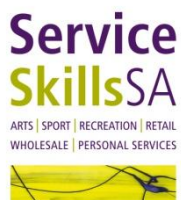


Services Industries

VET in Schools Project

Prepared for
Service Skills Australia by:



October 2010

Progress Report

Contents

Executive Summary	3
Introduction.....	5
Background.....	5
Context	5
Project Aim	6
Methodology	7
Stage 1 – Literature search and review.....	7
Summary of key issues and information (as at 20th December 2009)	7
Stage 2 – Development of the Consultation paper.....	9
Stage 3 – National face to face consultations	9
Stage 4 – Collation and analysis of findings.....	9
Summary of industry consultation findings	11
Recommendations	16
Appendices.....	18
Appendix 1 Literature search	19
Appendix 2 Issues register.....	25
Appendix 3 Consultation detail.....	35
Appendix 4 Existing SSA VETiS Policy	37

Services Industries VET in Schools Project Report (October 2010)

Executive Summary

Vocational Education and Training in Schools (VETiS) is seen as a critical area for action due to the involvement of a significant number of Australian students and the recent rapid growth of VETiS programs. While there has been huge growth in the participation numbers, there is increasing concern about the quality of VETiS delivery and, particularly, lack of employment outcomes.

Demographics, economic growth, competitiveness and increased skill requirements are creating even greater demand for skilled youth in Australia. Today's younger generations have more opportunities, and therefore have become 'cherry pickers', which has consequences for the services industries as they are often seen as a short term, second-rate career choices.

In response to industry concerns about 'hollow' qualifications and lack of appropriate response and action from School Boards of Studies, Service Skills Australia (SSA) agreed to undertake a national consultation to create a clear industry position on how to maximise the career pathway and employment outcomes from VET in Schools (VETiS) programs relating to the services industries. The SSA VETiS project aims to provide clear guidance and resources to maximise the career pathways and employment outcomes for youth from VETiS programs relating to the services industries.

An initial literature search and review highlighted the variety of interpretations of the term VETiS; each state or territory system locates VET in a different curricular context. A major concern is the inconsistency between VETiS, both within a jurisdiction as well as across Australia. Currently there are no common standards around approval, regulation, resourcing, administration, delivery and monitoring of VETiS.

Consultations occurred across the country over a period of four months to gather critical information on industry position and best practice example of VETiS.

The industry consultation process found:

- Key stakeholders in VETiS have such fundamental differences in what they consider should be the purpose and expected outcomes that some wish to walk away or ignore this nationally critical skilling opportunity.
- Quality issues (not just limited to VETiS) were a key component of consultations. There is massive variability (excellent to indefensible) in VETiS modules across Australia.
- Many stakeholders expressed a desire for clear and explicit guidelines.
- The diversity across the services industries requires different VETiS pathways, industry engagement, links to regulation, award conditions considerations and workplace engagement, such that VETiS must be considered on an individual industry sector (training package) basis.
- There was a consistent strong message that VETiS should be focused on job skills.

There was relative consensus throughout the consultation around the required actions for Service Skills Australia. Based on the findings and analysis of the information gathered, the recommendation flow is to:

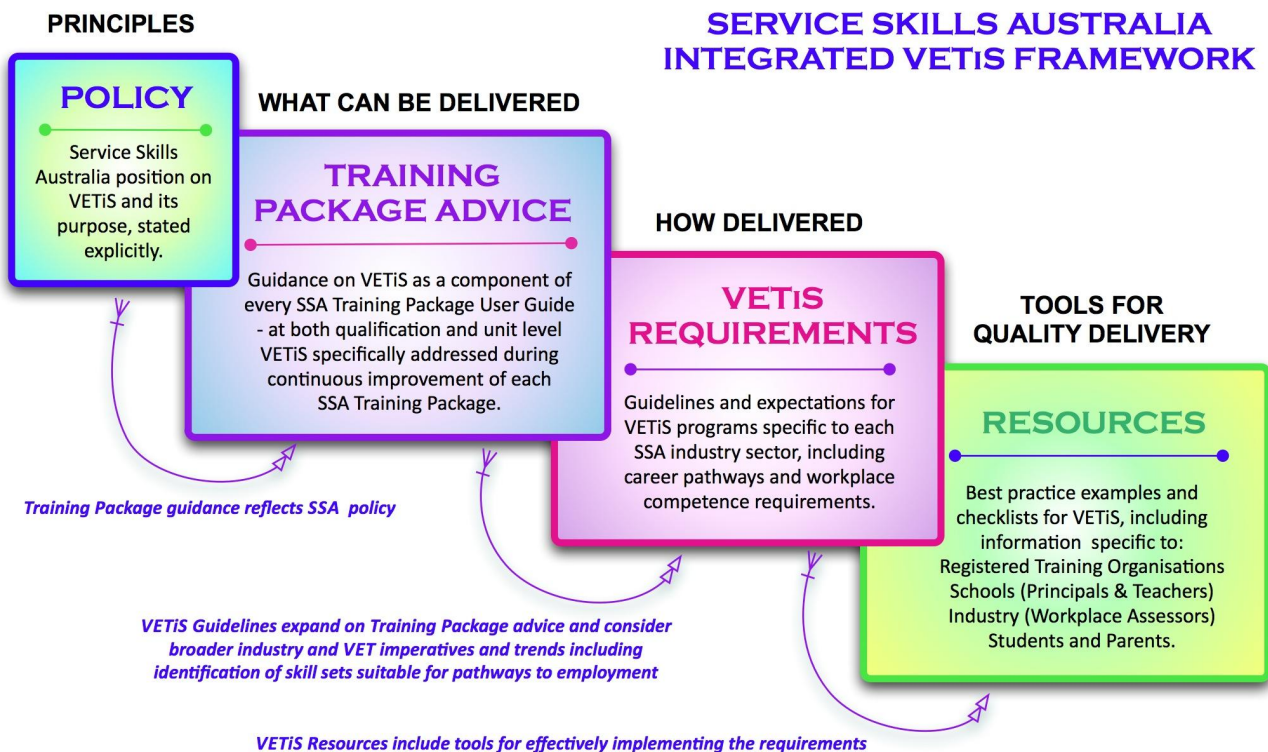
1. Adopt the integrated VETiS framework strategy (illustrated on page 4)
2. Strengthen the SSA VETiS policy
3. Set in place VETiS Continuous Improvement mechanisms for all SSA training packages
4. Develop and test the first wave framework requirements and resources

This will then lead to a strong position from which Service Skills Australia can:

5. Prosecute the integrated framework outcomes to critical policy makers to create policy change
6. Manage the ongoing Continuous Improvement, resulting in a 'second wave' of resources and updated industry pathway requirements

7. Implement monitoring mechanisms linked to VET changes to test and improve outcomes
8. Encourage good, and challenge poor VETiS practice utilising the framework and resources

Diagram 1 - Recommended Integrated VETiS Framework for adoption by Service Skills Australia



Some of the key quotes during the consultation that illustrate the imperative of adopting the VETiS integrated framework and the recommendations include:-

- *Trust in the VET system is being lost because the intent isn't clear*
- *All partners in VETiS need to understand their roles, responsibilities and the purpose of what they are doing*
- *We run a serious danger of over qualified youngsters who are under skilled and under experienced*
- *Workplace delivery must be in the training packages as an endorsed requirement*
- *The workplace experience in VETiS must be real for the student*
- *The TP's need structural change to strengthen them to protect the quals and competency*
- *We need to be explicit in the TP's as they have fundamental deficiencies around delivery "the car is badly designed"*
- *Problem of Schools being required to get an outcome for funding. They try VET and then find themselves pushed to deem people competent. What is happening is policy drives bad behaviour*
- *Kids are becoming "cherry pickers" and industry must understand kids are a scarce commodity*

Given the imperatives and importance of VETiS, the services industries need to take a strategic, pragmatic and holistic approach to VETiS in order to maintain their share of youth employees recruited via VETiS pathways and ensure they can meet future workforce needs.

Introduction

Background

At the 7th of April (2009) WRAPS Industry Advisory Committee meeting, members (in particular the Retail Industry members) asked Service Skills Australia to undertake work in the 2009-2010 forward work plan to:

'... (address) the various issues in VET in School is an important priority – national consistency, industry outcomes, quality delivery and assessment'

(SSA Wholesale Retail and Personal Services Industry Advisory Committee Minutes, 7 April)

In response to industry concerns about 'hollow' qualifications and lack of appropriate response and action from School Boards of Studies, SSA created a cross sectoral industry steering committee who agreed that a national consultation should be undertaken.

The main consultation aim is to create a clear industry position on how to maximise the career pathway and employment outcomes from VET in Schools (VETiS) programs relating to the services industries.

Service Skills Australia subsequently contracted Service Skills South Australia (a state based Industry Skills Board) to undertake the VET in Schools Project national consultation.

Context

For a number of reasons VETiS is seen as a critical issue for action. Firstly, NCVER statistics indicate the significant number of students involved and the rapid growth of VETiS programs:

In 2008, there were 220,000 VETiS students, representing 41% of school students undertaking a senior secondary certificate. The VETiS students comprised:

- 25,700 school-based apprentices and trainees
- 194,200 students enrolled in other VETiS programs.

In 2008, compared to 2007, the total number of VETiS students increased by 26%, and the number of school-based apprentices and trainees increased by 72%.

(Derived from NCVER Australian vocational education and training statistics- VET in Schools 2008)

While there has been huge growth in the participation numbers, there is increasing concern about the quality of VETiS delivery and lack of employment outcomes.

Demographics also are impacting on the services industries with:

ABS population projection statistics indicating that over the next ten years the Australian population will grow by 3.3 million, but the number of 15–19 year olds will only increase by 21,000.

(Derived from ABS 3220 Table B9, Australia population projections by age and sex)

Currently, 27% of working 20–29 year olds are employed in the services industries, while this rises dramatically to 61% of working under 19 year olds being employed in the services industries.

(Derived from ABS C Data Online 2006 Census, collated by industry of employment (ANZIC06) (IND06P) and by 10 year age groups for Australia)

Economic growth, competitiveness and increased skill requirements are creating even greater demand for skilled youth in Australia. Today's younger generations have more opportunities, and therefore can be 'cherry pickers', which has consequences for the services industries as they are often seen as a short term, second-rate career choices.

Governments and policy makers are aware of these trends and this is reflected in significant policy drivers across all industry sectors that are increasing VETiS numbers and the diversity of course offerings.

Significant policy drivers include the:

- Youth Compact providing school based training and education opportunities until 17 years of age followed by a guaranteed training opportunity until 24 years of age.
- Trade Training Centres Program of \$2.5 billion supplemented with various state programs.
- National and state focus on occupations in demand with the diversion of funds to these areas.
- Schools system delivering higher level qualifications (Certificate III) often called 'Qualification creep'
- Push for VET into Middle Schools with years 8 and 9 students undertaking VETiS qualifications.
- Commercialisation of the VETiS training space with the increased desire of private RTO's and TAFE to enter this "new" market.

These policy drivers are leading to a bewildering variety of constantly changing funding budgets associated with VETiS. This is driving opportunistic behaviour and making it difficult for good operators to take a long-term consistent and strategic approach to training delivery.

Given these imperatives, the services industries need to take a strategic, pragmatic and holistic approach to VETiS in order to maintain their share of youth employees recruited via by VETiS pathways and ensure they can meet future workforce needs.

Project Aim

The SSA VETiS project aims to provide clear guidance and resources to maximise the career pathways and employment outcomes for youth from VETiS programs relating to the services industries.

Essentially this will be done by:

- Developing and prosecuting a clear industry position on VETiS that is national and bi-partite.
- Developing and distributing materials and resources that support the position to practitioners and policy makers.

