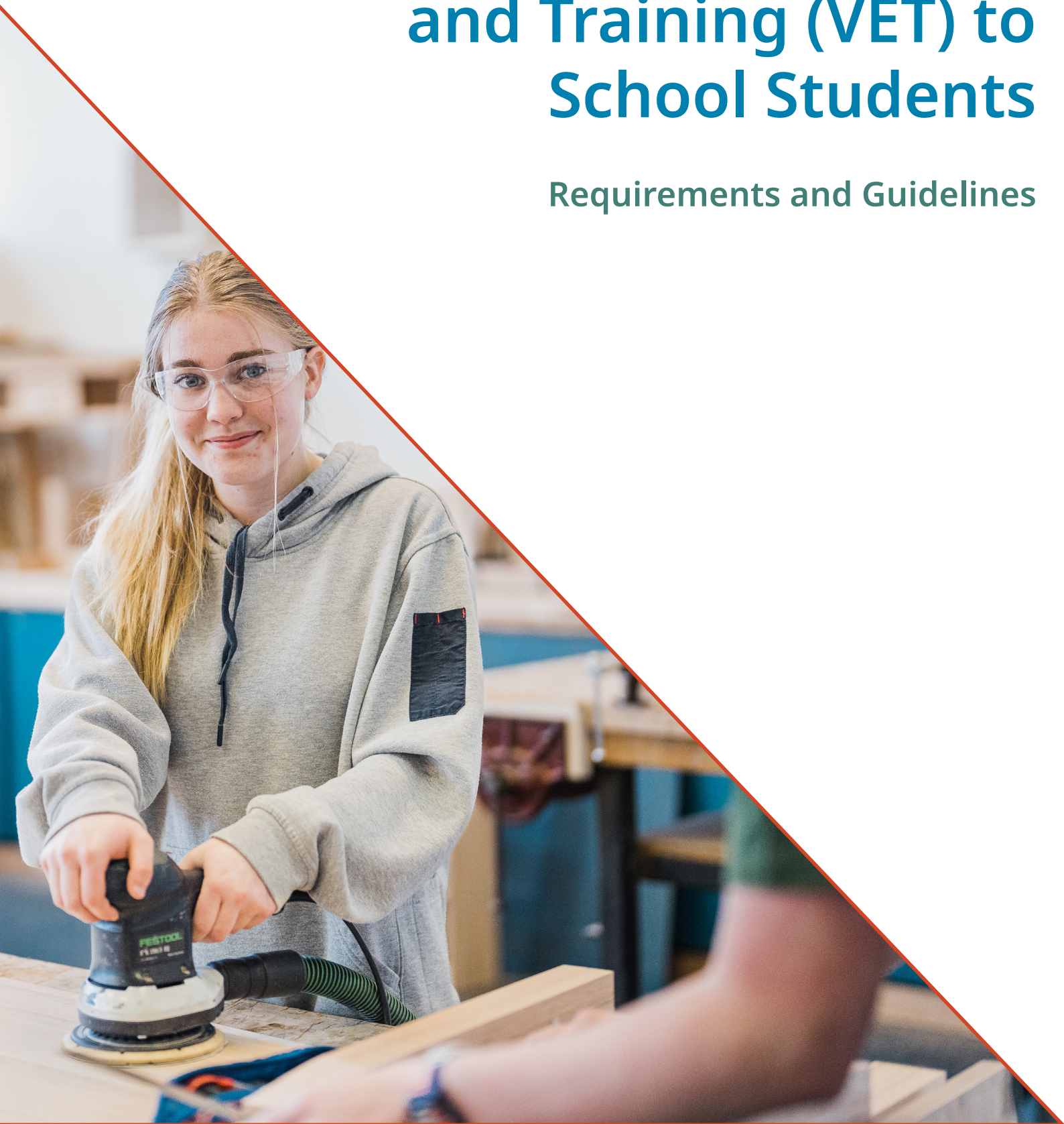


Senior Secondary Provision

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 be engaged in education, training or employment 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 **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.

