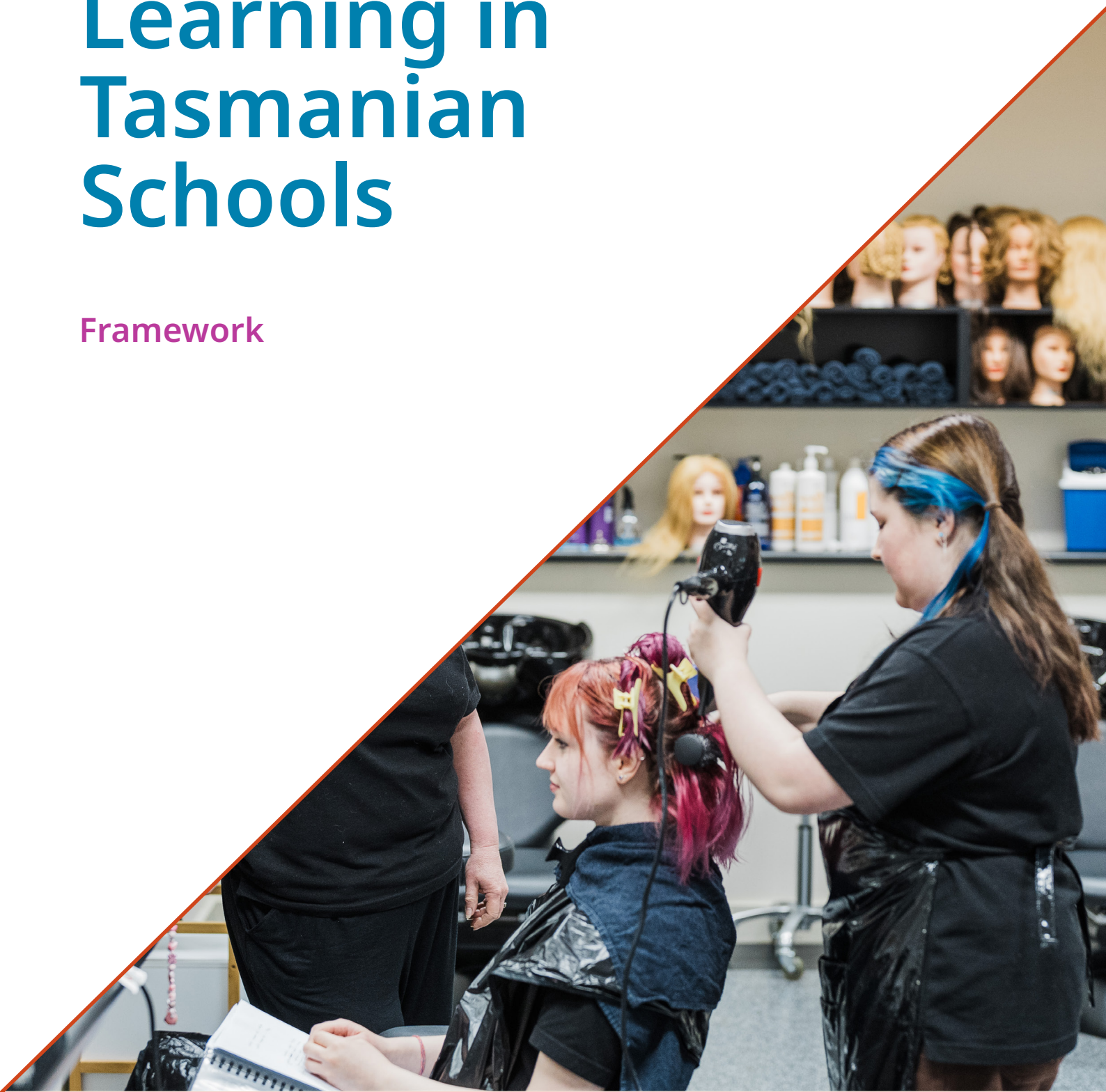


Senior Secondary Provision

Vocational Learning in Tasmanian Schools

Framework



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Acknowledgments

Thank you to the teachers, Principals, industry representatives, Registered Training Organisations and community organisations who have shared their experiences, insights and views through forums, committees and various consultation processes. Your advice and input has been key to the development of the Vocational Learning in Tasmanian Schools Framework.

This Framework is an initiative of the Years 9 to 12 Project, a cross-sectoral project committed to improving the delivery of years 9-12 education in Tasmania. The work on this Framework has been led by members of the Department for Education Children and Young People (DECYP) Senior Secondary Provision Team (formerly referred to as Years 9 to 12 Project Team).

We would also like to acknowledge the work and important contributions of the members of the Senior Secondary Provision Team and members of the Project's different committees and working groups, who continue to provide leadership and advocacy for excellence in Tasmanian education.