The consultation process involves face-to-face consultations in each state with industry peak bodies, enterprises, Boards of Studies and State Training Authorities. It is to utilise the SSA Industry Advisory Committees for Enterprise representation and the Industry Training Advisory Board network in each state to facilitate effective state based consultations.

Methodology

Stage 1 – Literature search and review

An initial literature search and review was conducted to gather existing information and resources related to VETiS in order to inform the overall project and focus consultations on the critical issues. See *Appendix 1 for the current document listing*.

Summary of key issues and information (as at 20th December 2009)

Scope/Definition of VETiS

Essentially there are a variety of interpretations of the term VETiS including School based VET only or School Based New Apprenticeships and general industry workplace education. Over 90 per cent of schools now deliver some VET subjects. (*National Centre for Vocational Education Research (NCVER) Australian vocational education and training statistics- VET in Schools 2008*)

While VET is an important component of senior secondary programs across Australia, each state or territory system locates VET in a different curricular context. Some systems stipulate that all VET subjects must be accredited, meeting the requirements of the industry-specific Training Packages that are central to the Australian Qualifications Framework (AQF). However, full AQF accreditation is not deemed essential by all systems. There are some systems in which schools may offer VET subjects that are school- delivered and school-assessed only.

Differences such as these between the different states and territories tend to impose broad constraints on how schools implement VET, leading to differences *between* systems. There is also considerable variation in the delivery of VET *within* systems. In each system, some schools go to the very limit of what is possible, offering school based apprenticeships and vigorous multi-strand VET-in-Schools (VETiS) programs that allow students to achieve recognised qualifications and advanced credit in TAFE. Other schools may respond weakly, providing 'taster' VET only, while other schools deliver no VET at all.

Snap shot of different structures (*Variations in VET Provision across Australian Schools and Their Effects on Student Outcomes (ACER) 2006*):

School model with workplace learning:

VET studies are integrated with the senior curriculum and accredited towards the school certificate:

1. All programs incorporate workplace learning (12 per cent of all schools)
2. Strong emphasis on workplace learning (26 per cent of all schools)
3. Weak emphasis on workplace learning (19 per cent of all schools)

TAFE model with workplace learning:

Most VET studies are stand-alone and not accredited towards the senior school certificate:

4. Strong emphasis on workplace learning (13 per cent of all schools)
5. Weak emphasis on workplace learning (13 per cent of all schools)

VET without workplace learning or no VET:

6. VET does not include any workplace learning (10 per cent of all schools)
7. No VET is offered (8 per cent of all schools)

See *Diagram 2 on the next page for an explanation of this snapshot*

Common Concerns:

Essentially the major concern is the inconsistency between VETiS, both within a jurisdiction as well as across Australia. Currently there are no common standards around approval, regulation, resourcing, administration and delivery and monitoring of VETiS. Some States or Territories have high levels of participation but lower average levels of VET hours per student compared to other jurisdictions, which have lower overall enrolments, but higher hours. The differences primarily stem from *two fundamentally different policy perspectives*:

1. One is to provide alternative programs in the senior years of school that will help make school more attractive in order to promote growth in Year 12 completion.
2. The second policy perspective focuses on the role of VET in improving pathways from school to work and further training or study.

Therefore a regulatory approach to improving VETiS outcomes alone will not work. There is a need to determine the primary purpose of VET (specific jobs and tasks in the workforce or acquisition of broad employability skills) – and this would require explicit clarification of expected outcomes, approaches to assessment and the means by which students may move from one component to another.

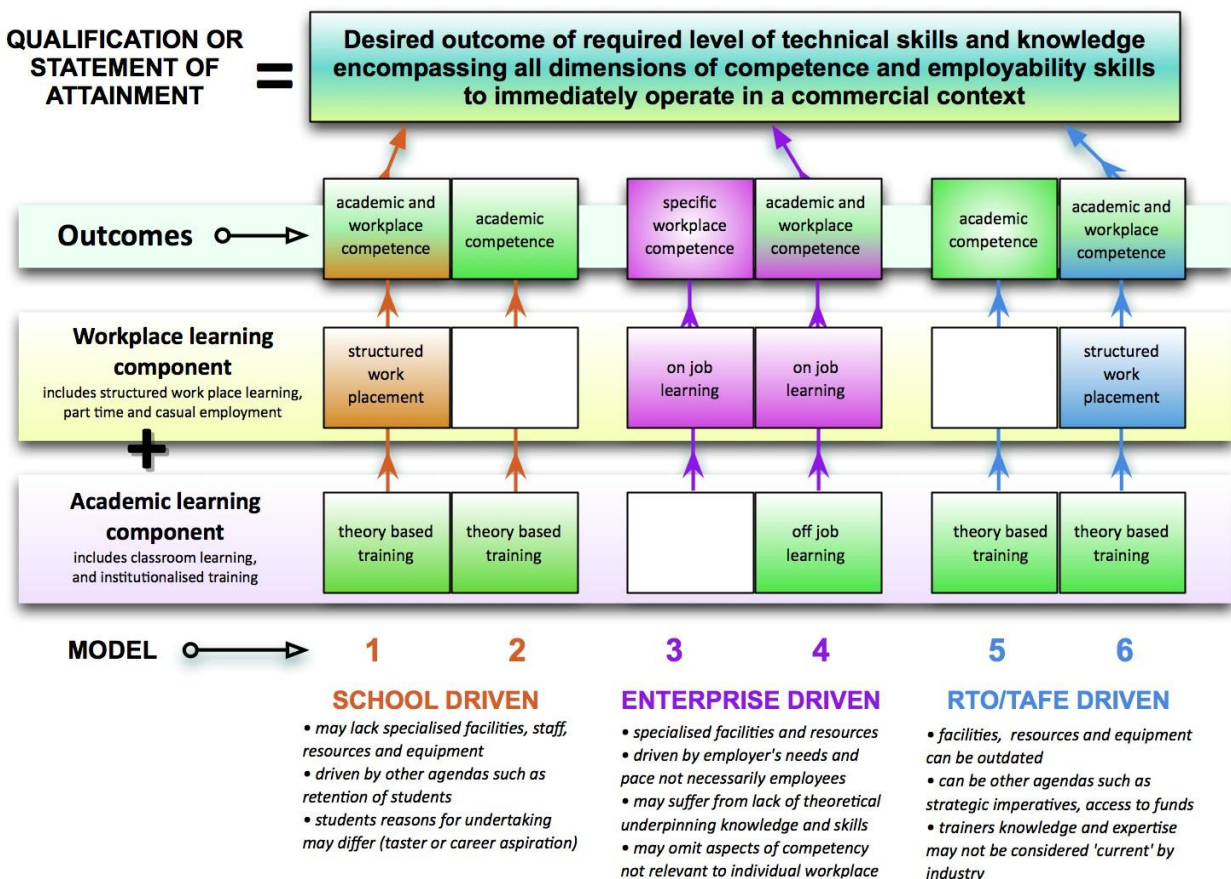
Despite high levels of participation by the full range of students there is a persistent view that VET is a lesser option. This has had a negative impact on support from some principals and teachers. It may also see parents who are keen to encourage their children towards a tertiary destination steer them away from VET in schools.

Initial industry and network advice and some of the literature search papers indicate that for many students, there is a poor alignment between the types of VET programs studied at school and the requirements of the world of work or further study. There is a perception of a lack of current effective career advice. Comments about deficiencies related both to job information and to university course information.

The learning that many school students experience through part-time work opportunities while at school is very influential in terms of motivation and knowledge underpinning choices of future pathways. Hence policy-makers, as well as teachers and career advisers could formally consider part-time jobs, as part of a wider network of learning opportunities beyond the classroom.

Many industry and state advisory board network stakeholders firmly believe that currently careers in the services industries in which students typically work, both during their school years and subsequently (such as retail and hospitality), are not given equal prominence with other industry areas, in terms of advice and information provided to them while at school.

Diagram 2 – Snapshot of Different VETiS Structures



Stage 2 – Development of the Consultation paper

Based on the information gathered from the literature search and review a consultation paper was developed to cover the scope of the project, including:

- purpose of VETiS
- VETiS delivery types
- VETiS issues and needs
- Key areas of focus for industry representatives.

The consultation paper was provided to interviewees as meeting preparation, in order to ensure a common understanding of VETiS and stimulate thinking on the critical issues, rather than used as a survey document. It was also designed to assist in recording information in a systematic way.

Stage 3 – National face to face consultations

An initial road test of the consultation document was conducted in Victoria, NT and SA during March and April. This facilitated a modification to the consultation methodology which was endorsed by IAC members.

The modified methodology used for the face to face consultations in April and May was designed to:

- create an agreed SSA industry position that can be promoted
- gather information on how VETiS is being implemented around Australia
- most critically find a “lever” to get the policymakers to implement VETiS with an acceptance of the industry position (create positive implementation change)
- unearth transferable good practice.

The consultation document, plus the VETiS Project update, the current Service Skills Australia VETiS Policy and the Tourism, Hospitality Workforce Development Strategy document were used as pre-meeting briefing papers for the consultations. This allowed free flowing consultation discussions.

A “progressive logic” approach was used at the end of each consultation where information from previous meetings was road tested to check validity. This was then added to the outcomes of the consultation to create a progressive picture of issues and solutions.

An issues and comments register was compiled during the consultation phase. *See a copy of the register in Appendix 2.* The consultations were held utilising the state ITAB network and contacts via the Service Skills Australia Industry Advisory Council network. The consultations and who attended are listed in *Appendix 3.*

These organisations contacted stakeholders, provided venues, made introductions and assisted with information and logistics. This support is greatly appreciated and acknowledged. The stakeholders who attended consultations and gave freely of their knowledge and expertise (over 300 hours) are also thanked and we hope the recommendations do their time justice.

At the end of May 2010 it was determined that there was enough information from consulting over 60 stakeholders to produce this preliminary report and other stakeholders (including those from ACT, Tasmania and some NSW stakeholders who were unavailable) would be utilised during later phases of the project.

Stage 4 – Collation and analysis of findings

The issues and comments register was reviewed and then cross-referenced with the results of the “progressive logic” approach to create the findings and recommendations contained later in this report. Two diagrams (Diagram 2 and 3) were produced to visually capture and represent the findings. Some direct quotes from the consultation are provided on the next page to illustrate the richness of issues and comments in the consultations.

