

# Vocational education and training delivered to secondary students - guidelines

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Acronyms	Full form
AQF	Australian Qualifications Framework
ASQA	Australian Skills Quality Authority
ATAR	Australian Tertiary Admissions Rank
AVETMISS	Australian Vocational Education and Training Management Information Statistical Standard
CDU	Charles Darwin University
IEO	Industry Engagement Officers
NCVER	National Centre for Vocational Education Research
NT	Northern Territory
NTCET	Northern Territory Certificate of Education and Training
NTG	Northern Territory Government
RTO	Registered Training Organisation
SACE	South Australian Certificate of Education
VWP	Vocational Work Placement
TRM	Territory Records Manager
VET	Vocational Education and Training
VQF	VET Quality Framework
VRS	VET Results System

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Read this document with the [VET Delivered to Secondary Students policy and Vocational work placement 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 that VET Delivered to Secondary Students (VETDSS) program is the same as VET delivered in non-school settings and held to the same quality standards.

The following departmental guiding principles must be incorporated into the RTO and school planning and delivery of the VETDSS program.

- 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 to be assisted to make a successful transition from school to further education, training or employment.
- VETDSS programs are to be provided within the context of broad general education and delivered to VET students in middle years, aligning with VET policy and guidelines
- training must be aligned to meet local employment, and further education and training opportunities and, aligned to the [Northern Territory Economic Development Framework](#).

## 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 VET sector. ASQA regulates courses and training providers to ensure nationally approved quality standards are met.

Industry Engagement Officers (IEO) – are employed by the Department of Education (the department) to liaise with industry, schools and RTO to coordinate on-the-job-training through Structured Work Placement aligned to the student’s VET qualification.

Industry Training Programs – is the business unit within the department which is responsible for VET outcomes in Northern Territory (NT) schools. This includes data monitoring, funding allocating and Vocational Work Placement (VWP) support.

Registered Training Organisations (RTO) – are authorised through ASQA to deliver training and 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 students’ results are entered onto this database.

Vocational Work Placement (VWP) – 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 – is an initiative requiring 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. Each year RTOs must report the data from the previous year to the [National Centre for Vocational Education Research](#) (NCVER) unless they have already done so through existing contractual arrangements.

Vocational Education and Training Delivered to Secondary Students (VETDSS) – 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](#) (VQF) – 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. Getting a VET qualification signifies that a student has shown competency against the skills and knowledge required to perform effectively in the workplace.

### 3. Guidelines

Any nationally recognised VET qualifications or units of competency from training packages and accredited courses that are successfully completed by secondary students in years 9, 10, 11 or 12 may contribute towards getting the Northern Territory Certificate of Education and Training (NTCET). It may also provide credits toward Australian Tertiary Admissions Rank (ATAR) scores. These are the scores that determine a student's entry into university.

VETDSS must be delivered by an RTO. VET undertaken as part of a school program must meet the requirements as outlined in the VQF, which means 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 given either a qualification or statement of attainment by the RTO consistent with the protocols for issuing AQF qualifications. Students taking part in VETDSS programs who have completed a unit of competency or qualification will 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. Units must be assessed according to the assessment requirements specified in each unit of competency.

The following options are available to schools to provide VET to its enrolled students:

- delivery at the school by RTOs – schools can negotiate for an RTO to provide on-site training for students at the school. This could be block delivery or embedded trainers.
- undertaking VET on-site at RTOs – 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 the RTO must have a formal memorandum of understanding or agreement in place for 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 VWP arrangements
- VET clusters – schools form an agreement with RTOs to deliver and assess training under the compliance of the RTO. The RTO is responsible for the quality assurance of the training under the VQF. The RTO must also issue the appropriate certificate in accordance with the AQF.

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

### 3.2. Schools with a registered training organisation

Schools can be 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 schools with an RTO. Schools and the RTO used hold direct responsibility and accountability for compliance with the VQF.

### 3.3. Vocational work placement

VWP is an appropriate and valuable component of all VET programs. VWP involves on-the-job training, during which a student is expected to have the opportunity to apply a set of skills or competencies related to nationally accredited training. The department strongly recommends students undertake VWP in each year of their VET program. Students in year 10 and above can access VWP.

### 3.4. School based apprenticeships and traineeships

School based apprenticeships and traineeships are characterised by a structured pattern of work engagement, school and training. The training is part of and contributes to a student's secondary education and must be endorsed by the school.

The arrangement is based on a signed training agreement. It specifies the agreed training plan and provides structured on and off the job training. To find out more, go to the Department of Trade, Business and Innovation website and refer to the [School based Apprenticeships and Traineeships policy](#).