Message from the Minister

The Tasmanian Government is committed to furthering access, participation, retention, attainment and completion of schooling for Tasmanian students.

To achieve this, a coordinated approach is required, with commitment from stakeholders across the education and training sectors in Tasmania. This will facilitate seamless transitions and enable learners to have access to high quality personalised, customised and localised education and training options.

The Vocational Learning in Tasmanian Schools Framework is a product of the Years 9 to 12 Project, a cross-sectoral initiative to advance the education and training opportunities for school-aged learners in Tasmania.

The Framework identifies the strategic outcomes our education and training sectors will strive towards in delivering vocational learning to school-aged learners, and establishes requirements and guidelines to assist in achieving these outcomes.

The Framework highlights the importance of quality career education provision and Vocational Education and Training (VET) opportunities for school students, supporting the strong work occurring concurrently in Years 9 to 12 curriculum development.

The Framework builds on the work already achieved to date by the Years 9 to 12 Project and provides a strong foundation for ongoing improvements by promoting a coordinated and collaborative approach to vocational learning in Tasmania.

We must continue to build a strong education and training system that provides for all school-aged learners to have access to the skills and knowledge they need to make meaningful contributions to their communities.

The Vocational Learning in Tasmanian Schools Framework will assist our teachers to support young Tasmanians to achieve their potential through Years 9 to 12 and beyond in further study, training or employment.

Hon. Sarah Courtney

Minister for Education
Minister for Skills, Training and
Workforce Development

Background to Vocational Learning in Tasmanian Schools Framework

In 2016, the Australian Council for Education Research (ACER) conducted a review into the delivery of years 9 to 12 education in Tasmania.

The Review examined all aspects of the Tasmanian education system for students in years 9 to 12 - making 8 overall recommendations.

Of these recommendations, two were specifically concerned with vocational learning and Vocational Education and Training (VET):

Recommendation 4: Initiate regular long-term strategies to change public perceptions about the value of school education and VET in Schools;

Recommendation 6: Improve the status of VET and vocational learning in schools through community involvement in the development of a future vision and associated implementation strategy.

This Framework addresses the key areas of concern highlighted by the ACER Review relating to the provision of vocational learning in Tasmanian Schools.

It also addresses concerns raised by schools, industry and Registered Training Organisations (RTOs), both through direct consultation and via a series of forums held around the State in 2018.

The Framework provides an over-arching direction for vocational learning and VET in Tasmanian Schools and will be supported by requirements and guidelines for each of the four areas: Career Education, WorkBased Learning, VET delivered to school students and apprenticeships and traineeships for school aged learners.

The Framework highlights the intrinsic links between these areas and the importance of cross-sector collaboration across vocational learning in Tasmania.



Years 9 to 12 Project

Vocation Learning in Tasmanian Schools - Framework Overview

Our goal: Schools delivering Years 9-12 providing high-quality, personalised, customised and localised learning to support the career and life aspirations of their students.

What guides us:

State

- ACER Review of Years 9-12 Tasmania 2016
- Years 9 to 12 Education Framework 2018-2022
- Years 9 to 12 Curriculum Framework
- Vision for Vocational Learning/VET to 2030
- Department of State Growth Ministerial Priorities for Training and Workforce Development 2018-21

National

- Review of Senior Secondary Pathways into work, further education and training
- Strengthening Skills: Expert Review of Australia's Vocational Education and Training System
- National Career Education Strategy 2019
- ASQA Regulatory Strategy 2019-2021

International

- OECD Future of Education and Skills 2030
- OECD Improving work-based learning in schools 2019
- OECD Programme for International Student Assessment

Outcomes:

- A shared understanding of the areas within vocational learning, how they intersect, and how they should be embedded into a student's education.
- Valid and reliable measures to guide the continuous improvement of vocational learning.
- Increased access to quality vocational learning.
- Greater coordination across all education sectors (school and post-school) to improve vocational learning.
- Visible, valued and prioritised vocational learning in schools, informed by evidence and data.
- Promote and value VET as a viable and meaningful equal pathway for students.

Vocational Learning

Vocational learning helps all secondary students explore the world of work, identify career options and pathways, and build career development skills. Vocational learning is delivered across all elements of a planned program of learning.

Vocational Learning

Work-based Learning

Industry Engagement

Career Education

Vocational Education and Training (VET)

Senior Secondary Courses
(accredited and recognised)

Australian Curriculum
including Packages of Learning

VET

Formal learning with an Registered Training Organisation (RTO)

Apprenticeships and Traineeships
(combined with paid on the job training)

Purpose

This Framework applies to all Tasmanian schools delivering years 9 to 12 education.