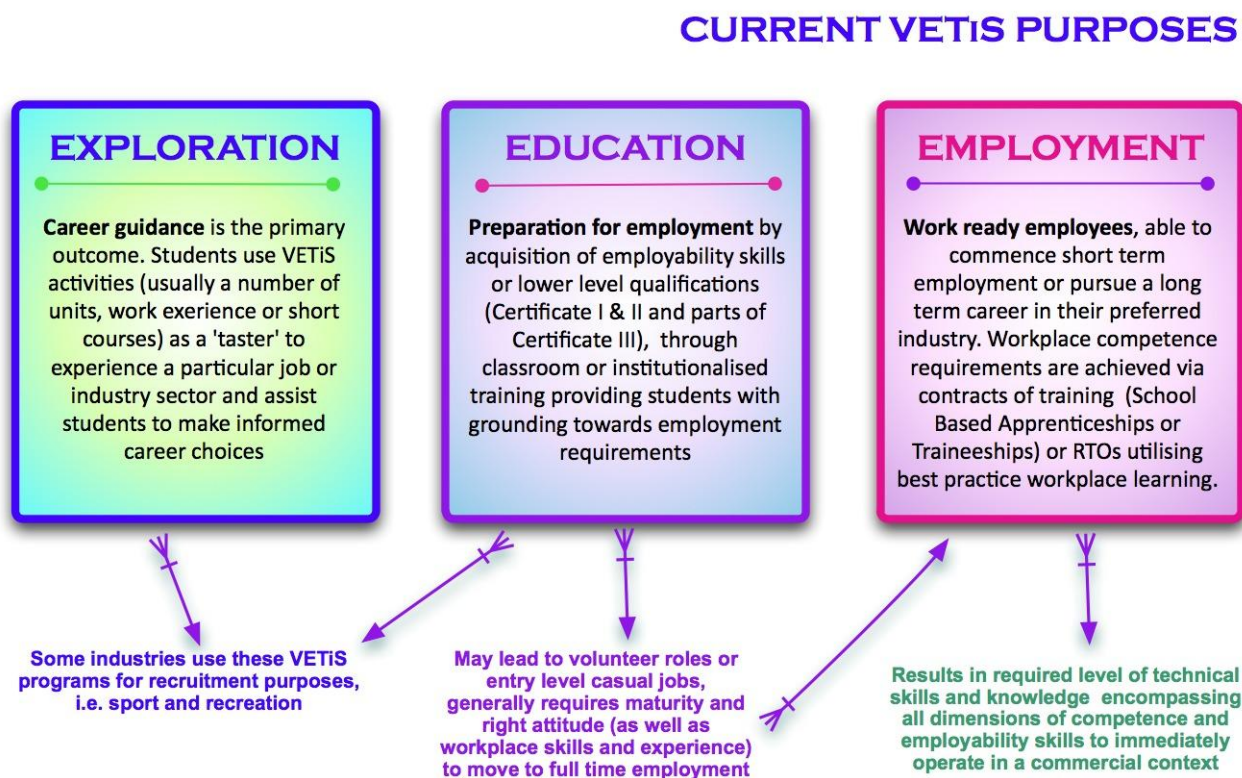
Consultation direct quotes

- Having taster VETiS is important to fire up kids
- *VETiS provides a basic understanding of Industry and is an excellent framework for this*
- The risk area is that schools see Cert 2 to help students get out of bed where others see it as an industrial outcome
- *Trust in the VET system is being lost because the intent isn't clear*
- We run a serious danger of over qualified youngsters who are under skilled and under experienced
- *Kids are becoming "cherry pickers" and industry must understand kids are a scarce commodity*
- Problem of Schools being required to get an outcome for funding. They try VET and then find themselves pushed to deem people competent. What is happening is policy drives bad behaviour
- *The workplace experience in VETiS must be real for the student*
- Trying to deliver a Cert 3 in schools will create a hollow qualification
- *Work placement must be included in all VETiS courses*
- Retail TP allows simulated environments which cannot provide true workplace competency
- *TAFE will do what schools want due to fee gathering imperatives*
- The TP's need structural change to strengthen them to protect the quals and competency
- *Cert 2 in Outdoor Recreation in QLD is used for Educational development for disenfranchised youth. It is clearly not for employment, ... the job outcome is a volunteer*
- VETiS must make students work ready
- *In community recreation VETiS aquatics is a stepping stone to employment*
- There is concern in Retail that VETiS burns financial incentives that could be better used where the employment is actually happening
- *The maturity issue of VETiS students is a critical problem for the Hospitality Industry*
- The remote issue is a problem in VETiS, there is more practical need and less workplace opportunity
- *The Cert 2 in Hairdressing is being used by RTO's as a cash cow in VETiS*
- All partners in VETiS need to understand their roles, responsibilities and the purpose of what they are doing
- *Workplace delivery must be in the training packages as an endorsed requirement*
- Flexible VETiS must break historical school timetabling
- *Service Skills Australia should have a full time VETiS specialist*
- We need to be explicit in the TP's as they have fundamental deficiencies around delivery "the car is badly designed"

Summary of industry consultation findings

1. Key stakeholders in VETiS have such fundamental differences in what they consider is the purpose and expected outcomes that some wish to walk away or ignore this nationally critical skilling opportunity. There is an urgent need for clarity of purpose. See *diagram 3 below*.

Diagram 3 Current VETiS Purposes



The industry position is clear in that they are focussed on getting kids into jobs (employment) which is also the fundamental focus of vocational training where the qualifications are aligned to occupational outcomes. Enterprises achieve commercial benefit from getting skilled youth into employment and are therefore prepared to expend training and development resources. True workplace competence is critical and many commercial stakeholders see employment as the only VETiS purpose.

Industry does not have a problem with education towards employment as long as it is clear this is preparatory and the expectation is not immediate employment. They are also very supportive of career exploration and guidance to help students choose the right career and then come to industry focussed and with the right attitude. Industry does however believe that if VET units or qualifications are used in the exploration and education areas that the integrity of true workplace competence cannot be discredited.

Industry often works in the education and career guidance space for attraction and recruitment reasons and also with a sense of industry or community service. This sense of industry and community service and the attraction of volunteers are stronger in sport and recreation than in some of the other areas of the services industries.

There was a strong industry voice that parents and students must be informed as to the real purpose and likely outcome of programs they were becoming involved in.

2. Stakeholders are struggling to implement a consistent system due to the complexities and speed of policy expectations and change. There is massive variability (excellent to indefensible) in VETiS modules across Australia. There are wide variances in policy, system and course activities occurring in different states and territories in VETiS and a brief snapshot (a more comprehensive breakdown will occur later in the project) of variations discussed during the consultations were:-

Western Australia:

- A complete audit of VETiS input, output and recorded data to achieve better outcome information in the future to facilitate strategic system change.
- Cadetships in tourism
- The School Apprenticeship link and pre-apprenticeship courses are being well received.

South Australia:

- The South Australian Certificate of Education Board dividing TAFE nominal hours by 7 to indicate South Australian Certificate of Education Board points with no workplace requirements.
- Progressive implementation of the VETiS Industry Pathways Programs that break down courses by units of competency and agree with industry which should be delivered in schools.

Northern Territory:

- A new VETiS Department and strategic plan to maximise the outcomes from VETiS in the Northern Territory.
- The pursuing of VET skills sets in middle school to encourage more youth into vocational and employment training.
- Fulltime VETiS Departmental Officers employed to specifically track outcomes of VETiS
- A focus on dealing with remote issues through special resources and open education. The national broadband network is critical here.

Victoria:

- The VET Credit matrix is not yet implemented, but it may have national implications
- Demand stimulation and Skills for growth policies are creating VETiS and ongoing opportunities
- Some Certificate II VETiS courses are locking students out of employment that has already been linked to Certificate II training by employers

New South Wales:

- There are curriculum documents for VETiS
- VETiS is being utilised in Years 9 and 10 (middle school)
- Indicative hours are being used in VETiS which are less than TAFE nominal hours
- Students can do a retail exam worth 20% of the HSC.
- Full institutional Certificate III's are being offered in Year 12 in Hair and Beauty.

Queensland:

- There has recently been well received ITAB engagement in VETiS practice to provide advice and to help improve delivery, outcomes and industry linkages
- Policy makers are pushing School Based Apprenticeships, and School Based Traineeships.
- Policy provides a student learner account until 21years entitling them to training.

3. There is a significant need and opportunity to provide specific requirements, guidance and good practice examples. Many stakeholders expressed a desire for clear and explicit guidelines.
4. The consultation clearly shows that the diversity across the services industry requires different VETiS pathways due to variations in industry characteristics, industry philosophies, regulation,

award considerations and workplace engagement. This means that VETiS must be considered on an individual industry sector (training package) basis.

5. There was a consistent strong industry message about VETiS focused on job skills. The message indicates:
 - a. Real workplace competence is a non negotiable.
 - b. Certificate III should not be substantially completed in VETiS.
 - c. Regulatory, age, award and other employment realities must be understood and considered by policy makers, schools, RTO's and students. (For example the implications relating to the Responsible Service of Alcohol.)
 - d. Many students have significant attitude, maturity, language, literacy and numeracy issues that need to be resolved prior to significant workplace engagement.
 - e. The Training Packages and associated documents must be prescriptive enough to allow the integrity of industry outcomes to be enforceable.
 - f. Work realities in the services industries require a flexible approach to work placement from schools, policy makers and providers. (This includes out of school working hours, uniform requirements and unpopular work tasks as part of a normal working day.)
 - g. Industry supports School Based Apprenticeships, School Based Traineeships and well-delivered pre-apprenticeship courses with strong workplace training.
 - h. Some industry sectors (such as sport and recreation) see VETiS as a valuable educational and experiential process to gain employability skills and use it as an attraction and recruitment mechanism.

6. Quality issues (not just limited to VETiS) were a key component of consultations and included:
 - a. Poor delivery
 - b. Poor assessment
 - c. No training in a real commercial environment (concerns over institutional delivery)
 - d. Trainers without current Industry competence
 - e. No linkages and networks to industry
 - f. The impact of non VET policy makers undermining the integrity of VET requirements.

There are some very positive reports about the impacts of VETiS on students and some excellent best practice provided by a range of stakeholders including schools, RTOs, Departments of Education and Board's of Study. It is planned that this excellent practice will be highlighted and used as exemplars in the production of guidance and resources later in this project.

Unearthed during the consultation were some examples of policies and courses that clearly demonstrated what industry considered as completely unacceptable VETiS. This included:-

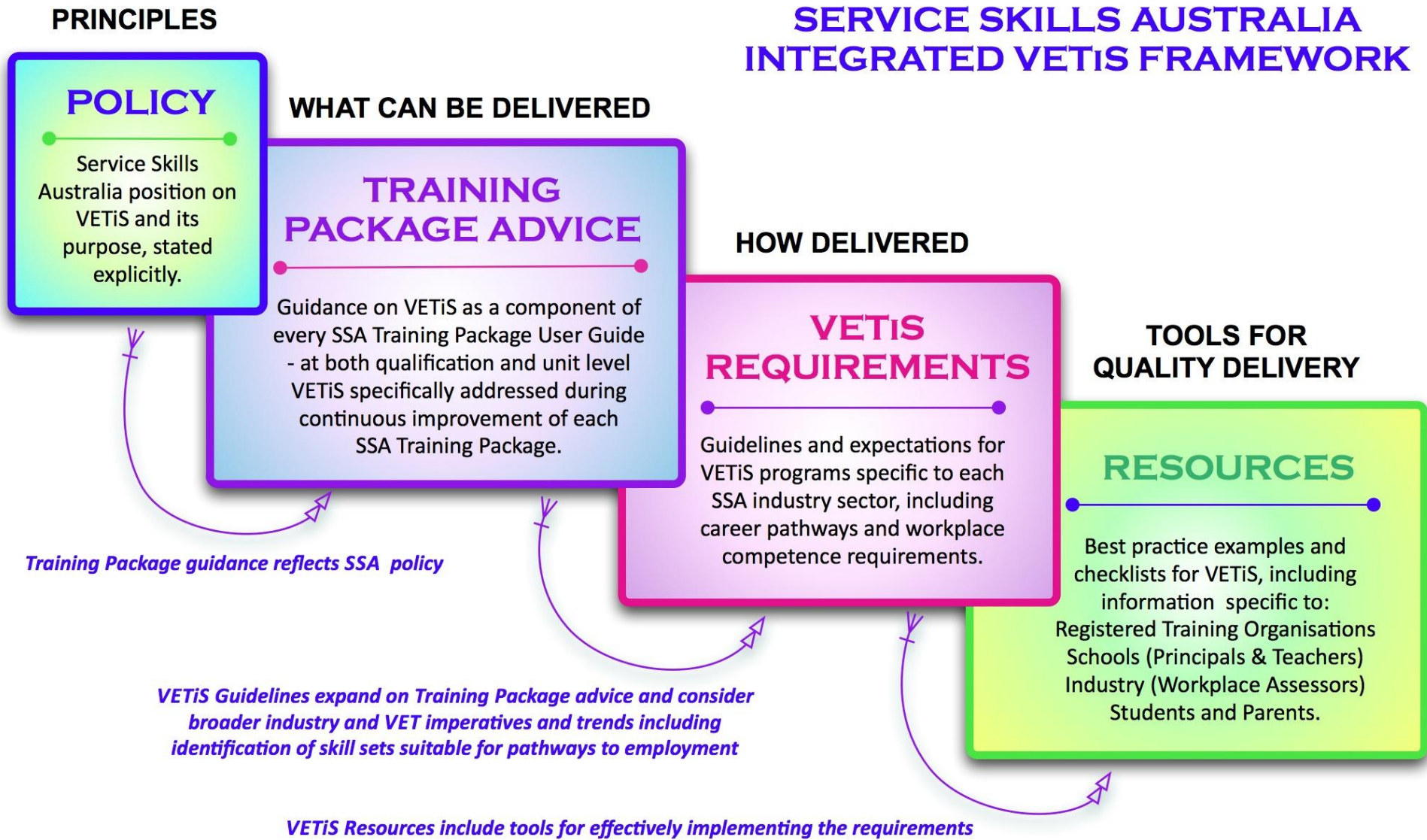
- A full Certificate III in Retail delivered in 180 hours in Year 12 in a simulated environment with no workplace requirement.
 - Indicative hours for VETiS courses that provide less hours than nominal hours with no workplace requirement.
 - Full institutional Certificate III in Hairdressing in Year 12.
 - Certificate III in Commercial Cookery being delivered in 24 to 26 weeks in Year 12.
 - Teachers being given RPL for Certificate II in Retail (to train) based on their shopping ability.
 - Early sign off of VET qualifications with no employer involved.
7. There was concern expressed in a number of consultations as to how credit recognition processes for VET qualifications were being calculated and aligned to the academic streams of Certificates of Education and linked to the pursuit of University entrance requirements. There was a strong voice that damage was being done to VET and various state Certificates of Education in this process. Many of these discussions were based on the fundamental premise that workplace experience and competence was being undervalued in these credit recognition processes.

