

# GUIDELINES

## VET DELIVERED TO SECONDARY STUDENTS

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This document should be read in conjunction with [VET Delivered to Secondary Students policy](#) and associated guidelines.

### 1. INTRODUCTION

Vocational Education and Training (VET) provides students with the opportunity to acquire workplace skills and knowledge through nationally recognised qualifications from industry-developed training packages or accredited courses while still at school. Once a student is assessed as competent against the nationally agreed standards required to perform effectively in the workplace, they are awarded a full or partial VET qualification issued by a Registered Training Organisation (RTO).

It is important to note the VET Delivered to Secondary Students is the same as VET delivered in non-school settings, and held to same quality standards.

The following departmental guiding principles must be incorporated into the RTO and school planning and delivery of VET Delivered to Secondary Students:

- schools are encouraged to offer a range of employment pathways to meet the diverse secondary education needs in urban, regional and remote locations
- students are assisted to make a successful transition from school to further education, training and/or employment
- VET Delivered to Secondary Students programs are provided within the context of broad general education and also delivered to VET students in the middle years, aligning with VET policy and guidelines
- training must be aligned to meet local employment, and further education and training opportunities.

### 2. DEFINITIONS

**Australian Qualifications Framework (AQF)** is the national policy for regulated qualifications in the Australian Education and Training system. It incorporates the qualifications for each education and training sector into a single comprehensive national qualifications framework.

**Australian Skills Quality Authority (ASQA)** is the national regulator for Australia's vocational education and training sector. ASQA regulates courses and training providers to ensure nationally approved quality standards are met.

**Industry Engagement Officers (IEOs)** are employed by the department to liaise with industry, schools and RTOs to coordinate on the job training through Structured Work Placement aligned to the student's VET qualification.

**Industry Engagement and Employment Pathways (IEEP)** is the business unit within the Department of Education which is responsible for VET outcomes in Northern Territory schools. This includes data monitoring, funding allocating and Structured Work Placement support.

**Registered Training Organisations** are authorised through ASQA to deliver training and/or conduct assessments and issue nationally recognised qualifications.

**Schools Online:** is a web-based South Australian Certificate of Education (SACE) management tool supplied by the SACE Board of South Australia. Senior student's results are entered onto this database.

**Structured Work Placement (SWP)** is the on-the-job training that is delivered through a VET course ensuring students have industry skills and knowledge to transition into further education, training and/or employment.

**Total VET Activity** - this initiative requires all RTOs to collect Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS)-compliant records for all students, and for all competency enrolments and outcomes achieved throughout each calendar year. Early in the following year, RTOs must report this data to the National Centre for Vocational Education Research (NCVER) unless they have previously done so through existing contractual arrangements.

**VET Delivered to Secondary Students** is the same as all other VET but refers only to students in Year 9 and above, and the same quality standards apply.

**VET Quality Framework** is aimed at achieving greater national consistency in the way providers are registered and monitored, and in how standards in the VET sector are enforced.

**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 an 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 workplace.

### 3. GUIDELINES

Any nationally recognised VET qualifications and/or units of competency from training packages and accredited courses successfully completed by secondary students in Years 9,

10, 11 or 12 may contribute towards the achievement of a Northern Territory Certificate of Education and Training (NTCET).

VET Delivered to Secondary Students must be delivered by an RTO. VET undertaken as part of a school program must meet the requirements outlined in the VET Quality Framework i.e. it must be a nationally recognised qualification delivered by an RTO that results in an AQF qualification and/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 Delivered to Secondary Students programs who have achieved a unit of competency and/or qualification will also have their achievements recorded by the school.

### **3.1 Delivery programs**

RTOs are responsible for the delivery, assessment and certification of VET qualifications. It is their responsibility to ensure that all units of competency required for a particular VET qualification are achieved to the standard specified by the performance criteria, and assessed according to the assessment requirements specified in each unit of competency.

The following options are available where VET is to be provided for students enrolled at school:

- **delivery at the school by the RTO** – schools can negotiate for an RTO to provide on-site training for students at the school
- **undertaking VET on-site at an RTO** – a school may arrange for the RTO to deliver and assess the entire program off-site. Students travel to the RTO and undertake the training delivered by RTO staff, using RTO facilities. Schools and RTOs must have a formal Memorandum of Understanding (MoU)/Agreement in place for the VET training
- **delivery in the workplace** – schools and RTOs may arrange for delivery of training and assessment to occur in the workplace. Some elements of units of competencies must be delivered and assessed in the workplace. This must be facilitated through SWP arrangements
- **VET clusters** - schools form an agreement with RTOs to deliver and assess the training under the compliance of the RTO. The RTO is responsible for the quality assurance of the training under the VET Quality Framework and issuing the appropriate certificate in accordance with the AQF.

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

### **3.2 RTO schools**

Schools are registered with ASQA 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. RTO schools hold direct responsibility and accountability for compliance with the VET Quality Framework.

### 3.3 Structured work placement (SWP)

Students should be strongly encouraged to participate in SWP. SWP is an opportunity to practice and develop practical components of training that takes place in a structured way, on-the-job, so that students learn practical industry skills in a workplace environment. Students complete 'hands on' tasks related to their VET program during training in their chosen field. Students must be assessed as 'work ready' by their trainer prior to going on SWP.

### 3.4 School based apprenticeships and traineeships

These programs involve students combining paid part-time employment in industry with formal enrolment in a training package qualification or units of competency. The arrangement is based on a signed training agreement that specifies the agreed training plan and provides for structured on and off job training. For further information please refer to the [Department of Business – School based Apprenticeships and Traineeships policy](#).