It is designed to:

- Ensure a shared understanding of the areas within vocational learning;
- Provide clear coordination of the different areas within vocational learning; and
- Provide direction and guidance to schools to improve vocational learning for students.

Outputs

The Framework will sit atop and align a number of outputs:

Career Education	Work-based Learning	VET in Tasmanian Schools	Apprenticeships and Traineeships for school-aged learners
Career education for Tasmanian school students Requirements and Guidelines	Work based Learning for Tasmanian school students Requirements and Guidelines	VET delivery for Tasmanian school students Requirements and Guidelines	Apprenticeships and Traineeships for school-aged learners Requirements and Guidelines
Career Education - Good Practice Guides	Work-based learning - Good Practice Guides	VET delivery for Tasmanian school students - Good Practice Guides	Apprenticeships and Traineeships for school aged learners Good Practice Guides
	Good practice guides – industry engagement in work-based learning/vocational placements		
School and Industry Partnerships Framework			

Requirements and Guidelines developed under this Framework are endorsed by the Years 9 to 12 Steering Committee, comprised of representatives from the Department for Education, Children and Young People (DECYP), Catholic Education Tasmania (CET), Independent Schools Tasmania (IST) and the Office of Tasmanian Assessment, Standards and Certification (TASC).

Why do we need this Framework?

A coordinated framework for Vocational Learning in Tasmanian schools has not previously existed.

There are individual policies, procedures and guidelines covering specific areas, activities and programs within the umbrella of vocational learning, but no over-arching policy direction is currently in place.

The importance of a clear and coordinated approach and centralised Framework has been identified by stakeholders across the secondary education system.

Through a greater understanding that their work is intrinsically linked to other areas in a students' vocational learning, schools and teachers can adapt programs and offerings to ensure clarity and consistency.

Through better alignment of practices and programs in Tasmanian schools, we can ensure current and future generations of young Tasmanians have the experience, knowledge and life skills to participate in, and make meaningful contributions to, their communities.

This Framework will help realise the Years 9 to 12 Project's 2030 vision of all Tasmanian learners in years 9-12 having access to high-quality personalised, customised and localised education and training opportunities to support their career and life aspirations.

Years 9 to 12 Project Principles

The development of this Framework has been guided by the Years 9 to 12 Project's Principles, outlined in the Years 9 to 12 Education Framework.

Access - all students have access to a high quality, engaging and meaningful education.

Agency - all students are empowered to select the career goals, pathways, learning environment, subject matter, approach and/or pace of learning suited to their aspirations, interests and needs.

Excellence - all students are encouraged to set personal goals and to succeed to the highest possible level of learning.

Balance - all students have access to flexible and diverse learning programs and are enabled to balance their study, life and work commitments.

Support - all students are supported in their career and pathway choices by parents, carers, principals, teachers, paraprofessionals and the community.

Achievement - all students have the qualifications, skills and capabilities they need to attain success in the future world of work.

Issues/challenges

A number of issues and challenges for vocational learning in Tasmanian schools have been raised throughout reviews, the 2018 Tasmanian forums and stakeholder engagement activities, coordinated by the Department of Education and external organisations.

Perception and purpose

The 2016 ACER Review highlighted perception of the value of vocational learning and VET delivered to school students as an ongoing challenge.

While most of the school-based stakeholders consulted throughout the Review process recognised the importance of diverse vocational learning opportunities, it was also recognised that traditional academic learning (leading to university pathways) is still perceived as being of greater value for students.

Vocational learning programs can also be used solely as tools to engage disinterested students rather than an education mechanism leading to meaningful and diverse employment outcomes.

Resources and access

Many schools have highlighted resourcing of programs as a significant challenge. Delivery of vocational learning also often requires specific skills, experience and qualifications from staff beyond those attained through a traditional university qualification.

Equity of access to resources and opportunities for all schools and students in Tasmania has also been highlighted as an area of concern.

Stakeholder engagement and communication

Effective and meaningful vocational learning in schools requires close collaboration and communication between schools and colleges, industries, training organisations and community partner organisations. While there are some schools and regions in Tasmania that do this well, there is room for significant improvement across the State.

Regulatory and legislative requirements

Awareness and management of compliance by schools with regulatory, policy and legislative requirements is a challenge.



Different Approach

Confusion around the different interpretations and areas of vocational learning has meant that policy development has often been disjointed and misdirected.

This Framework seeks to provide clarity around **vocational learning**, and the different areas within vocational learning in Tasmanian schools. The Framework covers four distinct, but interconnected areas:

Career Education, Work-based learning, Vocational Education and Training (VET) and Apprenticeships and Traineeships for school-aged learners.

The Framework will assist in developing a shared understanding of terminology and where the different areas intersect, creating a basis for effective policy development and implementation across education sectors.

