
- Is to provide support in resolving conflict from external TTC stakeholders, including escalation to the TTC Management Committee where required.
- Is to be responsible for the day-to-day management of the Vocational Learning Network Leaders.
- Is to participate in and coordinate the TTC Management Committee.
- Is to provide relevant professional development opportunities for TTC Principals and Coordinators.
- Provide assistance in dealing with RTOs and ensuring school understanding of vocational learning, including VET.
- Ensure strategic alignment of Local Reference Groups with the objectives for TTCs.
- Is to liaise with school staff, members of community and industry as required.

4. Process

4.1 Reporting by TTC Lead Schools

Given the significant infrastructure of a TTC in a school community, the lead school is required to provide reporting on the school and community use of the TTC facility. This information is collected to allow DoE to measure against the objectives for TTCs. The information provided includes from the following collection methods:

Reporting on Objectives for TTCs and Priority of Use

Schools will be required to provide comments surrounding the use of TTC funding allocation. This will be requested towards the end of each school year. Years 9 to 12 Learning or another DoE business unit will direct the school about this process.

These comments should be developed in conjunction with the Vocational Learning Network Leader.

As part of this process, schools will be required to provide explanation of how a TTC balanced the Priority of Use for TTC facilities, and met the Objectives for TTCs in the school year.

The comments will be utilised by Years 9 to 12 Learning to review, and understand the different contexts to assist with achieving objectives and use of TTC facilities. Where Years 9 to 12 Learning has concerns that cannot be resolved directly with the school, it may choose to escalate these to the Deputy Secretary level for consideration.

Activity Reporting to Years 9 to 12 Learning

TTCs must complete Activity Reporting for each school year as directed by Years 9 to 12 Learning.

Activity Reporting will include aggregated information on the number of enrolments, level of attainment/completion and other information on learners at the TTC as determined by Years 9 to 12 Learning.

4.2 Use of TTC Facilities by Third Parties

All DoE TTC sites must complete a [hire agreement](#) prior to allowing use by a RTO or a third-party organisation (including community groups and non-profits).

Regular users of facilities should complete an overarching hire agreement, which must be updated annually. Usage records must be maintained by both parties.

This must occur in accordance with the [Community Use of Facilities Policy](#).

Hire Fees

The charging of a hire fee is a decision made by the Principal, in consultation with the Vocational Learning Network Leader and TTC Coordinator.

Programs for adult learners are to consider charging of Hire Fees to recover any incidental or administrative costs incurred by the school in delivering the program to adults.

There may be occasions where the benefits to learners justifies a decision not to charge a RTO, industry or community group for the use of a TTC facility. Further discussion of this is detailed in [Community Use of Department Facilities Policy](#).

Where a decision to charge a hire fee occurs, the school must use the recommended fees and charges for use of DoE facilities.

4.3 Process for Contracting with a Registered Training Organisation (RTO)

Vocational Learning Network Leader, TTC Coordinators or Lead School Principals intending to engage an RTO to deliver a VET program may consult with the Years 9 to 12 Learning team for advice and support.

Contracts with third parties (including RTOs) must be signed by an appropriate delegate.

Years 9 to 12 Learning can be contacted through years9to12learning@education.tas.gov.au or by phoning 6165 5404.

5. TTC Terminology - Clusters and Sites

The terminology for DoE managed TTCs is originally set out in funding agreements with the Australian Government and associated variations to these agreements.

There are thirteen DoE managed sites funded under the Former Australian Government *Trade Training Centres in Schools Program*.

- Deloraine High School
- Hellyer College (Kitchen Facilities) [Burnie]
- Huonville High School
- Jordan River Learning Federation Senior School [Bridgewater]
- Mountain Heights School [Queenstown]
- Port Dalrymple School [George Town]
- Scottsdale High School
- Smithton High School
- Sorell School
- St Helens District High School
- St Marys District High School
- Tasman District School
- Triabunna District High School.

There are eight Trade Training Centres in Tasmania and two Trade Skills Centres, as set out below.

