



Years 9-12 Project

Vocational Education and Training (VET) to School Students

Requirements and
Guidelines

Introduction

This document is a product of the Vocational Learning in Tasmanian Schools Framework, developed under the Years 9 to 12 Project, a cross-sectoral initiative to improve the education and training opportunities for students in Tasmania.

Vocational Education and Training (VET) enables students to acquire workplace skills through Nationally Recognised Training (NRT) delivered using an industry-developed training package or accredited course. A VET qualification is issued by a Registered Training Organisation (RTO). The achievement of a VET qualification signifies that a student has demonstrated competency against the skills and knowledge specified to perform effectively in the workplace. Competency is developed through a combination of classroom-based, simulated and work-based learning.

Vocational Education and Training for Tasmanian school students is provided for under the *Education Act 2016 (the Act)*.

Under the Act, students must participate in education and training until they complete Year 12, attain a Certificate III qualification, or they turn 18 years of age (whichever occurs first).

VET qualifications are contained within training packages - sets of nationally endorsed standards and qualifications for recognising and assessing skills in a specific industry, industry sector or enterprise.

VET is a different curriculum to other Year 11 and 12 courses. VET courses are developed by industry and regulated by the Australian Skills Quality Authority (ASQA) and incorporated into the Australian Qualifications Framework (AQF), while Year 11 and 12 courses are developed by each individual jurisdiction.

VET programs prepare participants for entry into specific occupations. Successful completion of programs are intended to lead to a vocational qualification that is relevant to the labour market.

VET for school students is delivered in a range of settings, including on-campus, online, off-campus at the premises of a Registered Training Organisation or another relevant learning environment.

Scope

This document applies to all Tasmanian schools in which enrolled students participate in nationally recognised VET courses delivered by RTOs.

This document applies to all VET courses delivered to Tasmanian school students, and all VET teachers and trainers, whether through the Tasmanian Secondary Colleges RTO, Guilford Young College RTO, TasTAFE (public provider) or any private RTO.

This document also applies to all environments where VET is delivered to school students.

This document **does not** apply to VET courses undertaken as part of an apprenticeship or traineeship, including an Australian School-based Apprenticeship or traineeship (ASbA).

This document **does not** apply to a VET course a school student may be studying external to a school program, outside of school hours.

For guidance on vocational placements in VET courses, please see the **Work-based learning in Tasmanian Schools Requirements and Guidelines**.

Purpose

The purpose of this document is to provide clear direction on how VET programs and processes will be delivered and managed for Tasmanian schools.

The document seeks to assist schools to guide students on course choices that provide a meaningful pathway to further education and training and/or employment.

The document outlines a process whereby schools have the capacity to determine the scope of VET courses available to enrolled students.

Enrolment

Tasmanian schools have the option to deliver Vocational Education and Training (VET) courses to students in addition to their other curriculum offerings.

The courses available to students are determined by the school, in accordance with this document, and using labour market information, student data and knowledge of available resources.

Schools interested in offering new VET programs for students **should** download and complete the Self-Assessment tool available from the DoE, either through the online learning portal Canvas (for DoE schools) or via direct email to the Vocational Learning and Career Education unit within DoE - vlce@education.tas.gov.au. The Vocational Learning and Career Education unit is also available to assist and support all schools in the completion of this tool.

The decision by a school about a student's participation in VET occurs as part of ongoing career counselling and education discussions between schools and students about preferred pathways and suitability.

Secondary students undertaking VET courses may complete a full qualification, skill sets or units from within a qualification.

Students who begin a VET qualification may complete it while at school or after they have left school.

Registered Training Organisations

VET courses for Tasmanian school students are delivered by a Registered Training Organisation under an agreement, whether the qualified trainer is employed by the school or through the RTO.

RTOs delivering VET to Tasmanian school students must ensure compliance with the ASQA Quality Framework.

A guide to RTO agreements is available from the DoE, through the online learning portal Canvas (for DoE schools) or via direct email to the Vocational Learning and Career Education unit within DoE - vlce@education.tas.gov.au. The Vocational Learning and Career Education Unit is available to assist and support schools in using this guide.

Roles, Requirements and Responsibilities

Meaning of “**must**”, “**should**” and “**may**”:

- a. the word “**must**” is to be construed as being mandatory
 - b. the word “**should**” is to be construed as being directory
 - c. the word “**may**” is to be construed as being discretionary or enabling, as the context requires.
- Schools **must** ensure that any VET programs delivered to their students are conducted in a safe environment.
 - Schools **must** ensure that any person delivering, or assisting in the delivery of, VET programs has the appropriate checks, qualifications and registrations in place, as governed by legislation, the ASQA Standards for Registered Training Organisations and school or sector policy.
 - Schools **must** be involved or informed, as applicable, in the planning of a student’s vocational placement, undertaken as part of a VET course (in line with Tasmanian Traineeships and Apprenticeships Committee (TTAC) Policy and Guidelines).