Career Education

Career Education is the development of knowledge skills and attitudes through a planned program of learning experiences in education and training settings to assist students to make informed decisions about their life learning and work options and enabling their effective participation in working life. (Career Industry Council of Australia 2019)

Work-based Learning

Work-based learning encompasses formal and informal programs involving learning in the workplace or simulated activities that provide learners with the opportunity to:

- acquire an understanding of the changing nature of work and workplaces
- acquire an understanding of the changing patterns of employment in industries in which there is likely to be a significant labour growth
- understandable self-management employed and enterprise initiatives
- acquire and demonstrate general employability skills
- undertake structured and targeted learning experiences to understand the nature of employment and workplaces in a variety of industries/businesses. (Australian Government 2010)

Education and Training (VET)

Vocational Education and Training (VET) covers the provision of training and assessment activities leading to accredited outcomes offered by Registered Training Organisations (RTO). VET is practical, hands-on learning with an industry focus. Courses in Tasmania range from Certificate I to Advanced Diploma level. VET qualifications are nationally recognised.

Apprenticeships and traineeships for school-aged learners

Students undertaking an apprenticeship or traineeship will study a VET course, under a Training Contract with an employer.

Apprenticeships and traineeships are a learning pathway that combines paid on-the-job training and formal learning with a Registered Training Organisation. An apprentice or trainee has the opportunity to combine employment with training, working toward a nationally recognised qualification, whilst also earning money. (Skills Tasmania)

An Australian School-based apprenticeship or traineeship (ASbA) is a paid, employment-based training arrangement where Year 10, 11 or 12 students are able to combine employment, training and education to gain a nationally recognised qualification, usually at Certificate II or III level – across almost every industry sector and training package.

The key distinction between an apprenticeship or traineeship (including ASbAs) and a VET program delivered in a school is the **employment contract. Students undertaking an apprenticeship or traineeship (including ASbAs) are employed, whereas a VET student is not.**

Understanding each of these areas, including where they intersect, is critical for schools to plan, resource and implement successful vocational learning.

Coordination between stakeholders across these four areas can often be difficult and collaboration and information sharing is an ongoing challenge.

The Framework establishes a clear shared direction for vocational learning in all Tasmanian schools.

International Context

In 2015, the Organisation for Economic Co-operation and Development (OECD), an intergovernmental economic organisation, of which Australia is a member country, launched the Future of Education and Skills 2030 project, which aims to build a common understanding of the knowledge, skills, attitudes and values students need in the 21st century.

The project has input from policy-makers from around the world and has released a number of reports and discussion papers in recent years focusing on different areas of vocational learning. The Tasmanian Department for Education is a partner in this international project and has had direct input into many of the papers and strategies produced, including the 2019 policy paper Improving Work-based learning in Schools.

The OECD's Programme for International Student Assessment (PISA) is a worldwide study in member and non-member nations intended to evaluate educational systems by measuring 15-year-old school pupils' performance on mathematics, science, and reading.

National Context

The Review of Senior Secondary Pathways into work, further education and training, announced in 2019, was a national review conducted by the Education Council, which provided advice and recommendations on how senior secondary students could be enabled to choose the most appropriate pathway to support their transition into work, further education and/or training. The final report was handed down in 2020.

The National Career Education Strategy, developed by the Australian Government and released in 2019, reflects the nationally agreed objectives for governments, schools and employers to support provision of high quality career education for all school students.

In 2018, Prime Minister Scott Morrison announced an independent review of Australia's vocational education and training (VET) sector, to examine ways to deliver skilled workers for a stronger economy.

While there was a strong focus on VET, the Review and the consultation process was wide-reaching, examining other elements of Australia's vocational learning system. The final report was delivered to the Government in March 2019.

The Australia Skills Quality Authority (ASQA) is the national regulator for Australia's VET sector. ASQA's Regulatory Strategy 2019-21 listed VET delivered to school students as one of its target areas, and in 2019-20, ASQA undertook a series of stakeholder consultations across the country to further identify issues and priority areas for action.

In 2019, the final report from the Review into the Australian Qualifications Framework (AQF) was also released, outlining a number of recommendations to ensure that it continues to meet the needs of students, employers, education providers and the wider community.

State Context

Tasmania has never had a single Framework or Strategy for Vocational Learning in schools.

While a range of policies, guidelines and procedures have been developed in the past, by the Department of Education as well as other educational institutions in Tasmania, there has never been a Framework to connect and link policy development and direction across different areas.

Work by education and training sectors in Tasmania to develop policy and guidelines around inclusion, accessibility and diversity has helped to inform this Framework.

Outcomes

To improve vocational learning in Tasmania, a number of key outcomes have been identified.