 8. There is relative consensus through the consultation around the required actions for Service Skills. It should be noted that specific industry sector variations need to be taken into consideration in

these findings - see *diagram 1 on the next page*. This is discussed in greater detail in the recommendations.

Diagram 1 - Recommended Integrated VETiS Framework for adoption by Service Skills Australia

SERVICE SKILLS AUSTRALIA INTEGRATED VETiS FRAMEWORK



Recommendations

There was relative consensus throughout the consultation around the required actions for Service Skills Australia. Based on the findings and analysis of the information gathered, the recommendation flow is to:

1. Adopt the integrated framework strategy (see diagram 1 on previous page)

The Framework components are:

- Strong policy that explicitly articulates SSA's position on VETiS.
- Specific Training Package and User Guide advice that reflects the policy.
- Detailed industry specific workplace competence requirements for VETiS programs, which expand on Training Package and User Guide advice.
- Best practice tools to facilitate effective delivery of VETiS according to requirements.

There is a critical need for integration to ensure the initial experience of VET is positive for all stakeholders in order for it to effectively operate as a workforce recruitment and development vehicle. This importance cannot be understated given the crucial concentration of youth in the services industries.

2. Strengthen the SSA VETiS policy

Key areas of the policy that require strengthening are:

- Definition of purpose (see diagram 3 on page 11), acknowledging industry specific variations
- Non-negotiable requirement of true workplace competence (regardless of single unit or whole qualification delivery)
- Certificate III should not be substantially completed in VETiS

See Appendix 4 for the existing SSA VETiS policy.

3. Set in place VETiS Continuous Improvement mechanisms for all SSA training packages

VETiS needs a specific strategy during Continuous Improvement of every training package to ensure issues are addressed and sufficient quality and quantity of information is gathered to ensure the Training Package and User guides provide clear and unambiguous direction on what can be delivered.

This process should engage industry in a strategic discussion on VETiS purpose and industry recruitment mechanisms to ensure issues related to pathways below entry employment level qualifications are addressed. This process should not have to be repeated in each state.

The continuous improvement mechanism must have clearer links to other strategic SSA work (such as the escan, User Guides, Right Way) to ensure wider policy and strategic directions impact positively on the Training Package continuous improvement outcomes. External influences including Industrial Relations and national and state funding and policy imperatives must also be integrated into the VETiS review during Training Package Continuous Improvement.

4. Develop and test first wave requirements and resources

Development of guidelines and expectations for VETiS programs specific to each SSA industry. Produce best practice examples and include checklists and information for each key group linked to implementation:

- RTOs
- schools (principals and teachers)
- industry (workplace assessors)
- students and parents.

A strategy for marketing and distributing these resources should be developed to ensure all critical stakeholders have the opportunity to access them. The greatest take-up will ensure sufficient feedback can be gathered on their suitability.

This will then lead to a strong position from which Service Skills Australia can:

5. Prosecute the integrated framework outcomes to critical policy makers to create policy change

Obtain major industry stakeholder sign off on the SSA VETiS implementation framework.

SSA should then, in partnership with key industry stakeholders and the state and territory industry training advisory network implement a concerted effort to engage with critical policy makers from DEEWR, State & Territory Education Departments and their Boards of Studies to prosecute the framework.

With the support of the network SSA should seek to encourage these policy makers to align their policy, funding and guidelines to the best practice framework, particularly with regard to clarity of purpose.

6. Manage the ongoing Continuous Improvement, resulting in a 'second wave' of resources and updated industry pathway requirements

As each Training Package is reviewed via Continuous Improvement, feedback should be sought on the suitability of 'first wave' resources and any required amendments. Information related to any additional content required and new best practice examples gathered should inform the production of improved 'second wave' resources that accurately outline the requirements, based on updated Training Package VETiS advice. Intelligence from the SSA escan must also be fed into this system to ensure wider industry trends are considered.

This recommendation must be directly linked with recommendation 7 to ensure broader context implications are considered.

7. Implement monitoring mechanisms linked to VET changes to test and improve VETiS outcomes:

There needs to be a strategic and systematic approach to incorporating intelligence and changes from the broader VET context, for example:

- AQF 2010
- Vet Products for the 21st Century
- National Curriculum
- COAG directives
- State/Territory Education & VET Policy.

8. Encourage good and challenge poor VETiS practice utilising the framework outcomes and resources

SSA must be prepared to act assertively in challenging poor practice and championing best practice related to VETiS.

Appendices

Appendix 1 Literature search

Appendix 2 Issues register

Appendix 3 Consultation detail

Appendix 4 Existing SSA VETiS Policy

Appendix 1 Literature search

VETiS – LITERATURE SEARCH Summary of documents sourced (September 2010)

Ref	Author & Title	Type	Size	Comments
1.	MCEETYAV.pdf	Research 2004	30pp	Stats on students enrolled in Vet 2004 by industry sector p.11
2.	NCVER200.pdf	Research Report 2006	24pp	Stats on VETiS as above
3.	NCVERHav.pdf Have school vocational education and training programs been successful?	Research Report 2006	77pp (30p append)	This report investigates whether school vocational education and training (VET) programs provide successful outcomes for their participants
4.	NCVERHow.pdf How workplace experiences while at school affect career pathways	Research Report 2005	66pp	Workplace experiences and career pathway links Implications for policy and practice
5.	NCVERVar.pdf Variations in VET Provision across Australian Schools and Their Effects on Student Outcomes (ACER)	Research Report 2006	56pp	Data from 1999-2002 Categorises VETiS into 7 types
6.	NCVERVET.pdf VETiS 2005 Aust. Vocational Education and Training Statistics VET in Schools	Statistics 2005	8p	Stats on participation and outcomes
7.	Strategi.pdf Strategic evaluation of VETiS in NSW, Bert Evans	2005	49pp	Analysis of VETiS in NSW with recommendations
8.	15-10-01 ECEF Final Practical Guide.pdf Linking retail VETiS with casual work – a practical guide ECEF How to do it Kit.doc ECEF Retail Targeted Industry project - A practical guide.pdf	Practical guide 2001	30pp	Practical steps for crediting casual work against Cert 11 in Retail, inc. case studies Pdf = earlier versions
9.	Assessment sample edit.doc	tool	8p	Assessment sample related to above guide
10.	ECEF Retail Targeted Industry project templates.pdf ECEF Templates1.doc	tool		PDF and word versions of templates used in ECEF
11.	Item 4 3 ECEF.ppt Enterprise and career education foundation	Promo ppt	5 p	Snapshot of ECEF project Retail Vet in Schools
12.	AssessmentGuideFinal.doc (NSW WRAPS)	2000 tool	30pp	This guide has been developed to assist people who are assessing against the National Retail Training Package (NRTP).
13.	CONSUL~3.DOC			Brief for project

14.	DEEWR Report - Trade Training Centres in schools program.doc	2009 guideline	34pp	<i>Trade Training Centres in Schools Program</i> guidelines
15.	Emailing Campus Review - Reassessing VET in schools.htm.htm	Online comment	1p	John Mitchell comment on VETiS
16.	Final report on ANTA quality in VET in Schools project.pdf KPA consulting	2003 research report	68pp	Research into AQTF in schools, concerns by industry of institution based delivery and coverage of VETiS program Information dated (ANTA)
17.	Implementation guidelines for school to work in retail.pdf	guideline	3p	Not dated or attributed to anyone Guidelines for school to work in retail Program
18.	Issue Paper VET in Schools v1.lnk			Unable to open
19.	Jul13 young and vast the new working class The AGE.doc	Newspaper article 2009	3p	Article on young people and part-time work & study
20.	National data on participation in VET in Schools programs for the 2002 school year.pdf	Statistical report 2003?	26pp	Stats on students enrolled in Vet 1997–2002 Stats on Growth in VET
21.	National Evaluation of School-based new apprenticeships - Part 1.pdf Allen consulting National Evaluation of School Based New Apprenticeships - Part 2.pdf	2002 report & case studies	75pp	Part 1 Talks about 3 models: Enterprise driven School driven Coordinated (i.e. GTC lead) Critical success factors p10 Part 2 consists of case studies
22.	National guidelines for school based new apprenticeships.pdf	2003	18pp	Draft document Info on roles and responsibilities
23.	National Mapping of Teacher Professional Learning Project.pdf Monash University	2008	281pp	VETiS chosen by schools as PD topic (12% in 2008 compared to 19% in 2000) p66 Minimal value to this project
24.	Principles for the introduction of traineeships and apprenticeships in schools.pdf	Not dated	5p	Dated – refers to ANTA
25.	Schools that will receive funding round one (phase one) and their projects.pdf			List of schools – useful for case studies?
26.	SSA VET in Schools policy statement.pdf	policy	5p	Appears to be a working draft with comments and no date. Part discussion, part policy, part position statement
27.	VET in Schools working group 2003.pdf	2003	6p	Teleconference minutes - dated
28.	VET in the South Australian Certificate of Education.pdf	2009	4p	SA ISB position on VET in SOUTH AUSTRALIAN CERTIFICATE OF EDUCATION
29.	NT School based apprentices and trainees policy	2009	7p	2 key principles: flexibility & communication details on min. days in workplace, training modes, supervision, wages etc.

