

# Vocational education and training delivered to secondary students - policy

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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
IEO	Industry Engagement Officers
III	Roman numerals for the number 3
MoU	Memorandum of Understanding
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 policy with:

- [VET delivered to secondary students - guidelines](#)
- [Vocational work placement - guidelines](#)
- [Vocational work placement - insurance - guidelines](#)

## 1. Policy

Vocational education and training (VET) is a critical component of modern education. When delivered in schools to secondary students, it contributes to improved educational outcomes. By gaining workplace skills and knowledge, students are enabled to transition into further education, training and employment. VET delivered in schools to secondary students (VETDSS) is equivalent in every respect to VET delivered in other settings.

VET is regarded as VETDSS where:

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

The national operational framework for VETDSS, and the strategic direction of the Department of Education, (the department) are to be applied by all Northern Territory (NT) Government and non-government schools, and registered training organisations (RTO) when assessing and training students in nationally accredited VET units of competency. VET programs align to training packages and meet the requirements for workplace competence.

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

### 1.1. VETDSS enrolment

Students enrolling in nationally accredited VET courses, funded by the department, must be enrolled in government schools or non-government schools in the NT.

Students enrolled in VETDSS 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 RTOs.

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

The department ensures nationally accredited VET training is delivered appropriate to age. Students enrolling in VETDSS programs must be 14 years old at the time of enrolment. RTOs must ensure that training package qualification entry requirements are considered and adhered to prior to finalising VET enrolments. Table 1 below, describes secondary student age requirements for VET in the NT.

Table 1: 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 the 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

VETDSS 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](#) (VQF).

RTOs must ensure industry integrity. To maintain the integrity of training package qualifications, it is critical 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.

Vocational Work Placement (VWP) is available to students in years 10, 11 and 12 enrolled in VET. VWP refers to contextual workplace learning for VET qualifications, conducted by employers in the workplace. VWP is coordinated through the department's Industry Engagement officers (IEO), who liaise with the schools, host workplaces and RTOs to meet all VWP 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 VWP 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. Each high-risk activity and task require a risk management strategy.

School based apprenticeships and traineeships are funded through the [NT 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 provide students with an increased ability to perform in the workplace. This leads to better career choices and opportunities to transition from school to full time apprenticeships, traineeships, employment or further education and training. They also:

- 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.

### 1.3. VET funding

VETDSS programs are funded through department grants 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 stipulating reporting timeframes, AVETMISS requirements and delivery specifics.

RTOs delivering department funded courses must disclose any additional fees or expenses upfront and clearly publish them – for example on a website. This allows students to be informed of all costs associated with 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. Extra expenses may impact their ability to participate. Extra fees can only be charged if costs are above the standard course delivery.

Fee for service delivery of VETDSS is non-funded training and can be arranged directly through the school and RTO. It can be delivered by a local or interstate RTO.

## 2. Business need

This policy and associated guidelines ensure stakeholders within and external to the department understand their role within this complex environment. These documents outline how the department, RTOs and schools will manage:

- processes concerning VETDSS
- RTO funding processes and requirements for VETDSS
- processes concerning VWP
- 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 VETDSS. This policy governs, the actions of all department staff, schools, RTOs and industry, working with students enrolled in nationally accredited VET training.

## 4. 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.

Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) – 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 RTOs.

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

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.

Vocational Education and Training (VET) – enables students to acquire workplace skills through nationally recognised training in an industry-developed training package or an accredited course. A VET qualification is issued by an RTO. Getting a VET qualification shows that a student has demonstrated competency against the skills and knowledge required to perform effectively in the workplace.

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.

## 5. Roles and responsibilities

NT 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 VETDSS
- provide IEOs to coordinate VWP through industry placements
- ensure the guidelines for VWP are well understood by employers when students are placed in the workplace
- ensure that workplace observation or risk management strategies are in place and current for all VWP hosts
- report 'Total VET Activity' data in accordance with AVETMISS compliant data aligned with the [National VET Data Policy](#).

Registered training organisations will:

- maintain accurate VET records for all students enrolled in VET. They will report, total VET activity where delivered to school students, nationally through an AVETMISS compliant student management system
- be directly responsible and accountable for compliance with the VQF
- ensure all students with special needs, including students with a disability, are supported appropriately. Reasonable adjustments within training package allowance will be made through schools and RTOs to accommodate special needs
- ensure students who identify as having a disability have a Training Access Plan as a part of the enrolment process, comply with the department's Students with disability policy and guidelines

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- collaborate with Industry Training Programs and schools to deliver quality VET programs to secondary students
- ensure that training package qualification entry requirements are adhered to prior to enrolling students in VET
- ensure compulsory VWP outlined by the training package is conducted in the workplace for all students
- organise dates for VWP in consultation with schools
- comply with all VET policy and associated guidelines
- ensure a risk management strategy is in place for students regarding student emergency and accidents. Ensure it 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 (MoU) 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 Industry Training Program's IEOs to provide students with access to genuine vocational work placements
- ensure students with special needs, including students with a disability, are supported appropriately. Reasonable adjustments will be made through schools and RTOs to accommodate special needs
- ensure recording of accurate VET enrolments and results per competency through VET Results System (VRS) and [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 always guarantee the safety and wellbeing of students, including during a VWP
- not delegate their signing authority for any VWP if students are under 15 years of age or involved in activities that require a risk assessment
- ensure school staff understand reasonable adjustments, accommodate special needs students and actively apply all department policies and guidelines
- ensure a memorandum of understanding or agreement is developed and reviewed with each external provider of VET training in the school
- ensure all insurance requirements including public liability insurance for all venues where training is conducted, or NTG self-insurance arrangements, are in place at all times
- ensure all VET, regardless of funding, is reported to the Quality Teaching and Learning branch and Department of Business, Trade and Innovation.

## 6. Related policy, legislation and documents

### 6.1. Policy

#### 6.1.1. Northern Territory

- VET delivered to secondary students - guidelines
- Vocational work placement – guidelines and insurance guidelines
- Northern Territory Economic Development Framework
- Department of Trade, Business and Innovation – School based apprenticeships and traineeships policy

#### 6.1.2. National

- Australian Qualifications Framework
- National VET Data Policy

### 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 frameworks and acts

- 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

### 6.3. Documents

- Preparing Secondary Students for Work
- National Aboriginal and Torres Strait Islander Education Strategy