These key outcomes have been identified through comprehensive research and input from schools, industry, RTOs, and community partner organisations from across the State, through direct consultations, forums and reviews.

While there are a number of immediate actions and programs that will be delivered, work to achieve these outcomes and embed this Framework will be ongoing to help realise the Years 9 to 12 Vision for Vocational Learning and VET to 2030.

Outcome: A shared understanding of the areas within vocational learning, how they intersect, and how they should be embedded into a student's education.

To achieve this we will:

Action: Adopt the Vocational Learning in Tasmanian Schools Framework, and Requirements and Guidelines, across Tasmanian schools, using the agreed definitions within this Framework.

Why is this a priority?

- The Framework will provide an over-arching direction for, and understanding of, vocational learning in Tasmanian schools.
- At present, there are a number of activities and programs being implemented with limited coordination. Linking Career Education, Workbased Learning, VET delivered to school students and apprenticeships and traineeships for school students (including ASbAs) under one Framework will help provide teachers and schools with a greater understanding of how their work fits into a student's overall vocational learning experience.
- A greater shared understanding of terms and concepts will help to eliminate confusion and duplication of effort and resources amongst schools.

- Greater clarity and distinction between areas will also help schools to better allocate and distribute responsibilities to appropriately skilled staff.

Outcome: Increased access to quality vocational learning.

To achieve this we will:

Action: Explore strategic partnership and collaboration opportunities between schools, industries and stakeholders to enable equitable access and delivery of vocational learning.

Why is this a priority?

- Tasmania has the most dispersed population of any State, with more than half of our population located outside the capital city. (Australian Bureau of Statistics, 2019)
- Tasmania also has the highest proportion of people living in areas of socio-economic disadvantage. (Australian Bureau of Statistics, 2018)
- Over 23,000 Tasmanians identify as Aboriginal and Torres Strait Islander. (Australian Bureau of Statistics, 2017)
- 12% of Tasmanians were born overseas. (Australian Bureau of Statistics, 2017)
- Tasmania has the highest rate of disability in Australia at 26 per cent or 131,700 people. (Tasmanian Department of Premier and Cabinet, 2018)
- Students in many remote and regional areas of Tasmania have limited access to meaningful education and training opportunities.
- In many regional and remote locations around the State, employment is dominated by industries whose workforce is largely comprised of VET-qualified workers.
- Greater partnerships, collaboration and resource sharing is needed to address these challenges and capitalise on opportunities.

Outcome: Valid and reliable measures to guide the continuous improvement of vocational learning.

To achieve this we will:

Action: Develop and implement systems to measure student outcomes and engagement with vocational learning, undertake consistent two-way stakeholder and industry engagement and establish centralised online platforms.

Why is this a priority?

- By being able to better track and measure students' engagement and achievement within the different areas of vocational learning, schools can allocate resources more efficiently and effectively.
- Improved measurement and evaluation will also help to improve General Capability outcomes for vocational learning.
- Effective two-way engagement between schools and industry is vital to ensuring the success of vocational learning.

Outcome: Greater coordination across all education sectors (school and post-school) to improve vocational learning.

To achieve this we will:

Action: Strengthen communication and collaboration between education sectors and explore feasibility of increased cross-sector project work.

Why is this a priority?

- Cross-sector collaboration is vital to ensuring a coordinated and holistic Framework for all students in Tasmanian schools.
- The Framework will provide opportunities for different education sectors to work together to increase the effectiveness of vocational learning.
- Different sectors approach vocational learning in different ways, meaning that students who transition or move between sectors may face difficulties in continuing their vocational learning.

By creating greater consistency, coordination and providing a seamless transition for students across sectors, we can help address specific issues around equity of access.

Outcome: Visible, valued and prioritised vocational learning in schools, informed by evidence and data.

To achieve this we will:

Action: Commit to adequate resourcing of vocational learning within our schools and promote its value in a learner's education.

Why is this a priority?

- Inadequate resourcing, allocation and prioritisation of vocational learning programs in schools is one of the most commonly raised issues by stakeholders.
- School leaders across all sectors need to ensure that vocational learning is prioritised, planned and resourced, and that there are robust measures and systems in place to evaluate programs. This will inform strategic reviews and planning and help to strengthen offerings to students.
- Improving the quality and frequency of professional learning opportunities for staff will lead to better outcomes for students and programs.



Outcome: Promote and value VET as a viable and meaningful equal pathway for students.
To achieve this we will:

Action: Adopt the Requirements and Guidelines for VET delivered to school students and continue to raise community awareness and understanding around the importance and value of VET

Why is this a priority?