## 4. ROLES AND RESPONSIBILITIES

### Industry, Engagement and Employment Pathways (IEEP):

- provides the strategic direction and the policy framework, where appropriate, to support VET Delivered to Secondary Students programs that embody quality, sustainability, value for money, and meet the needs of stakeholders
- assists schools to provide pathways and opportunities for students to achieve their NTCET and/or certificate qualifications, and make a successful transition from school to further education, training and/or employment
- works with schools to provide VET trainers the opportunity to develop and maintain industry skills, experience and qualifications
- provides advice in regard to VET Delivered to Secondary Students on current, and future, national VET policies and changes through RTOs, schools and other stakeholders
- works collaboratively with key industry stakeholders to ensure VET Delivered to Secondary Students meets the needs of students and employers
- works with schools and RTOs to determine annual funding allocations aligned with the IEEP priority list
- provides Industry Engagement Officers to coordinate SWP through industry placements
- confirms that a current observation for Risk Assessment has been conducted or a risk management strategy is in place for all SWP host workplaces.

### Registered Training Organisations (RTOs):

- work with schools to provide VET Delivered to Secondary Students programs that meet student, employers and industry needs
- maintain direct responsibility and accountability for compliance with the VET Quality Framework
- provide VET programs that ensure that students have the capacity to complete the program if the duration is longer than one year (unless otherwise approved)
- ensure the planning, delivery and reporting timeframes meet the school, department and national requirements
- visit students during SWP and provide specific workplace tasks for the host workplace to complete while students are engaged in industry placements

- work collaboratively with IEEP and schools to deliver quality VET Delivered to Secondary Students.

**Schools/Principals:**

- provide secondary students with pathways that meet their individual needs
- ensure that, when enrolling students in VET programs, students fulfill the requirements needed in order to achieve a NTCET or their chosen industry pathway
- collect and provide VET data, ensuring recording of accurate VET enrolments and results per competency, through the VET Results System (VRS) and/or Schools Online (SACE Board AVETMISS compliant database)
- manage the human and physical resources required for the delivery and assessment of VET Delivered to Secondary Students programs arranged by the school
- where possible, work collaboratively with local industry, employers and the community to provide students with the opportunity to undertake SWP.

## **5. FUNDING ARRANGEMENTS**

### **5.1 VET Delivered to Secondary Students**

The department supports training for VET Delivered to Secondary Students through government grant funding allocations. If an RTO is approved for VET funding through IEEP the department will enter into a resource agreement with the RTO. Payment is based on achieved/agreed nominal hours.

All government and non-government school students from Year 9 are eligible to access VET Delivered to Secondary Students funded programs.

Urban based VET Delivered to Secondary Students must be offered to all urban schools to access the training opportunity unless agreed otherwise through the IEEP team.

Requirements include:

- schools liaise with RTOs who then submit applications to the department through IEEP
- urban schools must apply under cluster funding arrangements
- IEEP will decide on allocations and negotiate with RTOs to deliver the approved training
- funding allocations are discussed with Training Advisory Councils and Regional Directors with a final approval by the Deputy Chief Executive School Education
- RTOs applying for funding must comply with the VET Quality Framework
- RTOs must comply with the department's policies, procedures and guidelines as they relate to VET Delivered to Secondary Students
- RTOs must comply with school and AVETMISS reporting standards and departmental timelines.

### **5.2 Charles Darwin University annual recurrent funding**

The department provides recurrent funding through the public provider, Charles Darwin University (CDU). This funding is for VET Delivered to Secondary Students.

This recurrent funding is only available through CDU and is provided on the basis that the delivery of VET is in line with government training and employment priorities. Schools work directly with CDU in accessing this funding.

### **5.3 JobSkills funding allocations**

JobSkills is a flexible VET Delivered to Secondary Students funding initiative. It is allocated for projects, resources and training that support student VET outcomes.

Funding for JobSkills is provided through an agreement with the department and individual schools in the form of a grant. All government and non-government schools are eligible to apply for JobSkills funding.

Requirements include:

- applications through schools must be made directly through a VET Consultant
- schools must use grants to complement VET outcomes and are approved by the department
- schools must acquit grants with the department annually.

### **5.4 Fee for service**

Fee for service VET Delivered to Secondary Students is non funded training and can be arranged directly through the school or the individual student and RTO. It can be delivered by local and/or interstate RTOs.

Schools form an agreement with RTOs who deliver, assess and assure the quality of the VET training on a negotiated fee basis.

Requirements include:

- schools must notify the VET Consultant on commencement of VET training programs.

## 6. RELATED POLICY, LEGISLATION AND DOCUMENTS

Department of Education	Recording of VET Data for NTCET Recognition – Policy Recording of VET Data for NTCET Recognition – Guidelines and Procedures
Northern Territory	<a href="#">Education Act</a> <a href="#">Information Act</a> <a href="#">Care and Protection of Children Act</a> <a href="#">Anti-Discrimination Act</a> <a href="#">Work Health and Safety (National Uniform Legislation) Act</a> <a href="#">Training and Skills Development Act</a>
National	Preparing <b>Secondary Students</b> for Work – A framework for vocational learning and VET delivered to secondary students  National Aboriginal and Torres Strait Islander Education Strategy 2015  The <b>VET Quality Framework</b> comprises the following legislation: <i>Standards for Registered Training Organisations (RTOs) 2015</i> <i>Fit and Proper Person Requirements Act 2011</i> <i>Financial Viability Risk Assessment Requirements 2011</i> <i>Data Provision Requirements 2012</i> <i>National Vocation Education and Training Regulator Act 2011</i> <i>Australian Qualifications Framework (second edition 2013)</i>