

VET FOR SCHOOL STUDENTS

REPOSITIONING VET WITHIN SECONDARY EDUCATION IN SOUTH AUSTRALIA



Government of South Australia



FOREWORD

Minister for Education

Demand for jobs that require technical qualifications in South Australia is higher than ever. Our school students have unprecedented opportunities to get a head start in the workforce by commencing a vocational pathway while at school.

The growing industries of defence, space, digital and cyber security and community services and health in South Australia all require employees with vocational qualifications. It is vital that our schooling sector is preparing students for success in these industries.

The South Australian Government is reforming vocational education, industry engagement and career education in schools so that all young people are well prepared for their future careers. These reforms will benefit students and help ensure that they are able to grasp the opportunities available within our growing and transforming South Australian economy.

Our new *Vocational Education and Training for School Students* policy sets out the government's strategic direction and plans for reforming how vocational education and training (VET) is delivered to South Australian secondary school students. The policy responds to consultation findings from *Vocational Pathways to Employment: A Review of VET for School Students*.

I thank everyone who provided their insights and feedback through the consultation process and encourage schools and the schooling sectors to develop and implement their own strategies in response to this policy.

The release of this *Vocational Education and Training for School Students* policy marks a significant step towards repositioning VET as an equally valued and prestigious pathway option alongside university education. I look forward to working with schools, industry and the community to deliver this policy and unlocking the value of VET for students, businesses and the economy to contribute to the growth and prosperity of our state.

A handwritten signature in blue ink, appearing to read 'John Gardner', with a horizontal line underneath.

Hon John Gardner MP
Minister for Education



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THE IMPORTANCE OF VET

The Education Council¹ through its review of the Melbourne Declaration² points to the need for schools to prepare students for a lifetime of learning and social and economic participation.

The important role VET plays in skilling the workforce and supporting economic growth is recognised by the Council of Australian Governments (COAG):

'A strong Vocational Education and Training (VET) sector is critical for our economy and ensuring Australians are equipped for the workforce now and in the future'³ 'VET and higher education are equal and integral parts of a joined up and accessible post-secondary education system with pathways between VET, higher education and the school system'⁴.

Australia's First Ministers have also made commitments to a vision for a VET system that:

'provides VET qualifications to school students that are valued by employers and provides a clear pathway from school to careers that require VET qualifications'⁵.

The VET system plays a diverse and critical role in developing the skills Australians need to participate in a modern labour market and drive economic growth. The flexibility of the system and the pathways in and out of VET at every qualification level are central features of responding to the changing nature of work across the state's economy.

The emergence of new industry sectors such as space and cyber security, as well as growth industries such as defence, health and disability create new opportunities that will drive demand for vocationally skilled workers. VET will play a core role in responding to the technological disruption of robotics, automation and artificial intelligence.

The South Australian Training and Skills Commission has identified that 84% of the 50 occupations projected to have the most jobs growth in the next eight years do not require a bachelor degree.

The need for vocationally skilled workers highlights the importance of VET to the South Australian economy, and its role as a valued post-school learning option.

Connecting training and employment is a core objective of the state government's *Skilling South Australia* initiative which, in addition to increasing apprenticeship and traineeship opportunities, is investing in industry endorsed training linked to areas of strategic economic growth.



REPOSITIONING VET WITHIN SECONDARY EDUCATION

The opportunity to participate in vocational learning has been part of the secondary education system for more than 20 years. Young people can access VET at school through a range of mechanisms, including:

- as a 'taster' to introduce students to VET
- delivered as fee for service
- through the Training Guarantee for SACE Students (TGSS)
- as part of a training contract arrangement (apprenticeship or traineeship)
- through teacher delivered VET under a third party agreement (under auspice) with a registered training organisation (RTO).

Completion of VET at school develops competencies that position young people well to participate in the workforce and commence a lucrative and worthwhile career whilst still in school.

To ensure that school students can access high quality VET, on 13 June 2019 the South Australian Government released *Vocational Pathways to Employment: A Review of VET for School Students* (the Review) to highlight the key challenges facing delivery of VET to secondary school students.

Through a six-week consultation period, the Review sought community and stakeholder feedback to understand the challenges of delivering VET to school students and identify system-wide improvements. Consultation feedback, together with insights gathered from the senior secondary schooling systems nationally and internationally has informed the development of this *VET for School Students* policy (the Policy).

The feedback recognised the role VET plays in supporting many young people to achieve the SACE and start a vocational pathway, but it also noted that for many VET was merely a means to an end and it did not reflect good practice or represent excellence in high-quality education and training.

The feedback highlighted the need to reposition VET within secondary education in order to raise its profile across the schooling system.



The Policy builds on existing good practice across South Australia and sets out the state government's framework for system-wide reform that improves completions of both VET qualifications and SACE, drives transitions to skilled careers and better meets the needs of industry for underpinning strong economic growth.

It focuses on three key pillars of reform, each including a number of reform initiatives:

1. Clearly articulated pathways
2. Enhanced career education
3. Improved student outcomes.

Detail of the initiatives will be worked through during the implementation phase which will involve collaboration and partnerships between schools, RTOs, industry and employers, government agencies and the wider community.