- VET delivered to school students is designed to produce young Tasmanians with the skills and knowledge mandated by the training packages, designed by industry, for graduates to make meaningful contributions to the workforce.
- Through the requirements and guidelines, along with the suite of supporting resources, we are supporting our teachers to deliver VET programs equivalent in quality and nature of those delivered outside of school, while still respecting the unique circumstances and needs of school-age learners.
- The education and training sectors are committed to working together through strategic partnerships to ensure that training delivered to school students is in alignment with the State's workforce development plans, including identified priority qualifications and skills.

Industry Engagement

Under this Framework

- School and Industry Partnerships Framework

The importance of industry engagement is recognised throughout both National and State reviews of the areas within vocational learning.

Schools and industry should maintain close working partnerships to ensure students have every opportunity to learn and be exposed to "real-world" experiences and careers.

In terms of VET delivered to school students, effective industry engagement helps to open doors to students for vocational placements.

This leads to increased job readiness, helps to foster a student's passion in a particular industry or field and produces students with a stronger sense of their community.

This is particularly important in rural and regional areas of the State, where specific industries dominate the employment landscape (e.g. Aquaculture in the Huon Valley region, Agriculture and Community Services on the North-West Coast.).

Industry engagement can take many forms, from one-on-one meetings between schools and employers, representation on committees or Boards alongside industry, or through a third party organisation to help facilitate and maintain these relationships.

Industry engagement in schools spans four distinct, but connected (and non-linear) stages:

- **Explore** - where a student's interest is ignited, they are exposed to a range of new possibilities and begin to plan future goals and aspirations.
- **Align** - where a student begins to investigate career interests, build their understanding of skill clusters, explore career options related to career assessments, and continue or begin to plan future goals and aspirations.
- **Build** - where a student has opportunities to make career enhancing decisions, identify learning requirements to support career decisions, develop a plan for their next steps and align resumes to opportunities.
- **Act and Reflect** - where a student begins to implement their next steps in applying for jobs and apprenticeships or traineeships, selecting courses, scholarships, gap years.

Career Education

Under this Framework

- Career Education for Tasmanian Schools Requirements and Guidelines

Tasmanian schools are diverse, however, every Tasmanian student deserves access to quality career education programs to help inform and identify career and study pathways.

Career education underpins every area of vocational learning, starting from a student's first experience of an industry, through to the completion of their secondary schooling and their planning of a potential career.

School investment in, and embedding of, career education across curriculum and school programs, will equip students with the skills and knowledge to make informed decisions about study and career options throughout their education and working life.

In the Department of Education, work is currently underway to upskill employees, with a long-term goal of embedding multiple staff with formal career development qualifications in every government school in Tasmania.

A cross-sector career information platform is being developed to provide a centralised hub of career, education and training, industry and pathway information for students, parents, schools and employers. This work will align with the development of the National Career Institute, launched by the Australian Government in 2019 to enable all Australians to make more informed career decisions at all stages of their lifelong learning.

Work-based learning

Under this Framework

- Work-based learning for Tasmanian schools Requirements and Guidelines

Career education, along with work exposure programs and activities, enlighten students to the possibilities and opportunities of work-based learning.

When students engage in work-based learning they begin preparation for the world of work by developing an understanding of themselves in regards to future employment and career paths. They also learn about employee rights and responsibilities, employer expectations and the diversity of work, training and post-school education opportunities.

Through exposure to relevant and authentic workbased learning, students develop the self-knowledge, contemporary work skills and entrepreneurial behaviours and resilience necessary to thrive in the 21st century.

They appreciate the role of collaboration, creativity and analytical skills in workplaces and the importance of cultural diversity and ethical practices. (Australian Curriculum, Assessment and Reporting Authority ACARA 2010)

Work-based learning can develop and enhance students' passion in particular fields and industries, potentially leading to further tertiary study (VET or university), or an apprenticeship or traineeship (including ASbAs), combining study and/or training with paid employment.

This Framework promotes the sufficient resourcing and prioritisation of work-based learning programs within schools.

Vocational Education and Training in Schools

Under this Framework

- VET delivery to Tasmanian school students Requirements and Guidelines

Vocational Education and Training (VET) programs are delivered to school students across the three secondary education sectors (Government, Catholic, Independent).

The delivery of VET to Tasmanian school students differs significantly to the delivery of other Years 11 and 12 subjects, the majority of which are accredited, assessed and certified by the Office of Tasmanian Assessment, Standards and Certification (TASC).

TASC Courses

Courses accredited with the Office of Tasmanian Assessment, Standards and Certification (TASC) are developed by Years 9-12 Curriculum. They are generally classroom-based, delivered by school teaching staff and are endorsed and regulated by TASC.

VET Courses

VET courses are Nationally Recognised Training delivered using training packages written by Industry Reference Committees (IRC) and Skills Service Organisations (SSOs). They are delivered by accredited industry trainers (either employed by the school or by a RTO). They are often a combination of classroom-based, simulated and work-based learning and regulated by the Australian Skills Quality Authority (ASQA).