Secretary, Department of Education:

- Ensure vocational learning is valued by senior DoE leadership and receives adequate financial and physical resourcing by the Department.
- Ensure that VET programs continue to be promoted by senior DoE leadership as valued pathways for students.

Catholic Education Commission Tasmania (CECT):

- Ensure vocational learning is valued by Catholic Education leadership.
- Ensure that VET programs continue to be promoted by Catholic Education leadership as valued pathways for students.

School Boards, School Associations and governance bodies (government and non-government schools):

- Ensure vocational learning is valued by school leadership and receives adequate financial and physical resourcing.
- Ensure that VET programs continue to be promoted by school leadership as valued pathways for students.

Registered Training Organisations (public and private sector):

- Work with schools to provide programs and articulated pathways for students, and recognising the value of VET completed through a school program.

Office of Tasmanian Assessment, Standards and Certification (TASC):

- Value and recognise VET qualifications/units and their contribution towards a school student’s Tasmanian Certificate of Education (TCE) and/or Tasmanian Qualifications Certificate (TQC).

University of Tasmania:

- Work with education sectors to recognise VET qualifications and their contribution to university General Entry Requirements (GER).

School Principals (government and non-government schools):

- Promote the value of Vocational Education and Training (VET) programs to their staff (including school leadership) and school community.
- **Must** provide adequate financial and physical resourcing within the School’s budget to meet quality and compliance requirements for VET programs.
- **Must** consider their teaching staff’s capacity to deliver VET qualifications within their school’s workforce planning processes.
- **Must** ensure VET programs comply with all other relevant school/DoE policies, including establishing and monitoring contractual agreements with RTOs.

- **Must** encourage VET teachers employed by the school to attend professional learning days (where possible) focusing on maintaining competency and currency of VET training and assessment and their industry specialty, in line with the ASQA Standards for Registered Training Organisations.

Schools (government and non-government):

- **Should** consult the VET resources available from the VLCE unit when considering whether to offer a VET program in their school, including the VET step-by-step flowchart and VET self-assessment tool for schools.
- Within their quality assurance processes, schools **must** adhere to a list of approved RTOs and the DoE Guide to RTO Agreements, available from the VLCE unit, when seeking a Registered Training Organisation to deliver a VET course.
- **Must** register their signed RTO agreement with the VLCE unit.
- **Must** maintain relationships with industry and community organisations in their region to ensure current knowledge of local labour market needs and any relevant issues relating to training packages or specific qualifications they deliver, in line with the ASQA Standards for Registered Training Organisations.
- **Must** consult and adhere to the companion/implementation guide for the applicable VET training package (available online or through VLCE) when considering whether to offer VET to their students. Some companion/implementation guides explicitly state that courses are not suitable for delivery to secondary school students.
- **Must not** allow for training to be scheduled so that a Certificate III could be attained before the end of year 12, **unless** an individual or class exemption has been agreed to by the **sector head**.
- Where a Certificate III qualification is started while the student is at school, the school **must** work with the student to facilitate transition to TasTAFE, or another RTO, post-year 12 to complete their qualification.
- **Must not** allow students to enrol in a full VET qualification prior to year 11, **except** in circumstances where an individual or class exemption has been agreed to by the **sector head**.
- **Must** ensure that courses offered are delivered in accordance with the Australian Qualifications Framework's (AQF) volume of learning indicators, in line with the ASQA Standards for VET Accredited Courses.

- **Must** ensure industry-specific equipment and facilities on school property are maintained and meet relevant safety standards.
- **Should** prioritise VET programs for the use of industry-specific equipment and facilities over other school programs.
- **Should** meet with their chosen RTO quarterly to monitor each VET program, in line with school assessment and reporting processes. Areas for discussion should include course structure and progress, student participation and wellbeing, and RTO reporting and resulting compliance.
- **Must** only offer qualifications registered to the Australian Qualifications Framework that will be recognised as valid and robust by industry.
- **Must** ensure that vocational placements are included for students enrolling in a full VET qualification.
- **Must** ensure vocational placements are a minimum of five (5) days' duration for Certificate I courses and ten (10) days' duration for Certificate II courses and above.
- **Must** undertake a formal, documented review of the VET program at its conclusion. The school may use the review tool available from the Vocational Learning and Career Education unit within DoE - vlce@education.tas.gov.au.