30.	Trade Training Centre qualifications.docx	Not dated	3p	SSA position re hairdressing and Hospitality in trade training centres
31.	assessment guidelines.pdf	2007	358pp	SIT07 Assessment guidelines p330 onwards describes specific resources required
32.	Hospitality environments.pdf	2007	9p	Extract from above SIT07 Assessment environment
33.	VET discussion paper "improving the delivery of VETiS' PhillipsKPA	2007	26pp	Victorian Dept of Ed P9 proposals for improvement
34.	What makes VETiS work? Janet Porter	2006	31p	
35.	School based apprenticeships and traineeships in NSW 2007 guidelines	2007	40	Details such as contracts, training plans, entry, responsibilities
36.	Making VET in Schools work: a review of policy and practice in the implementation of vocational education and training in Australian schools. Paper1rryan.pdf Robin Ryan	2002	16	Academic paper
37.	VET in NSW Schools Statement of purpose	2006	4	What NSW intends to do in VETiS
38.	Vocational Education and Training (VET) in Schools (VIC). pdf	2009	8Pages	
39.	VIC DEECD VETiS Policy.pdf	2009	4 Pages	Department of Education and Early Childhood Development Statement on forward directions for vocational learning in schools
40.	Hospitality Completion Statistics 2008.pdf	2008	2 pages	VCE Unit Completion Outcomes - 2008
41.	Tourism Completion Statistics.pdf	2008	3 pages	VCE Unit Completion Outcomes - 2008
42.	Sport & Rec Completion Statitics.pdf	2008	5 pages	VCE Unit Completion Outcomes - 2008
43.	WRAPS Completion Statistics.pdf	2008	6 pages	VCE Unit Completion Outcomes - 2008
44.	Senior Secondary Certificate Statistical Information 2008.pdf	2008	6 pages	Senior Secondary Certificate Statistical Information 2008
45.	VETiS Statistics 2008.pdf	2008	11 pages	Senior Secondary Certificate Statistical Information 2008
46.	Vocational Education & Training in Schools – Good Practice Care Studies.pdf	2006	24 pages	A I S V Survey 2006
47.	Whittlesea Secondary College and VET.pdf	2008	3 pages	

48.	The Cost of VET in Schools: An analysis of the costs of delivering VET in Schools including an analysis of cost efficiencies – Final Report.pdf	June 2003	207 pages	
49.	Principles and guidelines for improving outcomes for vocational education and training (VET) in schools (2005-2006) [an ANTA publication]	Manuals and Guidelines 2004	10 pages	
50.	CAREER AND TRANSITION SERVICES FRAMEWORK: an effective national approach to youth transitions.pdf	Framework 2003	8 pages	
51.	ACTION PLAN to implement the Ministerial Declaration <i>STEPPING FORWARD - improving pathways for all young people.pdf</i>	Action plan 2003	3 pages	
52.	MCEETYA Framework for Vocational Education in Schools.pdf	Framework	28 pages	

VETIS – LITERATURE SEARCH Summary of key issues and information

Scope/Definition of VETiS

Essentially there are a variety of interpretations of the term VETiS. School based VET only or School based new apprenticeships and general industry workplace education?

MCEETYA considers a VET program to be a VET in Schools program if:

- it is undertaken as part of a senior secondary certificate; **and**
- its completion by the student provides credit towards a recognised qualification within the Australian Qualifications Framework.

Over 90 per cent of schools now deliver some VET subjects. While VET is an important component of senior secondary programs across Australia, each state or territory system locates VET in a different curricular context. Some systems stipulate that all VET subjects must be accredited, meeting the requirements of the industry-specific Training Packages that are central to the Australian Qualifications Framework (AQF). Subjects that meet AQF requirements are known as VET-in-Schools subjects (and are referred to in this report with the acronym VETiS, with the term VET used to describe the other VET programs offered in school). However, full AQF accreditation is not deemed essential by all systems. There are some systems in which schools may offer VET subjects that are school-delivered and school-assessed only.

Differences such as these between the different states and territories tend to impose broad constraints on how schools implement VET, leading to differences *between* systems. There is also considerable variation in the delivery of VET *within* systems. In each system, some schools go to the very limit of what is possible, offering school-based apprenticeships and vigorous multi-strand VET-in-Schools (VETiS) programs that allow students to achieve recognised qualifications and advanced credit in TAFE. Other schools may respond weakly, providing ‘taster’ VET only, while other schools deliver no VET at all.

School systems and authorities generally interpret Structured Workplace Learning (SWL) as learning opportunities that are integrated into a VET program and take place in a workplace or simulated workplace. SWL is generally structured, monitored, regulated and assessed.

Snap shot of different structures (Variations in VET Provision across Australian Schools and Their Effects on Student Outcomes (ACER) 2006):

School model with workplace learning: VET studies are integrated with the senior curriculum and accredited towards the school certificate:

1. All programs incorporate workplace learning (12 per cent of all schools)
2. Strong emphasis on workplace learning (26 per cent of all schools)
3. Weak emphasis on workplace learning (19 per cent of all schools)

TAFE model with workplace learning: Most VET studies are stand-alone and not accredited towards the senior school certificate:

4. Strong emphasis on workplace learning (13 per cent of all schools)
5. Weak emphasis on workplace learning (13 per cent of all schools)

VET without workplace learning or no VET:

6. VET does not include any workplace learning (10 per cent of all schools)
7. No VET is offered (8 per cent of all schools)

Common Concerns:

Essentially the major concern is the Inconsistency between VETiS, both within a jurisdiction as well as across Australia.

Currently there are no common standards around approval, regulation, resourcing, administration and delivery and monitoring of VETiS. Some States/Territories have high levels of participation but lower average levels of VET hours per student compared to other jurisdictions, which have lower overall enrolments, but higher hours.

The differences primarily stem from *two fundamentally different policy perspectives*:

3. One is to provide alternative programs in the senior years of school that will help make school more attractive in order to promote growth in Year 12 completion.
4. The second policy perspective focuses on the role of VET in improving pathways from school to work and further training or study.

Therefore a regulatory approach to improving VETiS outcomes alone will not work. There is a need to determine the primary purpose of VET (specific jobs and tasks in the workforce or acquisition of broad employability skills) – and this would require explicit clarification of expected outcomes, approaches to assessment and the means by which students may move from one component to another.

Despite high levels of participation by the full range of students there is a persistent view that VET is a lesser option. This has had a negative impact on support from some Principals and teachers. It may also see parents who are keen to encourage their children towards a tertiary destination steer them away from VET in schools.

For most students, there is a poor alignment between the types of VET programs studied at school and the requirements of the world of work or further study.

There is a perception of a lack of current effective career advice. Comments about deficiencies related both to job information and to university course information.

Some have a concern that undertaking a school-based New Apprenticeship could narrow students' options. Actions could include ensuring that school-based New Apprentices also undertake work experience, and providing encouragement and support to those who aim for university.

The learning that many school students experience through part-time work opportunities while at school is very influential in terms of motivation and knowledge underpinning choices of future pathways. Hence policy-makers, as well as teachers and career advisers could formally consider part-time jobs, as part of a wider network of learning opportunities beyond the classroom.

Currently careers in the industries in which students typically work, both during their school years and subsequently (retail and hospitality), are not given equal prominence with other industry areas, in terms of advice and information provided to them while at school.

Appendix 2 Issues register

VETiS Consultation Register - Issues/Comments

General

- VETiS is producing hollow qualifications
- The fundamental VETiS question is why can't kids get jobs
- Poor VETiS will reduce the value of Year 11 and 12 education
- VETiS is the poor cousin to academic pathway
- Parents need educating about VETiS
- Really successful VETiS needs to break the back of an RTO driven system (It must be Industry driven)
- Career advisors play a key role in developing the new PLP, this requires PLP resources where industry and Service Skills Australia has a role
- Having taster VETiS is important to fire up kids
- In NSW there are kids as young as 12 working. This impacts on VETiS expectations
- VETiS is to keep kids in school and employment is not a primary focus
- VETiS must acknowledge the regulatory environments
- VETiS methodology must take into account the casualisation of the Service's Industries
- VETiS must be meaningful from a youth perspective
- The SSA E-Scan indicates that VETiS must lead to meaningful jobs for young people
- There are VETiS policies where students cannot be paid, this creates a barrier
- VETiS provides a basic understanding of Industry and is an excellent framework for this
- VETiS must bring the reality of life and basic work skills into school, this is important
- University entry scores are driving VETiS decisions for students
- VETiS school based apprenticeship and traineeships are not a problem
- VETiS has 3 purposes, these are career development, educational and true VET towards employment
- True VETiS must have vocational competence
- The risk area is that schools see Cert 2 to help students get out of bed where others see it as an industrial outcome
- Students should not be undertaking VETiS for points
- No one knows whether there are any real outcomes from VETiS, questionable destination information
- The Education Sector are taking over Cert 1 and 2, with schools as RTO's with no quality
- VETiS is a holding ground and babysitting facility for school students
- RTO's are de-valuing VET in VETiS
- VETiS is about bum's on seats
- The real value of VETiS is as a taster/preparatory program around employment skills and wellbeing
- Hollow VETiS qualifications also put students outside the employment market
- The University entry rank system is driving higher qualifications in VETiS
- VETiS is a "dogs breakfast" trying to create balance between an educational system and a real assessment system
- Equivalence between Institutional and work based competence is a lie
- Don't cut off traineeships, run generic courses that are pre-apprenticeship level
- Trust in the VET system is being lost because the intent isn't clear
- VETiS should only have CERT 1 and 2 in Schools
- There is a concern that there is a disconnect between year 11 and 12 and the VETiS courses available. Students can do Cert 2 in year 11 and are not supposed to do Cert 3 in year 12
- Kids are not industry ready at middle school and VET in middle school will be problematic. Schools as a simulated mini world may be the answer here rather than sending them to industry too early.
- VETiS is about the importance of worthwhile engagement. Don't de-value VET and don't de-value kids
- There is a shock between school and work
- Kids need to understand work realities
- Cert 1 definitely has value for some students
- Is it all about a true competency outcome
- Vocational is in the workplace and VETiS is vocational
- Pre-apprenticeships are seen as good value in VETiS. Especially those that give clear credit against the apprenticeship
- Quality issues are not just in VETiS

- Why can't VETiS be a combination of Institutional and Industry learning? Current Institutional VETiS is a taster and not VET
- We run a serious danger of over qualified youngsters who are under skilled and under experienced
- Workplace competence is so critical. It is not there with VET or VETiS students. We feel like we are starting again when we get them
- VETiS qualifications with occupational outcomes must make students work ready
- There is a huge gap between qualifications and work reality
- It would be good if Students were trained just to have the right attitude and to turn up on time

Industry

- Industry has concerns about the Award implications linked to VETiS qualifications
- The critical industry issue is to ensure workplace competency
- Industry has had no faith in VETiS outcomes
- VETiS needs industry confidence
- Industry must also take responsibility for VETiS
- Industry must be a willing partner
- Kids are becoming "cherry pickers" and industry must understand kids are a scarce commodity
- WRAPS IAC of SSA has significant concerns about VETiS
- Employers have unrealistic expectations of the outcomes of VETiS
- Industry often feel that they are child minding when asked to provide VETiS work experience
- Industry believes VETiS money should go back into TAFE and Industry to train mature workers
- The Industry cost of engagement in VETiS is too high. We need to interview students for real VETiS (Screening)
- Industry needs more "Career Orientated" youngsters who can go on to be Supervisors and Managers
- Industry must put up work placements

Policy Drivers

- Capital Grants for technical equipment is driving training rather than demand driving training
- VETiS is being driven by COAG goals, getting qualification numbers and bum's on seats in schools
- COAG will push VETiS due to participation requirements
- Between training and education departments it is critical that someone is controlling quality in VETiS
- What are the policy roadblocks and problems? We must unpack the money flow to make this work better
- Learn or earn to 17 pushing VETiS
- NQC has a responsibility to not let the quals get destroyed in VETiS
- The AQF alignment of qualifications must not discredit Cert III against the HSC.
- C3 = HSC is going to damage VET
- You never get to meet the top level NSW Board of Studies people and they are not listening
- VETiS funding is a key issue and the funding models are driving VETiS behaviour
- The WA Government was funding all VETiS and is now funding priority skills. The critical or priority skills list should not negate the general education benefits. The disadvantaged are losing out
- Constantly moving funded buckets with different policies and programs is creating problems for schools and RTO's
- Good VETiS concepts should be funded through the Principal with funding for continuation based on outcomes
- Political will in VET is driven by numbers
- There is a lack of funding for VETiS "support people" such as VET co-ordinators
- WA will have a VETiS sub-committee to the State Training Board. VETiS is seen as a critical issue
- Problem of School being required to get an outcome for funding. They try VET and then find themselves pushed to deem people competent. What is happening is policy drives bad behaviour

