POLICY

VET DELIVERED TO SECONDARY STUDENTS

Responsibility of:	School Support Services	**DET File:**	2016/748
Effective Date:	September 2017	**EDOC**	2017/62386
Next Review Date:	September 2020	**Version Number:**	5.0
Target Audience:	Department Staff/Parents/Schools/RTOs/Industry Employers		

This document should be read in conjunction with the following documents found here:
- VET Delivered to Secondary Students – Guidelines
- VET Delivered to Secondary Students – Structured Work Placement (SWP)
- VET Delivered to Secondary Students - Structured Work Placement (SWP) Insurance

1. POLICY

Vocational Education and Training (VET) is a critical component of modern education. When it is delivered in schools to secondary students it contributes to improved educational outcomes and the acquisition of workplace skills and knowledge that enable students to transition into further education, training and employment. VET delivered in schools to secondary students is equivalent in every respect to VET delivered in other settings.

VET is regarded as VET Delivered to Secondary Students where:

- its completion by the student provides credit towards a recognised VET qualification within the Australian Quality Framework (AQF) and
- it is undertaken as part of a Northern Territory Certificate of Education and Training (NTCET), and/or provides credits toward Australian Tertiary Admissions Rank (ATAR) scores, being the score that determines a student's entry into university.

The national operational framework for VET Delivered to Secondary Students, and the strategic direction of the department, are to be applied by all Northern Territory (NT) government and non-government schools and Registered Training Organisations (RTO's) when assessing and training students in nationally accredited VET training.

VET programs in the NT align to training packages and meet the requirements for workplace competence.

All data and reporting for VET Delivered to Secondary Students must comply with NT schools and National Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) reporting timeframes and requirements.

1.1 VET enrolment

Students enrolling in nationally accredited VET training must be enrolled in government schools or non-government schools in the NT.

Students enrolled in VET Delivered to Secondary Students training must be enrolled in at least one unit of competency as a part of their relevant VET program.

Students will not be eligible to receive a certificate of achievement for a nationally recognised VET Qualification or Unit of Competency unless a Unique Student Identifier number is provided to the RTO.

Students who identify as having a disability must have a <u>Training Access Plan</u> as part of the enrolment procedure.

The department ensures nationally accredited VET training is delivered age appropriately. Students enrolling in VET Delivered to Secondary Students programs must be 14 years of age at the time of enrolment. RTOs must ensure that Training Package qualification entry requirements are considered and adhered to prior to finalising VET enrolments.

The table below describes secondary student age requirements for VET in the NT.

Year Level	AQF Level I	AQF Level II	AQF Level III	*Minimum Age at Time of Enrolment
Year 9	Certificate I	**Not eligible**	**Not eligible**	14
Year 10	Certificate I	Certificate II	**Not eligible**	15
Year 11	Certificate I	Certificate II	**Certificate III ****	16
Year 12	Certificate I	Certificate II	Certificate III	17

*Students who fall outside the age requirements will need to seek permission from the principal and Department of Education nominated delegate and each circumstance will be assessed individually.
**Students in Year 11 enrolling in a Certificate III must obtain formal permission from the principal and the Department of Education nominated delegate.

1.2 VET delivery

VET Delivered to Secondary Students must be delivered through RTOs registered with the Australian Skills Quality Authority (ASQA) and meet national standards. RTOs have direct responsibility and accountability for compliance with the VET Quality Framework.

RTOs must ensure industry integrity. To maintain the integrity of training package qualifications, it is critical that their implementation throughout the VET system is consistent with industry intent and quality standards. This ensures that industry is able to accept qualifications and statements of attainment gained through any pathway or RTO of an employee's workplace competence to a consistent, national industry standard.

Structured Work Placement (SWP) is available to students in Years 9, 10, 11 and 12 enrolled in VET. SWP refers to contextual workplace learning for VET qualifications, conducted by employers in the workplace. SWP is coordinated through the department's Industry Engagement officers, who liaise with the schools, host workplace and RTOs to meet all SWP requirements.

High risk activities are included in a range of VET qualifications conducted by RTOs, schools and employers in the workplace. Students may participate in SWP or activities that attract higher risk including, but not limited to, the Construction, Maritime and Agriculture Industry sectors. All of these activities are assessed on an individual basis upon enrolment application and require a risk management strategy for each high risk activity/task.

School based apprenticeships and traineeships are funded through the Department of Trade, Business and Innovation.

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

School based apprenticeships and traineeships aim to:

- increase the attainment of nationally recognised qualifications that translate to NTCET outcomes
- improve the retention of students at the senior school level
- increase completion of senior secondary schooling.

School based apprenticeships and traineeships also aim to provide students with an increased ability to perform in the workplace, leading to increased career choices and opportunities to transition from school to full time apprenticeships, traineeships, employment or further education and training.

1.3 VET funding

VET Delivered to Secondary Students programs are funded through grants from the department paid directly to RTOs based on strategically identified priorities.
Schools work alongside RTOs to access funded programs.

RTOs will be issued with a contract from the Department of Education stipulating reporting timeframes, AVETMISS requirements and delivery specifics.