Trade Training Centres:

- **Break O'Day Trade Training Centre**
 - **Lead School:** St Helens District High School; **Cluster Schools:** St Marys District High School#, Newstead College.
- **Circular Head Trade Training Centre – Montagu Street Campus**
 - **Lead School:** Smithton High School; **Cluster Schools:** Yolla District School.
- **Deloraine Trade Training Centre**
 - **Lead School:** Deloraine High School.
- **Dorset Trade Training Centre**
 - **Lead School:** Scottsdale High School; **Cluster Schools:** Kings Meadows High School, Winnaleah District High School.
- **George Town Trade Training Centre**
 - **Lead School:** Port Dalrymple School; **Cluster School:** Brooks High School.
- **Huon Valley Trade Training Centre**
 - **Lead School:** Huonville High School; **Cluster Schools:** Dover District High School, Hobart College, Woodbridge School.

- **Southern Central Trade Training Centre**
 - **Lead School:** Jordan River Learning Federation Senior School [Bridgewater]; **Cluster Schools:** Campania District High School, Glenora District High School, New Norfolk High School, Oatlands District High School.
- **South East Trade Training Centre**
 - **Lead School:** Sorell School; **Cluster Schools:** Triabunna District High School[#].
 - Operationally this centre incorporates the Tasman Trade Skills Centre (Tasman District School).

Identifies non-lead school facilities which are part of a Trade Training Centre

Trades Skills Centres

- **North West and West Coast Trades Skills Centre**
 - **Lead School:** Mountain Heights School
 - **Cluster Schools:** Rosebery District High School, Hellyer College.
 - Works in close alignment with the West Coast Education and Training Committee (ETC)
- **Tasman Trade Skills Centre**
 - **Lead School:** Tasman District School.
 - *Works as part of the South East Trade Training Centre.*

6. Asset maintenance

Given the significant financial value of the specialised trade-training facilities and equipment in each TTC, it is important that each school undertakes routine asset maintenance to decrease the impact of unplanned maintenance and increase the life of the assets.

Schools must develop and maintain the TTC component of the Asset Maintenance Plan and ensure that the TTC Coordinator undertakes Asset Maintenance Training, delivered by Facilities Operations.

Schools should be aware of certain items, which are covered by centrally managed contracts, these items are not required to be funded from the school's maintenance budget. This includes:

- Fire services
- Heating, Ventilation, Air-Conditioning and Cooling (HVAC)
- Lift Services
- Roofing Systems
- Electrical Safety (incl. Switchboard Audits)
- Security Monitoring

For further details contact Facility Services through email to fac.operations@education.tas.gov.au

7. Application and Teaching

To protect the health and safety of learners and preserve the life of the assets, specialised pieces of equipment may require supervision from a competent, qualified and/or licensed user. A number of pieces of specialised equipment has a designated Standard Operation Procedure (SOP) for the equipment/machinery, which are to be adhered to. This may require supervision from a qualified or experienced user depending on the piece of equipment.

The [Materials Design and Technology \(MDT\) Safety Guide](#) provides an additional overview of safe practices and in conjunction with risk management processes supports TTC sites to correctly and safely use equipment.

8. Budget

The two main resources provided to TTC sites come in the form of staffing allocation (TTC Coordinators), where applicable, and an allocation as part of the School Resource Package (SRP).

TTC Coordinators positions are funded as an approved establishment allocation at their respective lead school. Coordinators are a recurring Full Time Equivalent (FTE) position for the school and not part of the SRP.

The monetary amount in the SRP is recorded as an asset management line item for the TTC.

Funds are an allocation provided to maintain existing facilities/equipment and to assist with program coordination. It is possible that a school may spend more or less than this allocation, however, it is expected that the money is spent in the first instance to meet the needs of the TTC and its operations.

Each region (North and South) has been provided with a Vocational Learning Network Leader who will provide support in implementing the TTC Policy and Procedures, including providing support for developing budgets in each TTC.

There is a risk that if routine maintenance is not completed then unplanned maintenance expenses may not be able to be met, and this could influence the ability to meet the Objectives for TTCs. TTC's large pieces of industry standard trade training facilities that could not readily be replaced.

From February 2022, School Finance rules will limit the rollover of a school's general SRP funds to 15% each year. This is to reflect that funding is allocated to be spent each year. Recognising that there may be a large TTC infrastructure purchase or replacement that is required, the school will be able to seek an exemption to rollover money for future infrastructure funds.

In undertaking the budget process, the importance of developing and utilising an Asset Maintenance Plan is emphasised. It is important to recognise that while Principals are ultimately responsible for final budget decisions, Principals, Vocational Learning Network Leader and TTC Coordinators should work together to ensure funds allow for the replacement and repair of equipment, if necessary.