Schools

- Parents and students are the silent majority in this project
- Schools are not well placed to understand the VET system
- Schools think in an Academic framework
- The Industry-Schools link is critical
- Schools loathe to pick high risk VET pathways - choose low resource and easy courses e.g. retail

- Schools being pushed by policymakers into VETiS
- Schools need to see kids engaged in VETiS outside school hours as a benefit
- Schools expecting SBA's to occur in a school week is unrealistic in a Service's Industries
- VETiS costs and timetabling are a problem for schools
- Schools have problems recognising value in VET courses
- Teacher's feel pressured as they are having trouble obtaining work experience to go with VETiS
- There is often an issue of releasing students for work
- School administration need professional development about VETiS
- There should be forums for Principals on VETiS
- Trade training centres should only provide students progress to a Cert 3
- The logistic problems of VETiS relating to timetabling and duty of care are restricting good VETiS
- Career teacher have no concept of work issues
- The capacity of and choices made by schools is restricting VETiS
- Many students are facing problems of availability of courses because you can't do them in some schools
- Principals are beginning to understand VET is WA
- Hospitality/Tourism schools in QLD doing a good job of VETiS
- Trade training centres are a questionable inclusion
- Student maturity levels are critical and a major problem in achieving VETiS outcomes
- Schools/Principals/Teachers do not understand VET fundamentals
- There is a major problem of VETiS being fitted around school timetabling. We are re-educating Students doing work experience from one week to the next. Work experience needs to be chunked
- Cert 3 schools should be SAT

Delivery

- The workplace experience in VETiS must be real for the student
- Training quality is a major issue
- Employers want the Student to work more than one day per week in SBA's
- Trying to deliver a Cert 3 in schools will create a hollow qualification
- You can only deliver components of Cert 3 in schools
- VETiS is creating youngsters who expect the same wage as a 22-24 year old experienced worker, this is not going to happen
- Who is properly promoting good VETiS such as SBNA's?
- Cert 3 in Commercial Cookery is being delivered in 24-26 weeks in TAFESA and the outcomes are not right
- There must be industry lead VET delivery
- Don't give kids boring units first
- Literacy and numeracy need to be embedded around VET skills
- There needs to be an agreed level of work place literacy and numeracy with industry
- Literacy and numeracy needs to be agreed on a task basic with industry
- Work placement must be included in all VETiS courses
- The quality, qualifications and experience of trainers and assessors in VETiS is a major issue
- There is no requirement for workplace place training
- Retail TP allows simulated environments which cannot provide true workplace competency
- No on the job skills requirement
- Work placement requirements being understated with as little as 30 hours seen as sufficient
- How you achieve competency is a critical issue. It cannot be achieved through curriculum
- VETiS in NSW also driving graded assessment in a competency-based system.
- QLD also have a grading push
- There needs to be good RPL for young people
- TAFE will do what schools want due to fee gathering imperatives
- VETiS should include workplace maths problems including such things as discounts
- VETiS must include understanding and preparing for the world of work
- Sport and Recreation VET must have Sport and Recreation delivery
- Quality VET has got to be in the workplace not simulated or classroom
- The issue in VETiS is the same as VET in general, is it all about questionable delivery
- In QLD kids are getting Cert 4 and Diploma's from RTO's outside schools as a credit grab
- QLD Board of Studies is not encouraging the completion of Cert 3 in VETiS
- In fitness under test 50% of Cert 3 and 4 registered fitness professionals are failing Cert 3 questions. This indicates a major problem with the quality of delivery in VET
- Weak auditing is causing a lot of VETiS issues

- There is fundamental conflict in VETiS between an institutional (teaching delivery) and a work based (assessment delivery)
- It is a delusion that you can embed literacy and numeracy in workplace learning
- In QLD teachers who are not qualified and not experienced are delivering VETiS
- We need engaging VET
- The apprenticeship model needs rethinking with different best practice models and different learning strategies. Must not be only vocational outcomes
- Industry involvement in VETiS delivery is critical or there will be gaps in core technical skills and there will be out dated skills
- In hospitality you must clearly define the assessment environment to protect workplace competence
- VET is not for 25 kids in a classroom
- The quality of delivery is an issue throughout VET and not just VETiS
- There is a danger in offering skills sets and I would rather see a good pre-apprenticeship program
- RTO's often wonder is VETiS is worth the money
- Literacy and numeracy are creating significant issues
- Concern over quality, particularly simulated environments
- VETiS attrition rates are terrible, the need is for case management of VETiS students
- SBA and SBT industry partners are not seeing the training providers on site
- There are major concerns around non-local RTO's and training quality. This needs to be resolved
- Treat students like they are in the workplace. Hard and disciplined
- Teach kids how to operate in a work environment, with consequences, rights and responsibilities
- There have been issues around school rules and SBA's started late. The solution should not be based around school wants
- There are concerns over early completion sign off in VETiS in WA
- There are some Year 10s doing VETiS in QLD
- Schools/RTO's must be aggressive about imparting work ethic on VETiS students
- Completion rates are a problem if you are serious about VETiS
- School rigour around VETiS delivery must be RTO/TAFE driven
- The variation of what is considered Industry standard "competence" is enormous

Training Packages

- Training packages need to be more prescriptive
- Units of competency have no on the job skilling requirement
- Units of competence must have the integrity of an ISO standard
- Units of competence must be auditable
- There must be a rigorous progression through the TP in VETiS
- The TP's need structural change to strengthen them to protect the quals and competency
- Training packages cannot say what they need to say about true employment outcomes due to policy
- Workplace delivery must be in the training packages as an endorsed requirement
- Many sports are indifferent to the training packages, this obviously restricts VETiS links to employment
- The TP needs to be robust in saying who the delivery is for
- We need to look at the UK model with a curriculum stream and a competence stream
- In Sport and Recreation we need good preparatory and foundation qualifications
- The Hospitality and Tourism packages are better than they were
- TP's train to a 3-star level, this is a problem if your Enterprise has higher expectations
- Cert 3 simulated environments are detrimental to everyone

Sector Specific - Sport and Recreation

- There is not a lot of obvious VETiS good practice in Sport and Recreation
- Most examples of good practice are in other industries, not in Sport and Recreation
- Fitness must be delivered by private RTO's and not schools
- Kids and parents must understand that you have to be 18 to start in Fitness and Outdoor Recreation
- Cert 2 in Outdoor Recreation is well delivered, but it is a taster
- Cert 2 in Outdoor Recreation in QLD is used for Educational development for disenfranchised youth. It is clearly not for employment, youngsters not getting a job. The outdoor component is critical to engage the youth, the job outcome is a volunteer
- Sport and Recreation VETiS is an experience, it is not about employment

- Sport and Recreation VETiS is only a taster
- Fitness want more school based trainees trained in the right way and understanding Industry realities
- Fitness must not be delivered in simulated gyms or groups
- The average registration of a fitness instructor is 2 to 3 years, parents need to understand these IR and wage realities
- Quality of training delivery in fitness is such an issue that we re-train most Cert 4 graduates who come to us
- Training delivery in Cert 3 in fitness is so bad we say no to applicants with just this qualification
- In community recreation VETiS aquatics is a stepping stone to employment
- Industry is encouraging Aquatics VETiS but quality of delivery is a major issue
- The lack of a training foundation for fitness is a critical issue with nothing under Cert 3
- My fitness business is in a growth phase and recruitment is prohibiting this growth. There is a lack of school links to fitness
- Fitness career advice should be the responsibility of the RTO
- Fitness Cert 2 it should exist
- For Sport and Recreation VETiS to work we need to get and keep real industry skills in schools
- Sports are not clear on their pathways
- Coaches and officials in sport must be accredited. A lot of this sits outside the TP's
- Sport needs VETiS to replace volunteers who are now still participating as veterans
- Sports do provide placements but they are often unpaid and not school hours
- New talent is critical to sports so there needs to be more information and clarity on pathways
- There is some interesting new pathways with emerging sports such as skateboarding, snowboarding and mountain biking
- Sport and Recreation VETiS needs to get closer to local councils with youth engagement
- Sport and Recreation needs to use its "sexy appeal" to get more youth into community leisure and health activities. There may be untapped employment outcomes here
- Outdoor recreation VETiS is an experience
- Sport and Rec VETiS starts at a volunteering level
- Sport and Rec VETiS is volunteering plus networking plus skills, working towards tangible employment
- Sport and Rec VETiS volunteering includes safety, retail, admin, event support, coaching and officiating
- Sport and Rec VETiS must be a positive opportunity stepping stone towards employment in a number of industries

Sector Specific- Retail

- A completed Cert 2 in Retail should make a student "ready to go" for employment
- VETiS Cert 2 and 3 in Retail are creating issues with funding for employers, apprenticeship centres and RTO's delivering outside of VETiS
- VETiS is not a key radar issue for most Retailers
- Entry level churn is so great and employees sticking is so low that VETiS does not matter to retailers
- Retail small business is not focused on VETiS and medium business is using part-time uni students
- The Retail Industry has to fix its Managers first and then work down
- There are massive industry differences and the volatility in Retail and Hospitality makes VETiS difficult
- There is concern in Retail that VETiS burns financial incentives that could be better used where the employment is actually happening

Sector Specific- Hospitality & Tourism

- 150 Hospitality/Tourism schools in QLD
- Cert 3 in Events and Hospitality is being delivered in Year 12 in QLD
- Industry see's the VETiS delivered Cert 3 in Hospitality as a hollow qualification and ignores it
- The maturity issue of VETiS students is a critical problem for the Hospitality Industry
- The Services sector has a "soft option" problem in VETiS
- Skill shortages are real in Hospitality in QLD.
- Where have all the career Hospitality people gone
- The major question is how do we get career people from VETiS in hospitality
- State and National Award issues create problems in Tourism and Hospitality

State & Territory Specific

NT

- NT Government put in place new VETiS department
- Carole from CHARTTES has been in job for 6 weeks
- NT was VETiS on a Wednesday - this had to change
- NT DET has a new VETiS strategic plan
- NT has peculiar needs relating to being remote needing special resources and open education
- NT will pursue VETiS in middle school as an engagement strategy
- VETiS in middle school will involve skill sets
- NT DET accepts industry criticism of VETiS and is working had together with industry to fix it
- NT DET has created a cross-sectoral VETiS implementation team (see diagram)
- NT DET has created a new VETiS unit (see diagram)
- The remote issue is a problem in VETiS, there is more practical need and less workplace opportunity

NSW

- NSW WRAPs holding out on Cert III Retail in VETiS
- NSW part time SBA in CERT III Retail. Woolworths illustrated financial, personnel and safety barriers
- In NSW the IR instrument enabled a barrier to be set for VETiS and Cert III in Retail
- NSW Year 11 & 12 Stage 6
- NSW using curriculum documents for VETiS
- Teachers working to Curriculum as trainers and assessors
- School clusters have become RTO's and teachers are getting Cert II Retail via RPL to then train
- HSC have a Retail exam worth 20% of the HSC points. This is a hollow qualification
- VETiS is being pushed into Stage 5 in NSW which is Year 9 and 10
- NSW VETiS is using fixed nominal hours including electives. This creates inequity issues
- NSW practice of indicative hours being less than nominal hours without acceptable justification
- TAFE in NSW delivering full Cert III in Hairdressing on an institutional basis in schools
- Kids getting early sign off by RTO applying for early completion with no employer involvement
- NSW Catholic schools - Become a hairdresser while doing your HSC
- Ads in Sydney for Hairdressing, Beauty and Retail Cert III while at school
- Cert II in hairdressing in NSW expecting 12 months towards Apprenticeship. This must only be 6
- Sport Industry would like more effective VETiS, there is not much available.
- Sport wants to know how we can do more, there are not many courses offered in NSW
- Opportunity to move from premier sport challenge into VETiS
- Cert II Outdoor Recreation by TAFE NSW not to industry standard