Both VET courses and TASC courses contribute towards the Tasmanian Certificate of Education and Tasmanian Qualifications Certificate.

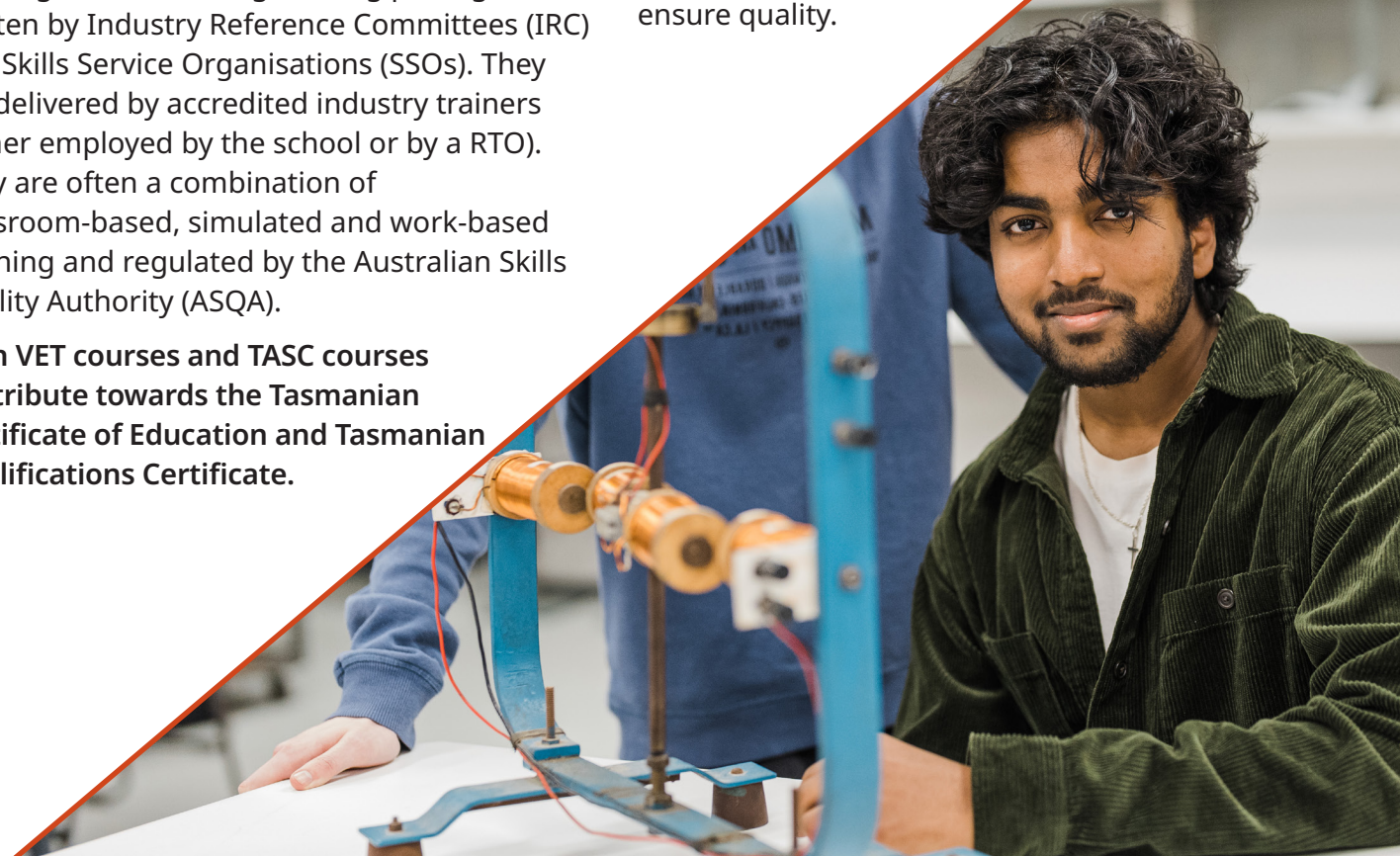
Career education and work-based learning can help to establish and foster students' interest in potential VET pathways. For example, a student who undertakes work experience in Year 10 with their local café may be inspired to pursue a Certificate qualification in Hospitality or Kitchen Operations in Years 11 or 12.

VET delivery for Tasmanian school students is inconsistent in terms of quantity and quality.

In some schools and regions, often due to the local labour force and industry needs, VET delivered to school students is seen as a priority, whereas in other schools it can be used as a tool to engage students who may be disenfranchised from traditional curriculum learning.

The VET sector in Australia continues to grow with the ongoing emergence of new jobs and industries to meet the diverse demands of the future.