9. Governance

TTCs must have in place appropriate strategies and processes to engage with local industry, business, education groups and community representatives. This is to ensure that the Objectives for TTCs to support industry and enabling communities are met.

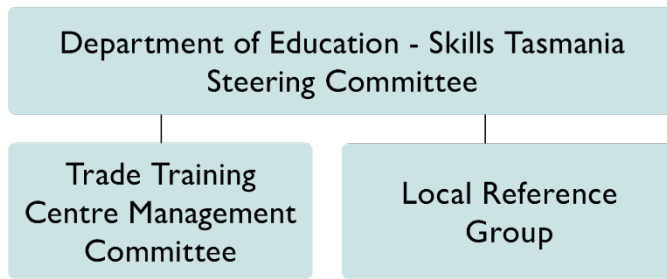
Each TTC is to have an Local Reference Group or committee that serves a similar purpose. If the TTC elects to utilise another similar group or committee it should identify a body with similar stakeholders to those identified in "9.2 Local Reference Group Membership". This group must agree with the Terms of Reference and reporting requirements to be able to fulfill the required function.

9.1 Purpose of the Local Reference Group

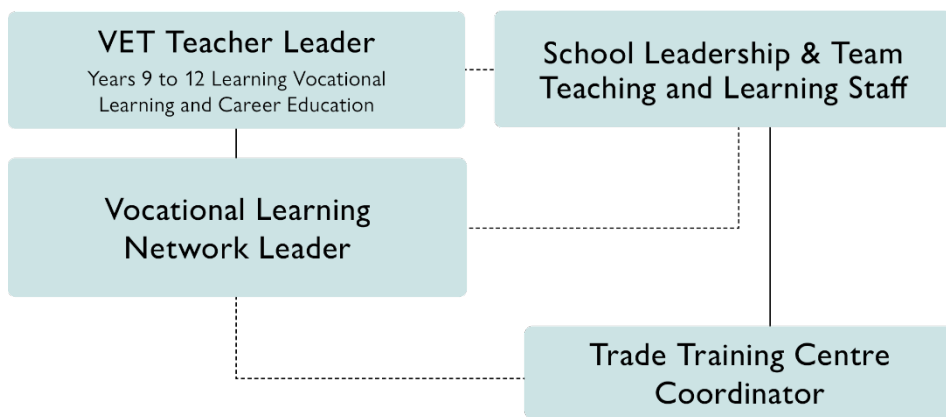
The Local Reference Group, led by the Vocational Learning Network Leader should develop a clear defined purpose, with consideration for how they can assist the school leadership team and TTC Coordinator to meet the Objectives for TTCs.

The Local Reference Group governance models sets out the reporting structure the group must work within and assists to clarify the role of the group both within the DoE and ultimately to the Minister for Education.

COMMITTEES



ROLES



----- Dotted lines - working and collaborating
——— Solid lines - reporting lines

Model for Local Reference Group Governance

The Local Reference Group does not have a financial function, management capacity, or decision-making powers. The group should regularly measure their progress towards their objectives.

The Group should provide input and advice into the following matters:

- Opportunities within the local region for training/employment, including Apprenticeships and Traineeships for School-Aged Learners (ApTSLs), including Australian School-Based Apprenticeships.
- Identify any skill shortages and potential learner cohorts in the local region.
- Provide opportunities for collaboration between industry, the school and the TTC (i.e. sharing of equipment, work placement and exposure opportunities).
- Input and define their own targets as the TTCs Annual Improvement Plan.
- Input into other strategic planning processes as requested.

9.2 Local Reference Group Membership:

- TTCs should consider including representation from the following stakeholders;
 - » School leadership;
 - » School association;
 - » Local Government (elected or official);
 - » Members of local industry;
 - » Representatives from community or Not-for-profit organisations; or
 - » Other relevant community members with suitable skill sets.
- Membership of the group should include a mix of trades and occupations relevant to the TTC, as well as emerging and established industry in the local community.
- Members of the group should be actively involved, assisting to deliver identified outcomes.
- Useful skills to consider for membership of the group should include:
 - » Knowledge of the VET sector, including apprenticeships and traineeships.
 - » Relationships with Non-Government Organisations, Non-Profit or other community organisations.
 - » Relationships with local and emerging industry.
 - » Understanding of the school or local context (including labour market).