## 4. Roles and responsibilities

Industry Training Programs business unit:

- provides the strategic direction and the policy framework, where appropriate, to support VETDSS 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 certificate qualifications, and make a successful transition from school to further education, training and employment
- works with schools to provide VET trainers the opportunity to develop and maintain industry skills, experience and qualifications

- provides advice about VETDSS on current and future national VET policies and changes through RTOs, schools and other stakeholders
- works with key industry stakeholders to ensure VETDSS meets the needs of students and employers
- works with schools and RTOs to determine annual funding allocations aligned with the Industry Training Programs priority list
- provides IEO to coordinate VWP through industry placements
- confirms that a current risk assessment has been conducted or a risk management strategy is in place for all VWP host workplaces.

#### Registered Training Organisations:

- work with schools to provide VETDSS programs that meet student, employer and industry needs
- maintain direct responsibility and accountability for compliance with the VQF
- provide VETDSS programs that ensures students have the capacity to complete the program if the duration is longer than one year, unless otherwise approved
- ensure planning, delivery and reporting timeframes meet the school, department and national requirements
- visit students during VWP and provide specific workplace tasks for the host workplace to complete while students are engaged in industry placements where required or requested
- work with Industry Training Programs and schools to deliver quality VETDSS
- report to the department on all VETDSS activity regardless of the funding source.

#### Schools and Principals:

- provide secondary students with pathways that meet their individual needs
- ensure that, when enrolling students in VETDSS programs, students fulfil the requirements needed in order to achieve a NTCET, ATAR 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) or Schools Online - the SACE Board AVETMISS compliant database
- manage the human and physical resources required for the delivery and assessment of VETDSS programs arranged by the school
- work with local industry, employers and the community to provide students with the opportunity to undertake VWP where possible.

## 5. Funding arrangements

### 5.1. Vocational education and training delivered to secondary students

The department supports training for VETDSS through government grant funding allocations. If an RTO is approved for VET funding through Industry Training Programs the department will enter into a resource contract with RTOs. Payment is based on achieved and agreed nominal hours.

All government and non-government school students from year 9 are eligible to access VETDSS funded programs.

Urban based VETDSS must be offered to all schools in the region to access training opportunities unless agreed otherwise through the Industry Training Programs business unit.

Requirements include:

- schools liaise with RTOs who then submit applications to the department through Industry Training Programs
- urban schools must apply under cluster funding arrangements
- Industry Training Programs will decide on allocations and negotiate with RTOs to deliver the approved training
- funding allocations are discussed with Training Advisory Councils and the regional executive team with a final approval by the Chief Executive
- RTOs applying for funding must comply with the VQF
- RTOs must comply with the department's policies, procedures and guidelines as they relate to VETDSS
- RTOs must comply with school and AVETMISS reporting standards and department 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 VETDSS.

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 VETDSS 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 each school 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 the Industry Training Programs business unit
- schools must use grants to attain VET outcomes and are approved by the department
- schools must acquit grants with the department annually.

## 5.4. Fee for service

Fee for service VETDSS is non-funded training and can be arranged through the school or the individual student and RTO. It can be delivered by local or an interstate RTO.

Schools form an agreement with RTOs who delivers, assesses and assures the quality of VET training on a negotiated fee basis.

Schools must notify the Industry Training Programs business unit on commencement of VET training programs.

## 6. Related policy, legislation and documents

### 6.1. Policy

#### 6.1.1. Northern Territory

- VET Delivered to Secondary Students policy
- Northern Territory Economic Development Framework
- Department of Trade, Business and Innovation – School based Apprenticeships and Traineeships Policy

#### 6.1.2. National

- Australian Qualifications Framework

### 6.2. Legislation

#### 6.2.1. Northern Territory

- Education Act 2015
- Information Act 2002
- Care and Protection of Children Act 2007
- Anti-Discrimination Act 1992
- Work Health and Safety (National Uniform Legislation) Act 2011
- Training and Skills Development Act 2016

#### 6.2.2. National

VET Quality Framework comprising:

- Standards for Registered Training Organisations (RTOs) 2015
- Fit and Proper Person Requirements Act 2011
- Financial Viability Risk Assessment Requirements 2011
- Data Provision Requirements 2012

Acts:

- National Vocation Education and Training Regulator Act 2011

### 6.3. Documents

- [Preparing Secondary Students for Work](#)
- National Aboriginal and Torres Strait Islander Education Strategy