Enrollment

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 DECYP. The Senior Secondary Provision team 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 DECYP. The Senior Secondary Provision team is available to assist and support schools in using this guide.

Roles, Requirements and Responsibilities

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

- the word “**must**” is to be construed as being mandatory
 - the word “**should**” is to be construed as being directory
 - 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, including consideration of appropriate class sizes in workshop environments.
 - Schools **must** ensure that any person delivering 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 DECYP leadership and receives adequate financial and physical resourcing by the Department.
- Ensure that VET programs continue to be promoted by senior DECYP leadership as valued pathways for students.
- Ensure the DECYP retains representation on relevant industry workforce advisory bodies.

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.

Registers 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.
- **Should** 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/DECYP policies, including establishing and monitoring contractual agreements with RTOs.
- **Should** appoint a staff member as the VET liaison Officer. This role will liaise with Senior Secondary Provision in relation to VET delivered to their students.
- **Should** ensure VET teachers employed by the school attend professional learning days focusing on maintaining competency and currency of VET training and assessment and their industry specialty.

Schools (government and non-government):

- **Should** consult the VET resources available from the Senior Secondary Provision team 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.
- **Should** consult the Guide to RTO Agreements, available from the Senior Secondary Provision team, when seeking a Registered Training Organisation to deliver a VET course
- **Should** 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, for Registered Training Organisations.
- **Should** consult and adhere to the companion/implementation guide for the applicable VET training package. Some companion/implementation guides explicitly state that courses are not suitable for delivery to secondary school students. The advice is compiled with consideration of health and safety implications for these learners and participation in the relevant industry sector.
- **Must not** allow for training to be scheduled so that a Certificate III could be attained before the end of year 12, unless the appropriate specified process* has been followed with endorsement from the sector head.
- Where a Certificate III qualification is not completed while the student is at school, the school **should** 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, unless the appropriate specified process has been followed with endorsement from the sector head.

- **Must** ensure that courses offered are delivered in accordance with the Australian Qualifications Framework (AQF) volume of learning indicators and the amount of training is sufficient for learners to develop the required skills and knowledge.
- **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.
- **Should** ensure that vocational placements are included for students enrolling in a full VET qualification.
- **Should** ensure vocational placements are a minimum of five (5) days duration for a Certificate I and ten (10) days duration for a Certificate II and above.
- **Should** undertake a formal, documented review of the VET program at its conclusion. The school may use the review tool available from the Senior Secondary Provision team within DECYP;
seniorsecondaryprovision@DECYP.tas.gov.au

VET Teachers:

- **Should** attend professional learning days focusing on improving quality and maintaining currency of training and assessment and their industry specialty.
- Vet Teachers in DECYP **may** consult with the Senior Secondary Provision team of DECYP for advice and support.
- **Should** ensure students have received accurate careers advice prior to making the decision to enrol in a VET program.

- **Should** ensure that vocational placements, are undertaken by all students enrolled in a full VET qualification.
- **Should** ensure vocational placements are a minimum of five (5) days' duration for Certificate I and ten (10) days' duration for Certificate II and above.
- **Should** maintain relationships with industry and further training providers to ensure current knowledge of industry and any relevant issues.

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 time, including a requirement by a principal to leave a school campus or school activity.