VIC

- The VCE is two years sometimes extended to three
- VCE units 1 and 2 are year 11 and units 3 and 4 are year 12.
- The credit matrix is not yet implemented, this may go National
- In Victoria you cannot get funded for a Cert 2 twice. VETiS creates issues here
- The Cert 2 in Hair dressing is being used by RTO's as a cash cow in VETiS
- There may be some opportunities in demand stimulation projects and the skills for growth policies

QLD

- There were 84 Cert 3 Fitness SPA or Traineeships in QLD and we doubt many gained employment due to age and wage issues
- Some QLD private schools are doing a good job of VETiS
- QCE is 20 points and you can get 13 in VET
- In QLD you can have a learner account until 21
- ETRF 4 years ago created a push to Cert 3 in VETiS
- QLD has a SATS program linked to the Training Ombudsman

WA

- In WA there is VET integration with unit equivalence and credit transfer
- Tourism WA is delivering a Cadetship in VETiS
- WA is undergoing a VET data audit and this should yield some better information on VETiS
- In WA there is way more training demand than supply
- VETiS in WA is being crowded out by construction and mining
- WA has a high percentage of blue collar workers and this is a VETiS focus
- WA needs preparatory and foundation VETiS and workplace readiness VETiS that is practically based
- The School Apprenticeship Link program in year 10 is good practice

SA

- Tourism and hospitality Industry has faith in the SBNA's. Most of these students are employed by group schemes
- South Australian Certificate of Education Board is turning nominal hours into South Australian Certificate of Education points and the qualifications will get dumbed down
- The South Australian Certificate of Education and VETiS is a serious mess

Solutions

- There needs to be National consistency around contracts of training for SBA's and SBT's
- There should be an Industry competency test at the end of VETiS programs
- There needs to be serious RTO auditing of VETiS
- Have to shift Schools mentality
- All partners in VETiS need to understand their roles, responsibilities and the purpose of what they are doing
- VETiS must be a core pathway in Schools
- VETiS must have the flexibility to meet local needs
- VETiS must bridge the gap between education and employment
- There needs to be validation processes for VETiS outcomes
- VETiS needs to be networked and benchmarked
- VETiS should come from backward mapping of employment opportunities
- VETiS should derive from data such as the SSA E-Scan
- VETiS must make students work ready
- Flexible VETiS must break historical school time tabling
- There needs to be an education process for Industry
- VETiS requires partnership brokers to change industry thinking
- Partnership brokers must also change parent and school thinking
- There is a need for professional development of partnership brokers
- Schools must be auspiced to RTOs
- VETiS courses that provide multiple pathways for employment need to be designed e.g. Sales assistant for multiple industries
- NT is employing two Participation Officers to track VETiS outcomes
- Part time school based apprenticeships and traineeships with people working
- There needs to be innovative VETiS projects working with sports clubs
- There needs to be funding for innovative VETiS projects
- There should be a generic Cert 2 in RWAPS for VETiS that prepares students for a broad range of employment
- QLD Skills Alliance will work on VETiS
- Service Skills Australia should have a full time VETiS specialist
- We have to address the gap between Cert 2 and Cert3 in VETiS with skills sets
- There should be no Cert 3 qualifications for delivery in school
- We need to be explicit in the TP's as they have fundamental deficiencies around delivery "the car is badly designed"
- SBA's and traineeships should be the only VETiS
- Cert 3 should be out of VETiS
- We need to look at other TP's, how have they defined workplace competence in electro technology
- We have killed pre-vocational with the current training packages, we need pre-vocational curriculum

- The UK model has a Cert 1 and 2 prevoc for schools and then a work based Cert 3 and 4 alongside institutional curriculum which feed back into the work based qualifications
- A trade test would ensure quality outcomes in VETiS
- Industries must not be greedy expecting all students going to end up in their industries
- SSA must explore the pre-VET space for example; try a trade, curriculum, career development, influencing the education, identifying pathways. This is about the world of work.
- Industry needs incentives to engage in VETiS work experience
- Funding policies should have a very clear purpose or intent
- There should be modules on VET in all teachers courses
- The student selection point in VETiS is critical
- Need to screen students to pick out those who have serious intent
- Industry panel should be used to screen VETiS students
- Cert 3 **MUST** be Industry based
- More VETiS needs to look at the Australian Technical College delivery model which is 4 weeks institutional and 4 weeks work experience
- Cert 1 should be introduction, Cert 2 should be VETiS and Cert 3 has to be workplace focused
- Current students are the "need to do" generation so get them out into the workplace
- Only do Cert 2 at schools with solid courses and clarity of expectations. Students must understand they have to start at the bottom
- Schools need to manage time tabling better and except the reality of work experience outside school hours

Best Practice

- Talk to Petra Lorenz at Woodcroft
- Jabaroo Uranium by Energy Resources Australia is a good example
- NT Youthworks has some MOU's between industry and schools for VETiS
- See NT industry in schools website
- Contact Taminmin College, who are a school and RTO
- Contact Tony Considine from NT DET
- Look at Feb 10 2006 COAG VETiS 7 recommendations
- For outdoor recreation there is a new 2 year program Riverina Anglican's NSW
- NSW gymnastics school based apprenticeship, 11 sports based high schools
- Contact Ros Morrison 02 9707 6950 NSW Sports Department
- VETiS must include employability skills, interview skills, presentation skills and understanding the world of work
- VETiS should focus on preparatory VETiS
- See Melbourne University model for a generic Cert 2
- The ITAB may not be able to identify any VETiS best practice
- QLD Outdoor Cert 2 at Trinity Anglican may be best practice
- There will be Sport and Recreation best practice through the verve SpART awards
- Best practice requires working industry networks and not every school can do this
- Need to look at Northlands School
- WA is very proactive in VETiS and is likely to have leading edge examples
- Look at WA linked school apprenticeship
- WA has identified risk units in VETiS on the TAC website to try and ensure system wide quality
- There are best practice models of schools working with industry on EdNET
- Look at vetinonet.wa.gov.au
- Students will always have a predisposition to VETiS linked to paid employment
- See WA School Apprenticeship link (SAL)
- See the WA Academy of Hair and Nails
- The SAL is one day per week for 6 months with taster, some units structured work placement and work experience. It is pre-apprenticeship
- Refer to Canning Coalition for best practice
- Refer to WA pilot Pathways Project. This takes kids from education support through a Cert 1 in Transport and Warehousing
- There are some good VETiS virtual enterprises linked to real enterprises

Advice for Position

- A full Industry pathways program needs to be developed for each Sector in the Service Industries. This needs to go from Career Resources to Student Learning Plans to preparatory training to Contracts of training
- The position needs to think about where the money is best spent
- What is the blind-spot of the policy makers that is preventing VETiS from being properly implemented?
- Best practice VETiS has to work within School parameters
- This is also about what kids need to learn that is not in the training packages
- We need best practice models for Career focused students, Career stepping stone students and taster students
- We must find out what is happening in each jurisdiction and pull out the good stuff. This should be an outcomes based position that we can take to the policy makers
- The position must be industry driven and we don't care if it upsets other stakeholders
- The position needs to be detailed
- The position document needs to layout the responsibilities of all partners
- The position document needs to make high level statements
- The position will not fix VETiS. The TP's need to be more prescriptive
- This problem must be fixed in the TP as non endorsed material will be ignored
- It must flow from TP to policy to implementation and resources in the solution
- Taster courses must be identified in the TP
- Skilling must have on the job components for any employment outcome.
- The position needs to be tougher
- The position needs to be more prescriptive
- The position needs to be supported by guidelines and resources like a VETiS manual
- The completed VETiS manual should be used to attack the policymakers
- The position document must show VETiS as a series of opportunities
- The position document must cover VETiS as experiential as well as employment focused
- Industry is not savvy about using VETiS as a pathway attraction tool
- The position must encourage learning of core skills and employability skills
- The position document must have guidelines around workplace hours
- The position must show learning by doing as a key policy
- The position document must be clearly link to best practice examples
- Sport and Rec want the position to encourage funding for active after school VETiS around volunteer opportunities
- The position should breakdown TP Units for delivery in high school and those that must be delivered in the workplace
- The position must stress the importance of the trainer and assessor in key workplace TP Units
- This should be an information document and not a policy document
- The VETiS issues can only be solved by a three-way discussion between Industry, ISC's and the State and Federal Governments
- The position needs to look carefully at new IR changes which may destroy some of the training
- We must label what VETiS is about, if it is to keep kids in schools then label it pre-vocational
- Generally agree that the position must flow through guidelines and resources into training packages
- We must be strategic about working with schools
- Logo's mean nothing to the policy makers
- A VETiS resource kit is needed for schools
- Sport and Rec VETiS needs to consider the National Curriculum related to health and wellbeing
- Sport and Rec VETiS needs to have a volunteerism component
- The TP (Sport & Rec) needs to be strong
- The position must require industry links for VETiS
- The position needs guidelines as well as policy
- The position document should define VETiS and its purposes, this should be followed by guidelines that feed directly from the training packages, this should then be followed by best practice
- The guidelines must talk to explicit workplace experience
- We must define workplace skill and why it is so critical for our industries compared to music or IT for example
- The position must make VETiS outcomes clear
- The best practice models must be more than one model, It must pay due value to learning styles
- We must be real about VETiS being primarily about retention and it may not be about employment
- Everyone must be made aware of the guidelines. Guidelines is not a good name and may be it should be requirements or expectations
- The position must ask all stakeholders for honesty, what is the intent of what I am doing?

- Be very clear about what is VET
- All Industries need to be treated differently
- The position should include best practice for Principals
- SSA needs to be definitive on workplace practice. SSA must define what needs to be done in a commercially operating environment based on the Skills Recognition Australia definition.
- National Industry Skills Councils must all force this issue of commercially operating environments
- If you are going to provide student best practice on VETiS be wary of divorcing students by providing too much background information
- The TP user guides are very helpful and could form a basis for a VETiS manual
- There should be a best practice checklist for Principals
- The position must be a manual to prevent interpretation
- The position must spell out the non-negotiable in VETiS
- The position must indicate what the Act and Regulations say and be clear about what is RTO best practice
- How do we prevent policy makers ignoring the document? The training package specifics are critical
- Can we provide protection via other Trade examples
- Transforming the Trades by getting work based training back into the whole qualification
- The best practice component of the position must discuss dealing with literacy issues
- OH&S issues are also critical in VETiS best practice
- There should be a preparatory Cert 1 and 2 across all Industry sectors
- The Student best practice checklist must not be negative
- The position needs to accept the true reality that many kids do a job and this needs to be recognised
- The position needs to encourage developing maturity as a key part of VETiS

Resources

- NCVET Rubiks?
- Look at new VET Act WA with Class A, Class B and Class C
- See Jackson Report

Appendix 3 Consultation detail

Consultations held and participants involved:-

1. SDA Union National Office. (19th February 2010)

Kit McMahon	Service Skills Australia
Lisa Gilbert	Service Skills Australia
Ian Blandthorn	SDA
Therese Bryant	SDA

2. Service Skills SA (Board) SA (25th February and 25th March 2010)

Barry Stanton	On Your Marks
Jan Sutherland	Sport SA
Davina Quirke	SDA
Dianne Miles	Hair and Beauty SA
John Brownsea	State Retailers Association (SA)
Colin Shearing	Visionary and Enterprising Management Services
Alister Haigh	Haighs
Ruth Smiles	Regional Arts Australia
Matthew Ives	City of Unley (Arts)

3. FTH Industry Skills Council SA (12th April 2010)

John Cassebohm	Food, Tourism and Hospitality Industry Skills Council (SA)
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4. charttes NT (15th April 2010)