RTOs delivering Department of Education funded courses must disclose any additional fees/expenses upfront and clearly publish them (e.g. website). This allows students to be informed of all costs associated with undertaking the training. Students (and their parent or guardian) must be provided with adequate information from the training organisation to allow an informed decision about which qualification they will undertake as additional expenses may impact their ability to participate. Additional fees are only to be charged if costs are above and beyond the standard course delivery.

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

2. BUSINESS NEED

This policy and associated guidelines ensure that stakeholders from within and external to the department have an understanding of their role within this complex environment. More specifically, these documents outline how the department, RTOs and schools will:

- manage processes concerning VET Delivered to Secondary Students
- manage RTO VET Delivered to Secondary Students funding processes and requirements
- manage processes concerning SWP
- manage processes involving high risk activities.

3. SCOPE

This Policy and its associated guidelines apply to all NT government and non-government schools and RTOs involved in VET Delivered to Secondary Students. It governs the actions of all departmental staff, schools, RTOs and industry working with students enrolled in nationally accredited VET training.

4. DEFINITIONS

Australian Qualifications Framework 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 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.

Australian Vocational Education and Training Management Information Statistical Standard is the national data reporting system for VET.

Industry integrity is when learners, employers and industry have confidence in the relevance, currency and value of certification documents issued by the RTO.

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

Structured Work Placement 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.

Vocational Education and Training 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.

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.

5. ROLES AND RESPONSIBILITIES

Department of Education will:

- establish and publish VET policy and associated guidelines
- work with RTOs and schools to explore ways to improve the VET outcomes delivered to secondary students
- determine funding allocations for RTOs in relation to VET Delivered to Secondary Students
- provide Industry Engagement Officers to coordinate SWP through industry placements
- ensure the guidelines for SWP, when students are placed in the workplace, are well understood by employers
- ensure that appropriate workplace observation or risk management strategies are in place and current for all SWP host workplaces
- report 'Total VET Activity' data in accordance with AVETEMISS compliant data aligned with the National VET Provider Collection Data Requirements policy.

Registered Training Organisations will:

- ensure maintenance of accurate VET records for all students enrolled in VET and report total VET activity where delivered to school students nationally through an AVETMISS compliant student management system
- have direct responsibility and accountability for compliance with the VET Quality Framework
- ensure all students with special needs, including students with a disability, will be supported appropriately. Reasonable adjustments within training package allowance will be made through the schools and RTOs to accommodate their special need
- ensure students who identify as having a disability have a training access plan as a part of the enrolment process, and comply with the department's Students with Disability policy and guidelines
- work collaboratively with IEEP and schools to deliver quality VET programs to secondary students
- ensure that Training Package qualification entry requirements are considered and adhered to prior to enrolling students in VET
- ensure compulsory SWP outlined by the Training Package is conducted in the workplace for all students
- comply with VET policy and associated guidelines

- ensure a risk management strategy is in place for students regarding student emergency and accidents, and this is well understood by the RTO, student and school
- ensure all staff working in schools have their ochre card and recent mandatory reporting training
- ensure a Memorandum of Understanding and/or Agreement is developed and reviewed with each school delivering VET training.

School staff will:

- offer opportunities for secondary students to enrol in pathways that will lead to full qualifications
- work collaboratively with IEEP Industry Engagement Officers to provide students with access to authentic structured work placements
- ensure all students with special needs, including students with a disability, are supported appropriately. Reasonable adjustments will be made through the schools and RTO to accommodate their special needs
- ensure recording of accurate VET enrolments and results per competency through VET Results System (VRS) and/or Schools Online (the South Australian Certificate of Education Board AVETMISS compliant database)
- provide quality career advice and guidance, combined with structured selection processes, to enable students and their parents to make informed choices about their preferred VET and career pathways.

Principals will:

- ensure they have done all they can to guarantee the safety and wellbeing of students at all times, including during structured work placements
- not delegate their signing authority for SWP's if students are under 15 years of age, or involved in activities that require a risk assessment
- ensure school staff have an understanding of reasonable adjustments, special needs students are accommodated, and actively apply departmental policies and guidelines
- ensure a Memorandum of Understanding (MOU) and/or Agreement is developed and reviewed with each external provider of VET training in the school
- ensure that all insurance requirements (including public liability insurance for all venues where training is conducted) and/or NT Government self-insurance arrangements are in place at all times.

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	*Education Act* *Information Act* *Care and Protection of Children Act* *Anti-Discrimination Act* *Work Health and Safety (National Uniform Legislation) Act* *Training and Skills Development Act*

National	Preparing **Secondary Students** for Work – A framework for vocational learning and VET delivered to secondary students
	National Aboriginal and Torres Strait Islander Education Strategy 2015
	The **VET Quality Framework** comprises the following legislation:
	Standards for Registered Training Organisations (RTOs) 2015
	Fit and Proper Person Requirements Act 2011
	Financial Viability Risk Assessment Requirements 2011
	Data Provision Requirements 2012
	National Vocation Education and Training Regulator Act 2011
	Australian Qualifications Framework (second edition 2013)

7. EVALUATION

IEEP Directors, Principals and RTOs are responsible for the ongoing monitoring of VET at the school and industry level in line with this policy. The policy and associated guidelines will be reviewed in accordance with departmental requirements.