Investment in the delivery of VET in Tasmanian schools and the promotion of VET as a viable and meaningful pathway for students is essential for the State's economic and social prosperity. This Framework will allow VET to grow to meet demand, while establishing clear policy parameters to help ensure quality.



Trade Training Centres/Trades Skills Centres

Trade Training Centres (TTCs) and Trades Skills Centres (TSCs) are specialised trade training facilities established in regional locations that enable learners to undertake accredited training in purpose-built facilities.

Internal facilities within the Centres are often tailored to meet the local labour market's specific workforce development needs, and local industry play a significant role in informing the strategic planning processes for Centres.

Policy considerations around VET delivery to Tasmanian school students must consider the implications for Trade Training Centres.

Apprenticeships and Traineeships for school-aged learners, Including Australian School-based Apprenticeships

Under this Framework

- Apprenticeships and Traineeships for school-aged learners Requirements and Guidelines

Apprenticeships and traineeships are a learning pathway that combines paid on-the-job training and formal learning with a Registered Training Organisation.

An Australian School-based apprenticeship or traineeship (ASbA) is a paid, employment-based training arrangement where Year 10, 11 or 12 students are able to combine employment, training and education to gain a nationally recognised qualification.

Changes to Career Education, Work-based learning and VET policy will have flow-on effects for apprenticeships and traineeships, as students begin exploring potential career and study pathways and planning their futures.

The Tasmanian Traineeships and Apprenticeships Committee (TTAC) has oversight of all apprenticeships and traineeships in Tasmania, including (ASbAs).

TTAC was established under the Training and Workforce Development Act 2013, and sets the policy parameters for the administration of training contracts, and the fair and equitable treatment of parties to those contracts.

The Department of Education's centralised ASbA team plays a key role in guiding, supporting and advising staff working within schools and employers on their obligations and requirements through the development of guidelines and procedures as well as one-on-one consultation. Non-government schools have responsibility for their students undertaking ASbAs.

Monitoring and Evaluation

Members of the Years 9 to 12 Project, the Department of Education, Independent Schools Tasmania, Catholic Education Tasmania the Office of Tasmanian Assessment, Standards and Certification (TASC) will commit to an annual evaluation of the Framework, assessing schools' adoption and implementation, and resulting outcomes for vocational learning programs and students.

Roles and Responsibilities of Schools

This Framework has been endorsed by the Department of Education Executive.

It has also been endorsed by the peak associations for Catholic Education and Independent Schools in Tasmania, as well as the heads of the Office of Tasmanian Assessment, Standards and Certification (TASC) and TasTAFE.

Tasmanian schools have a responsibility to their students to provide them with every opportunity to engage in a high quality education to lead productive and fulfilling lives, and achieve their potential through further study, training or employment. Requirements and Guidelines under this Framework have been developed to help schools and students achieve these goals.

Glossary

Australian Qualifications Framework

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

Australian School-based apprenticeship or traineeship (ASbA)

A paid, employment-based training arrangement where Year 10, 11 or 12 students are able to combine employment, training and education to gain a nationally recognised qualification.

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.

Career Industry Council of Australia (CICA)

National Peak Body for the Career Industry in Australia.

Career Education

The development of knowledge skills and attitudes through a planned program of learning experiences in education and training settings to assist students to make informed decisions about their life learning and work options and enabling their effective participation in working life.

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)

Tasmanian Government department responsible for Government schools.

Industry

Businesses and professional associations working in a specific field.

National Centre for Vocational Education Research (NCVER)

National professional body responsible for collecting, managing, analysing and communicating research and statistics on the Australian vocational education and training (VET) sector.

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).

School-aged learner

A young person who has not yet met their leaving requirements under the Education Act 2016.

Secondary education

Education at a school from the school year commonly known as Year 7 to the school year commonly known as Year 12 (inclusive).

Senior Secondary Education

Education at a school for the school years commonly known as Year 11 and Year 12.

Senior Secondary Provision

Tasmanian Department for Education, Children and Young People. State Government agency 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. Made up of: Units of competency, Qualifications framework, Assessment guidelines.

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.

Training contract

A legal agreement between an employer and an apprentice or trainee that outlines the requirements of the apprenticeship or traineeship.

Tasmanian Traineeships and Apprenticeships Committee (TTAC)

A statutory committee established under and governed by the Training and Workforce Development Act 2013.

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) engaged to teach or assess vocational education and training programs. VET teachers must also be industry-qualified and experienced.

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

The notional duration of all activities required for the achievement of the learning outcomes specified for a particular AQF qualification type.

Work exposure

Work exposure promotes learning in a wide variety of environments, e.g. by bringing the world of work into the classroom and taking and taking the classroom to the world of work.

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