Carole Quakawoot	charttes
Patricia O'Brien Price	charttes

5. Services Industries Training Advisory Council NT (16th April 2010)

Melanie Brenton	SITAC NT
Susan Macpherson	Strategic Projects DET NT
Andrew Oliver	Taminmin College

6. NSW Wholesale, Retail and Personal Services Industry Training Advisory Board (28th April 2010)

Regina Dunlea	NSW WRAPS
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7. Professional Hairdressers Association NSW (29th April 2010)

Fiona Heslop	Professional Hairdressers Association NSW
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8. Service Skills Australia Sport and Recreation Industry Advisory Council (30th April 2010)

Lisa Gilbert	NSW Sport and Recreation ITAB
John Norman	Outdoor Council of Australia
Debbie Kemp	NSW Sports Federation
Justin Scarr	Royal life Saving society Australia

9. Australian Services Union (30th April 2010)

Greg McLean	Australian Services Union
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10. Service Skills Victoria (4th May 2010)

Ian Nicholson	Service Skills Victoria
Melissa Ong	Service Skills Victoria
Debra Kruske	Service Skills Victoria

11. National Retailers Association (6th May 2010)

Greg Harper	National Retailers Association
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12. Queensland Fitness, Sport and Recreation Skills Alliance (6th May 2010)

Donna Little	Queensland Outdoor Recreation and Fitness
Geoff Turner	Skills Alliance
Stewart Cooke	Skills Alliance
Phil Foster	Goodlife Health Clubs
Andrew McCallum	Fitness Australia Queensland
Vanessa Pye	Queensland Studies Authority
Peter Cummisky	Q Sport
Fiona Clarke	Skills Alliance
Bradley Lowe	Skills Alliance

13. Verve Victoria (14th May 2010)

Louise Smith	Capital City Local Learning and Employment Network Inc.
David Redfearn	Employment and Learning at Banyule City Council
Tim Harrington	Jobs Plus
Max Binnington	Vic Sport
Genevieve Wearne	Verve
Dan Clarke	Verve

14. Australian Retailers Association (14th May 2010)

Gary Terrill	Australian Retailers Association
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15. Queensland Tourism Industry Council (25th May 2010)

Sherilyn King	St Hilda's High School
Sharn Lever	Kedron Wavell Services Club
Linda Pearmine	Industry Portfolio Manager DET
Sally-Kim Jenkins	Stamford Hotel
Robyn Keenan	QTIC Skills Link Manager
Michelle Cavanagh	School Base Traineeships Sarina Russo Institute
Michael Hall	ACPET

16. Future Now, Retail and Personal Services, Logistics Training Council WA (20th May 2010)

Aldo Muia	Australian Hairdressing Guild (Diamond Head Hair)
Fran van Riessen	Australian Independent Schools WA (AISWA)
Nicole Gazey	Curriculum Council
Joanne Morris	Department of Training and Workforce Development
Michelle Sidebottom	FutureNow
Jillian Dielesen	Logistics Training Council
Norma Roberts	Retail and Personal Services Training Council
Shane Pavlinovich	Retail and Personal Services Training Council
Eileen Hull	Department of Education
Glenda Voros	Department of Training and Workforce Development
Ian Andrews	Community Services and Health Industry Training Council
Louise Morrison	Department of Education - VETiS

17. Future Now, Retail and Personal Services, Logistics Training Council WA (21st May 2010)

Megan Creagh	ApprentiCentre
Norma Nisbet	Logistics Training Council
Norma Roberts	Retail and Personal Services Training Council
Martin Pritchard	SDA WA
Sally Lumsden	Office of the State Training Board
Rachael Davidson	FutureNow

Appendix 4 Existing SSA VETiS Policy

Service Skills Australia VET in Schools policy statement

This policy is designed to provide a statement of the service industries' position in relation to VET in Schools programs.

It outlines industry requirements around the appropriate use of industry training package qualifications, and the critical principles for meeting industry requirements in the development and delivery of VET in Schools programs.

Definition

Australian secondary schools provide a range of vocational education and training and work-related education programs. These can be broadly divided into the following categories:

- **School-based Australian Apprenticeships:** programs that 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 which specifies the agreed training plan and provides for structured on and off job training. The Registered Training Organisation role may be provided by the school itself or an external RTO.
- **School-based VET programs:** these programs are generally offered through the school itself and involve students working toward a nationally recognised training package qualification through completion of a specific subject on the school curriculum. The specific delivery and administrative arrangements relating to this model vary widely between jurisdictions and often between individual schools.
- **General industry and workplace education:** other education that provides introductory information on careers, industry, commerce and the world of work.

This policy is concerned with the middle point above; it responds to particular industry concerns around School-based VET programs based on industry training package components, also referred to as 'VET in Schools' or 'VETiS'.

Industry imperatives around quality VET in Schools delivery

Training packages are the national skills frameworks for industry, designed specifically to provide an effective basis for industry skills development. Training packages include qualifications at a range of levels, to reflect career and training pathways within industry.

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 registered training organisation as a statement of an employee's workplace competence to a consistent, national industry standard.

VET in Schools programs aligned to training packages must meet this requirement that assess workplace competence. This can represent a specific challenge for schools, for the following reasons:

- Competency-based vocational training represents a relatively new concept for many teachers and administrators working within the school system. Competency-based programs also require cooperative arrangements with employers and other partners, which are not issues that most schools have been required to consider for traditional 'academic' subjects.
- Schools are not primarily vocational training providers, and so typically lack the specialised staff, facilities, industry partnerships and resources that other Registered Training Organisations must access as part of operating their core business.

- Schools may also face unique challenges and tensions in resourcing, scheduling and integrating VET programs with other school subjects and activities.

Service Skills Australia acknowledges that VET in Schools programs vary widely in quality, resourcing and effectiveness, and that specific VET in Schools programs are highly regarded and acknowledged as developing competent graduates. It is the very inconsistency and variability between the VET in Schools programs offered in individual jurisdictions and by specific schools that is at the core of industry concern.

Of particular concern is that there are no common standards around the approval, regulation, resourcing, administration, monitoring and delivery of VET in Schools programs across jurisdictions.

Summary of Service Skills Australia position

Any Vocational Education and Training in schools program should be based on the following principles:

1. the programs offered are consistent with industry direction around the suitability of specific qualifications for VET in Schools delivery, as defined in the endorsed training package;
2. VET in Schools programs support the attainment of workplace competence;
3. structured workplace learning is integrated into all VET in Schools programs, and must be managed to ensure effective learning and assessment;
4. VET in Schools should increase, rather than limit, pathways available to students.

Key principles for VET in Schools programs

1. Programs offered are consistent with industry direction around the suitability of specific qualifications for VET in Schools delivery, as defined in the endorsed training package;

Training package policy permits each training package to specifically identify those qualifications that industry supports for delivery under VET in Schools (VETIS) programs.

The list of qualifications provided in each training package should be used as the foundation for identifying or verifying the suitability of particular VET in Schools programs.

In relation to the service industries, industry does not support the delivery of some training package qualifications through VETIS programs; these include trade and higher-level qualifications, and in some cases, more technically intensive entry-level qualifications.

This is determined on the basis that all training package qualifications are developed to reflect industry structures and related skill needs, and therefore reflect differing levels of technical skill, knowledge and employability skills. Many training package qualifications require a foundation of skills and knowledge – particularly employability skills – that are typically built over years of employment and life experience and through prior learning. In the absence of formal mechanisms to ensure that VETIS students hold the necessary underpinning skills before enrolment, industry does not support the use of all training package qualifications for VETIS programs.

Where a jurisdiction seeks to allow schools to implement qualifications that are not identified within the relevant training package as appropriate for VETIS delivery, these proposals should be put to the national Industry Skills Council for a national industry response.

2. VET in Schools programs must support attainment of workplace competence

Qualifications and Statements of Attainment issued under industry training packages are statements of workplace competence, not just of learning and knowledge. All VET programs based on training packages – including VET in Schools programs – must ensure that real workplace competence is developed and validly assessed.

VET in Schools programs utilising training package qualifications and units must be designed and delivered to support the attainment, and valid assessment, of workplace competence.

This means ensuring that all VETIS programs incorporate the following features, in accordance with advice provided in the training package and supporting user guide:

- Ongoing access to industry-standard equipment and resources, to allow for practice and development of skills
- Qualified and experienced trainers and assessors, with current industry skills and experience, relevant to the qualification/s they are delivering and assessing. Assessors without appropriate industry knowledge are unable to make valid judgments around industry requirements, practices and standards, invalidating their assessments. Teachers and schools may work in partnership with current industry operators to ensure that the appropriate level of industry skill and knowledge is available to students.
- Assessment undertaken in an industry/workplace environment, requiring the candidate to consider commercial imperatives, respond to client traffic and range of requirements, and deal with time restrictions, competing priorities and contingencies. This allows for the valid assessment of all dimensions of workplace competence.
- Formal arrangements and appropriate support for structured workplace learning, of sufficient duration to allow the development and consolidation of skills, and formal assessment of workplace competence.

Where individual schools are not adequately equipped to meet these requirements, delivery and assessment should be made available through establishing partnerships with other Registered Training Organisations, including schools as appropriate, with sufficient funding and resources made available to support this option.

3. Structured workplace learning must be integrated into all VETIS programs, and must be managed to ensure effective learning and assessment

One of the key issues cited by industry has been the lack of appropriate structured workplace learning and workplace application of skills in some VET in Schools programs. Industry is of the view that successful completion of training package qualifications require integrated on and off-the-job learning.

While these requirements may be partially met through the use of school-based enterprises and well-equipped training facilities, industry believes that formal work placements for all students are also necessary to ensure workplace competence.

In addition to the requirement for sufficient workplace learning, there are key requirements in terms of the *nature* of workplace learning that need to be met to ensure that students gain real learning opportunities in the workplace.

The key issue is that structured workplace learning is not simply normal work, nor is it traditional 'work experience'. It must involve genuine training across the full range of workplace operations required by the training package qualification. This typically requires exposure to a broad range of skills and processes.

Service Skills Australia considers that all VET in Schools students must be covered by a signed training agreement which specifies the agreed training plan and provides for proper structured on and off job training.

This agreement must also be resourced and monitored effectively. In practice, each student should have access to a designated person with appropriate expertise and adequate resources, who liaises between student/school/employer/RTO, co-ordinates on and off-the-job delivery and keeps all parties appropriately informed.

A number of states allow school students' part-time or casual work to be counted towards work placement requirements. While Service Skills Australia supports this principle, it is necessary to ensure that these students are able to access structured workplace learning across all required skills within their work. Some students' casual employment may already reflect the use of this range of skills, but others' regular duties may be confined to a narrow range of routine tasks that do not build competence across the range of skills required by the qualification. In this case, a formal program of rotation of duties may need to be negotiated with the employer, or additional work placements may be required.

4. VETIS should increase, rather than limit, pathways available to students

VETIS should increase, rather than limit, pathways for those leaving school at the end of year 12. VETIS programs should provide multiple pathways into employment and/or further training and education. Service Skills Australia recommends that VET in Schools programs should, as far as practicable, keep open the option of participation in higher education.

Participation in VET in Schools programs should therefore not disadvantage students for the purposes of university entry. This means that senior students undertaking VETIS should do so as part of a broad general education program that combines a Senior Secondary Certificate of education with nationally-recognised training package units of competency and/or qualifications.

Service Skills Australia does not support the establishment of separate 'vocational' and 'academic' streams, based upon which subjects contribute toward tertiary entrance. Students are effectively pushed into one stream or the other, with VET in Schools positioned as the option for those who are unlikely to achieve a university entrance. This diminishes the status of both VET in Schools and VET in general, and negates its potential for making a positive contribution to the development of all young people.