



## Vocational Education and Training in Schools Guidelines



## 1. Introduction

These guidelines support the implementation of the *Joint Ministerial Statement on Vocational Education and Training (VET) in Schools* and provide the operational framework for the delivery of VET in Schools programs in Western Australia.

## 2. Definition

Vocational education and training should be regarded as VET in Schools where:

- its completion by the student provides credit toward a recognised VET qualification within the Australian Qualifications Framework (AQF) (*New Pathways for Learning*, MCEETYA, March 2000, page 82); and
- it is undertaken as part of a senior secondary certificate, that is, the Western Australian Certificate of Education (WACE) (*National Principles for VET in Schools*, MCEETYA, 1998).

## 3. Education and training strategic priorities

The following education and training strategic priorities should be incorporated into the planning and delivery of VET in Schools programs:

- Schooling should offer a range of pathways to meet the diverse needs and aspirations of all young Australians.
- Young people are assisted to make a successful transition from school to further education, training and/or employment.
- VET in Schools programs are provided within the context of broad general education.
- Training should be aligned to meet local employment and further education and training opportunities.
- Publicly funded training facilities and infrastructure should not be duplicated.



#### 4. Relevant legislation or authority

- *School Curriculum and Standards Authority Act 1997*
- *School Education Act 1999*
- *Vocational Education and Training Act 1996*
- Vocational Education and Training (General) Regulations 2009

#### 5. Procedures

Any nationally recognised VET qualifications and/or units of competency from training packages and accredited courses successfully completed by senior secondary students in Years 10, 11 or 12 may contribute towards the achievement of a WACE.

A person who has achieved units of competency or full qualifications through a registered training organisation (RTO) when not enrolled in a school may have this achievement contribute towards the WACE if they subsequently enrol in a WACE program.

A student is said to be enrolled in a WACE if they are enrolled in at least one VET unit of competency or one WACE course unit or an Authority Endorsed program.

VET in Schools programs must be delivered either by an RTO or in partnership with an RTO. VET undertaken as part of a school program must meet the requirements outlined in the National Skills Framework, that is, it must be a nationally recognised qualification delivered by an RTO that results in an AQF qualification or Statement of Attainment.

Where students complete a VET program that meets the requirements of the AQF, they will be issued with either a qualification or Statement of Attainment by the RTO consistent with the protocols for issuing AQF qualifications. Students participating in VET in Schools programs who have achieved a unit of competency and/or qualification will also have their achievements recorded by the School Curriculum and Standards Authority as part of the WACE.



## 6. Delivery

### 6.1. Programs

A range of programs are available in Western Australia for VET in Schools delivery:

#### 6.1.1. School-based apprenticeships and traineeships

A school-based apprenticeship or traineeship is a paid employment based training program for full time school students who are 15 years of age or older. Under these arrangements, the student is both a full time school student and a part time employee with the same responsibilities as an apprentice/trainee.

#### 6.1.2. Pre-apprenticeships in schools

Pre-apprenticeships in schools are Certificate II programs that have been nominated by Western Australian industry training councils as valid pathways from school to a traditional trade apprenticeship.

Students in Year 11 and 12 attend school, train at an RTO and are linked to an employer for work placement. Students must complete required hours of work placement as nominated in the pre-apprenticeship program.

#### 6.1.3. Aboriginal School Based Training

The Aboriginal School Based Training (ASBT) program enables Aboriginal students in Years 10, 11 and 12 to build on skills not yet achieved through general education and develop workplace readiness. Year 10 students have the option of undertaking a Certificate I qualification through an institutional pathway. Year 11 and 12 students can either undertake a school-based traineeship or a Certificate II qualification through an institutional pathway.

#### 6.1.4. Institutional delivery

Schools can offer a range of qualifications that they are registered to deliver themselves or are delivered through a range of delivery modes including under auspice or fee for service arrangements. These qualifications may be delivered either on site at the school, in a Trade Training Centre, off site at an RTO or as part of work experience or structured workplace learning.



## 6.2. Delivery arrangements

VET in Schools programs can be delivered under a range of delivery modes, including partnership arrangements with RTOs or schools as RTOs.