9.3 Annual Improvement Plan and Annual Report

Each Vocational Learning Network Leader must work with the Local Reference Group, the TTC Coordinator and school leadership team to develop an Annual Improvement Plan and Annual Report. Once endorsed, a copy should be provided to Years 9 to 12 Learning to be discussed at the TTC Management Committee.

These documents are to be continually used to review progress and provide direction for these stakeholders.

10. Related policies

- Trade Training and Trade Skills Centre Policy
- [Community Use of Department Facilities and Resources Policy and Guidelines](#)
- [Community Use of Department Facilities and Resources Policy](#)
- [Financial Delegations and Authorities Policy](#)
- [Partnering with External Organisations Policy](#)
- [Registration to Work with Vulnerable People Policy](#)
- [Work Health and Safety Policy](#)
- Requirements and Guidelines for the delivery of Vocational Education and Training (VET) to school students (under development to commence in 2022)

11. Related procedures

- [Duty of Care for Students on Departmental Educational Sites - Procedure](#)
- [Financial Delegations and Authorities Procedure](#)
- [Partnering with External Organisations Procedure](#)
- Procedures for non-government students requests to participate in 2021 DoE Years 11 and 12 courses (under development for 2021)

12. Supporting information/websites

- [Asset Maintenance Plan Training Manual](#)
- [Financial Delegations and Authorities Guideline](#)
- [Materials, Design and Technology \(MDT\) Safety Guide](#)
- [School Finance Project: Action Plan 2019-2025](#)
- [School Finance Project: Targeted Use of School Resources](#)
- [School Maintenance Plan Guideline](#)
- [Vision for Vocational Learning and VET in Tasmanian Schools to 2030](#)
- WorkSafe: [National Code of Practice – Managing the Risks of Plant in the Workplace](#)
- [VET Self-Assessment Tool: Preparing Secondary Students for Work](#)

13. Legislation

- [Education Act 2016 \(Tas\)](#)
- [Work, Health and Safety Act 2012](#)

14. Definitions

Adult Learners

Individuals aged 18 years or over, who are not enrolled at a school and are participating in accredited or non-accredited training at a TTC

Cluster School

Schools which are not responsible for the day-to-day management of a specific TTC site, but should be incorporated as a supporting partner for their Lead School. Cluster schools are set out in each site's funding agreement with the Australian Government.

Community Stakeholders

These may include Workforce Development Officers, Local Government, Community Service Organisations, Non-Profits or local industry.

Industry

Businesses and professional associations working in a specific field.

Lead School

The school responsible for the day-to-day management of a specific TTC. The lead school is set out in each site's funding agreement with the Australian Government.

Registered Training Organisation (RTO)

Training organisations registered by the Australian Skills Quality Authority (ASQA) to deliver Vocational Education and Training (VET).

RTO Agreement(s)

A contractual arrangement between a school and a RTO to deliver training to learners.

School Year

The period in which a school budget cycle is recorded between 1 February and 31 January.

Trade Training and Trade Skills Centres (TTCs)

These refer to specialised trade training facilities located on a school site, which were funded under the Australian Government's *Trade Training Centres in Schools Program*. These facilities are designed with the primary objective of providing Vocational Learning opportunities to senior secondary students and adult learners.

Trade Training Centre Coordinator

Part of a School's permanent staffing allocation, with the responsibility for coordinating activity within the TTC.

Vocational Education and Training (VET)

Enables students to acquire workplace skills through nationally recognised training described within an industry-developed training package or an accredited course. A VET qualification is issued by a RTO. The achievement of a VET qualification signifies that a student has demonstrated competency against the skills and knowledge required to perform effectively in the relevant workplace for which they have studied. NCES, 2019

Years 9 to 12 Learning Team

DoE business unit, which support and are in service to learners, clients, partners and stakeholders across all education sectors in relation to vocational learning, curriculum, teaching, learning and assessment in Years 9 to 12.

Authorised by: Megan Gunn, Co Director, Years 9 to 12 Learning

Contact: Years 9 to 12 Learning team; years9to12learning@education.tas.gov.au; 61 65 5404

Last Significant Review: N/A

Review Due: 1 July 2022

This Document Replaced: N/A