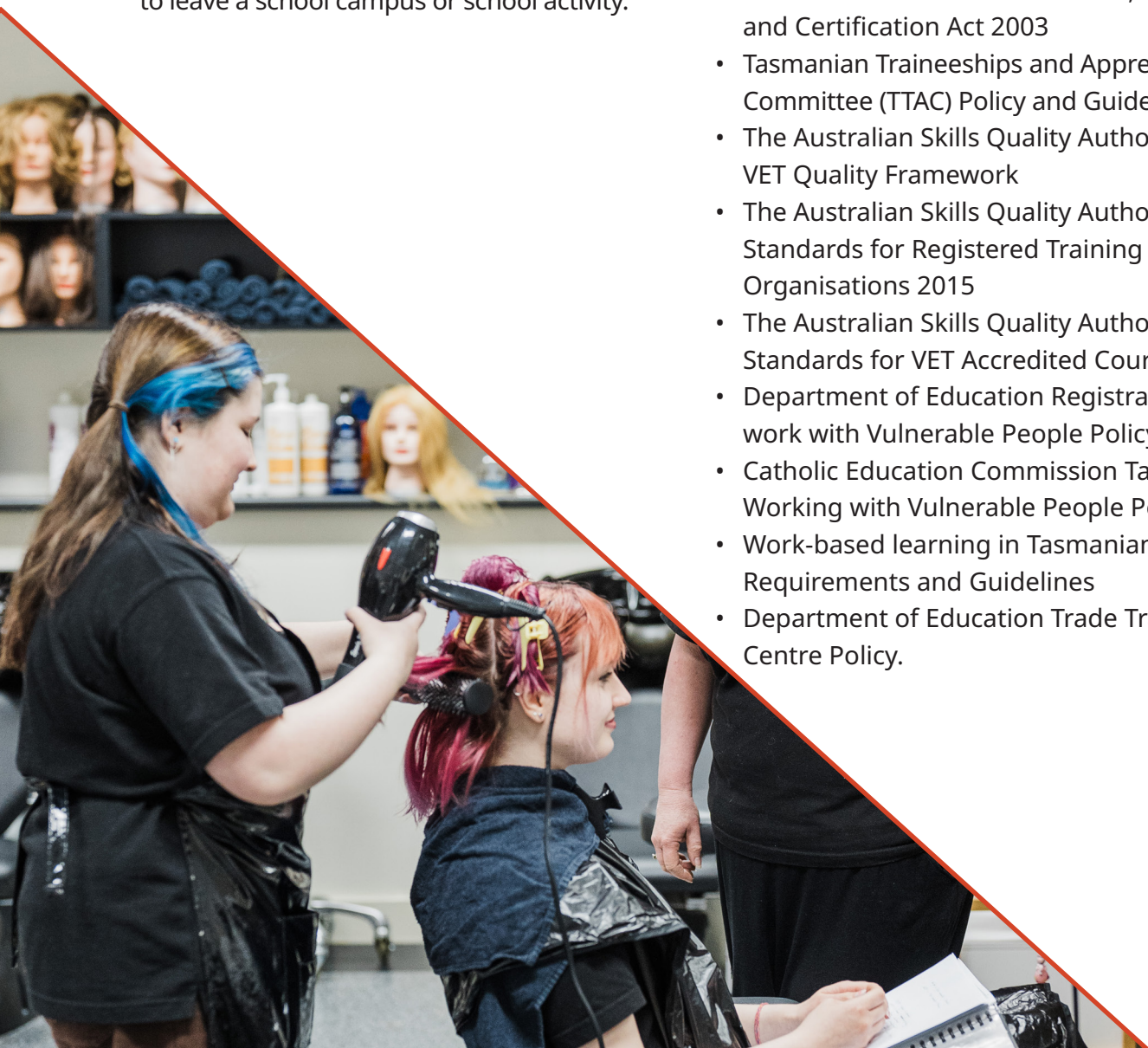
*VET Pathways Industry Engagement and Alignment Process

An approval process has been developed for exceptional circumstances for the delivery of VET to Years 9 and 10 students, or Certificate III qualifications. More information on the approval process can be sought from the [website](#).

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 for Education, Children and Young People (DECYP)

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.

Senior Secondary Provision

State government business unit responsible for vocational learning in Tasmanian schools. Formerly known as Years 9-12 Learning.

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

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.

Volume of Learning definition

length of time a learner who does not hold any of the competencies identified in the relevant units of competency or modules would take to develop all the required skills and knowledge.