### 6.2.1. Partnership arrangements with registered training organisations

#### 6.2.1.1. Auspice

Under this arrangement, schools partner with RTOs and deliver and assess the training under the auspices of the RTO. The RTO is responsible for the quality assurance of the training under the Australian Quality Training Framework (AQTF)/VET Quality Framework and issuing the appropriate certificate(s) in accordance with AQF requirements.

To ensure that the RTO can provide quality assurance in accordance with the AQTF/VET Quality Framework, partnership arrangements must be in place prior to the commencement of training.

RTO schools seeking to auspice other schools need to seek Ministerial approval and, once given, amend their registration through the Western Australian Training Accreditation Council.

#### 6.2.1.2. Fee for service

Under this arrangement, schools partner with RTOs who deliver, assess and assure the quality of the training on a negotiated fees basis.

### 6.2.2. RTO schools

Schools are registered with the Training Accreditation Council to deliver, assess and quality assure training within a defined delivery profile. The scope of registration specifies the AQF qualifications and/or units of competency from a Training Package or accredited course that can be delivered by the RTO school.

Formal Ministerial approval and registration by the Training Accreditation Council must be in place prior to the commencement of any training delivery by an RTO school.



## 7. Roles and responsibilities of key stakeholders

### 7.1. School Curriculum and Standards Authority

The roles and responsibilities of the School Curriculum and Standards Authority are to:

- provide for the assessment and certification of student achievement, including mechanisms for the recognition of VET in the WACE;
- record enrolments, assessment and report on VET in Schools programs;
- conduct regular integrity checks on school VET in Schools achievement data;
- work closely with the Western Australian VET sector and industry stakeholders to develop VET industry specific courses and encourage schools and students to undertake quality VET programs; and
- provide annual reports to both Ministers on the Authority's functions and responsibilities with regards to the delivery of VET in Schools.

### 7.2. Education system/sectors

The roles and responsibilities of the education system/sectors are to:

- provide the strategic direction and, where appropriate, policy frameworks to support VET in Schools programs which embody quality, sustainability, value for money and meet the needs of stakeholders;
- assist schools to provide pathways and opportunities for students to achieve their WACE and/or a Certificate II qualification and make a successful transition from school to further education, training and/or employment;
- work with schools to provide VET in Schools teachers with the opportunity to develop and maintain industry skills, experience and qualifications; and
- work collaboratively with key stakeholders to ensure VET in Schools programs meet the needs of students and industry.

### 7.3. Schools

The roles and responsibilities of schools are to:

- provide senior secondary students with pathways that meet their individual needs and aspirations;
- ensure that, when enrolling students in VET in Schools programs, students fulfil the requirements needed in order to achieve a WACE;
- collect and provide VET in Schools student data to the School Curriculum and Standards Authority and other appropriate authorities in the required timeframe and format for State and national reporting purposes;
- manage the human and physical resources required for the delivery and assessment of VET in Schools programs arranged by the school;
- retain responsibility for managing programs, reporting achievements to the School Curriculum and Standards Authority and maintaining a record of learning for all students when working in partnership with other providers; and
- where possible, work collaboratively with local industry, employers and the community to provide students with the opportunity to undertake VET in Schools programs that include access to industry and the real work environment.

#### **7.4. State Training Authority (Department of Training and Workforce Development)**

The roles and responsibilities of the State Training Authority are to:

- provide advice to the education system/sectors on current and future workforce needs and demands, including areas of future occupational demand;
- provide advice to the education system/sectors on current and future national VET policies and changes, and support the system/sectors in disseminating this information to all VET in Schools stakeholders;
- establish and maintain the policy frameworks for VET in Schools programs, including school-based apprenticeships and traineeships, pre-apprenticeships in schools and ASBT;
- work with the education system/sectors to provide career advice resources and services to assist students to plan and manage their career pathways and post-school transitions; and
- work collaboratively with key industry stakeholders to ensure VET in Schools programs meet the needs of students and employers.

#### **7.5. Registered training organisations**

The roles and responsibilities of RTOs are to:

- work with schools to provide VET in Schools programs that meet the needs of students, employers and industry;
- provide VET in Schools programs to students that ensure that students have the capacity to complete the program if the program duration is longer than one year;
- ensure that the planning, delivery and reporting timeframes meet the school and School Curriculum and Standards Authority deadlines; and
- ensure that a partnership agreement is developed and co-signed by the school, outlining all the delivery, assessment and reporting arrangements.

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