VET Teachers:

- **Must** attend professional learning days (where possible) focusing on improving quality and maintaining currency of training and assessment and their industry specialty, in line with the ASQA Standards for Registered Training Organisations.
- **May** consult with the Vocational Learning and Career Education unit of DoE for advice and support.
- **Must** ensure that vocational placements, which are a mandatory component, are undertaken by all students enrolled in a full VET qualification.
- **Must** ensure vocational placements are a minimum of five (5) days' duration for Certificate I and ten (10) days' duration for Certificate II and above.
- **Must** maintain relationships with industry and further training providers to ensure current knowledge of industry and any relevant issues, in line with the ASQA Standards for Registered Training Organisations.

Volunteers and visitors to the school:

- **Must** follow all school policies, processes and procedures applicable to volunteers and visitors to a school campus/facility or activity.
- **Must** follow the instructions of a principal, at all times, including a requirement by a principal to leave a school campus or school activity.
- Where the volunteer/visitor is assisting in the delivery of a VET program, that person **must** hold a current Working with Vulnerable People registration.

Relevant Legislation and Requirements

This document does not cover all the legislative and policy requirements for the delivery of VET in Tasmanian schools. Other relevant legislation and policy may include, but is not limited to:

- *Education Act 2016*
- *Training and Workforce Development Act 2013*
- *Registration to Work with Vulnerable People Act 2013*
- *Office of Tasmanian Assessment, Standards and Certification Act 2003*
- *Tasmanian Traineeships and Apprenticeships Committee (TTAC) Policy and Guidelines*
- *The Australian Skills Quality Authority (ASQA) VET Quality Framework*
- *The Australian Skills Quality Authority (ASQA) Standards for Registered Training Organisations 2015*
- *The Australian Skills Quality Authority (ASQA) Standards for VET Accredited Courses 2012*
- *Department of Education Registration to work with Vulnerable People Policy*
- *Catholic Education Commission Tasmania Working with Vulnerable People Policy*
- *Work-based learning in Tasmanian Schools Requirements and Guidelines*
- *Department of Education Trade Training Centre Policy.*

Definitions

Australian Qualifications Framework - The national policy for regulated qualifications in Australian education and training.

Australian Skills Quality Authority (ASQA)

- The national regulator for Australia's vocational education and training sector.

Canvas - Online learning management platform, used by Department of Education.

Catholic Education Commission Tasmania (CECT)

- The overarching strategic planning and policy making body for Catholic education in Tasmania.

Companion/Implementation Guide - A resource that accompanies training packages and provides information about the training package and qualifications within it.

Department of Education (DoE) - State Government department responsible for government schools.

Industry - Businesses and professional associations working in a specific field.

Nationally Recognised Training (NRT)

- Any programme of training leading to vocational qualifications and credentials that are recognised across Australia.

Office of Tasmanian Assessment, Standards

and Certification (TASC) - Independent Statutory Office responsible for VET data collection from RTOs delivering to Tasmanian residents.

Principal - Person in charge of their school or their delegate.

Registered Training Organisation (RTO)

- Training organisations registered by ASQA to deliver vocational education and training (VET).

RTO Agreement(s) - A contractual arrangement between a school and a RTO to deliver training to students.

Sector head - The head of an education sector or an independent school. For example, the Secretary, Department of Education is the sector head for government schools.

Training package - Developed by Service Skills Organisations to meet the training needs of an industry, or a group of industries.

Tasmanian Traineeships and Apprenticeships

Committee (TTAC) - A statutory committee established under and governed by the *Training and Workforce Development Act 2013 (the Act)*.

Trade Training Centre/Trade Skills Centre (TTC/TSC) - Specialised trade training facilities established in regional locations that will enable school students and adult community members to undertake accredited training in purpose built facilities.

Units of Competency - Units of competency are the smallest units that can be assessed and recognised as part of a training package.

VET Teacher - A qualified person (Certificate IV in Training and Assessment or higher and industry competency and currency) engaged to train and assess vocational education and training programs.

Visitor - A person not employed or studying at the school.

Vocational Learning and Career Education (VLCE)

- State government business unit responsible for vocational learning in Tasmanian schools.

Vocational learning - Helps secondary students explore the world of work, identify career options and pathways, and build career development skills. Vocational learning is also delivered within the broader school curriculum.

Vocational placement - A work placement that is a requirement of a VET course.

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