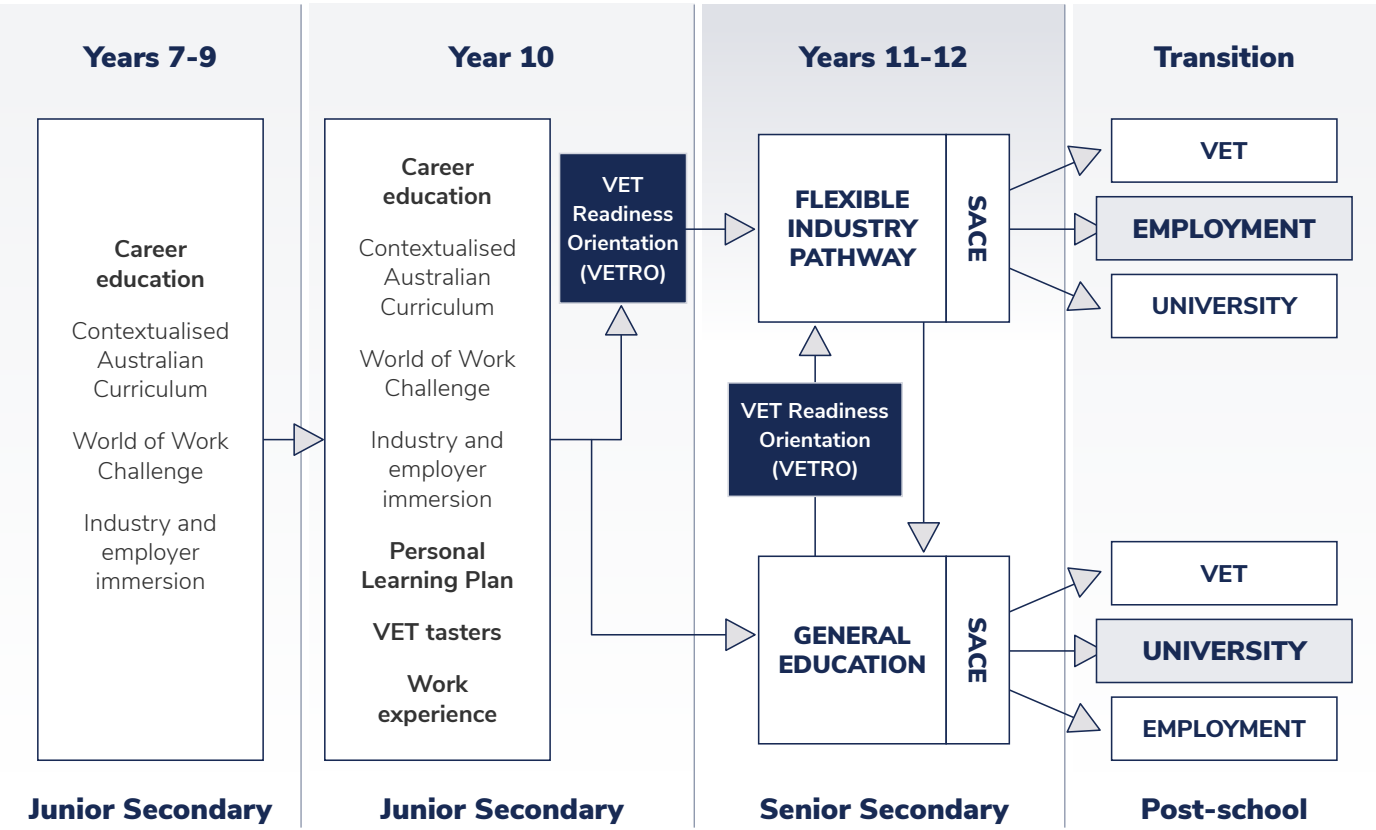
It is acknowledged that the success of implementation is dependent on how the initiatives resonate with young people. Designing and implementing effective reform will be done with users in mind. The Commissioner for Children and Young People will assist in engaging young people to ensure that, as the key beneficiaries, they are at the centre of the design and implementation.

In summary, the measures of success are to:

- increase the proportion of young South Australians participating in post-school education, training or employment
- increase completion rates of the SACE for students on a vocational pathway
- increase the number of young people entering apprenticeships and traineeships
- increase the number of school students completing VET qualifications at school
- increase the number of school students transitioning to VET post school
- provide a pipeline of young skilled workers to meet employer needs.



REPOSITIONING VET WITHIN SECONDARY EDUCATION



1 The Council of Australian Governments has established the Education Council to provide a forum for Australian Education Ministers to coordinate strategic policy on school education and early childhood development at the national level: www.educationcouncil.edu.au/

2 The Melbourne Declaration articulates nationally consistent educational goals for young Australians agreed to by Australian Education Ministers. It was last released in 2008 and is currently under review: www.reviewmelbournedeclaration.edu.au/resources

3 www.coag.gov.au/sites/default/files/communique/coag-communique-august-9-2019.pdf

4 www.coag.gov.au/sites/default/files/communique/vet-vision.pdf

5 ibid

1

CLEARLY ARTICULATED PATHWAYS

The feedback told us
there is a need to:

- engage industry in the design and development of vocational pathways so that school students are better equipped to meet workplace requirements
- better articulate and promote vocational pathways to enhance their status alongside university pathways and provide school students with a broader range of choice at school and post-school
- ensure that VET available in schools links to skilled careers so the value of VET is not under-estimated
- ensure that relevant VET pathways are accessible to all students through simplification of funding, forms, flexibility in timetabling and availability of facilities.



What are we doing about it?

The state government is committed to strengthening the connection between VET delivered to school students and employer needs. It is necessary to promote clear pathways to skilled careers and support students to access a broader range of high-quality options that lead to employment outcomes.

Under this first pillar of reform, it will be easier for students, families and schools to understand the career opportunities available through VET and how to combine VET, including apprenticeships and traineeships, with secondary school. Industry and employers will have a stronger voice in determining skills, qualifications and workplace needs for employment, providing a pipeline of future workers for their sectors.

Providing vocational pathways to school students

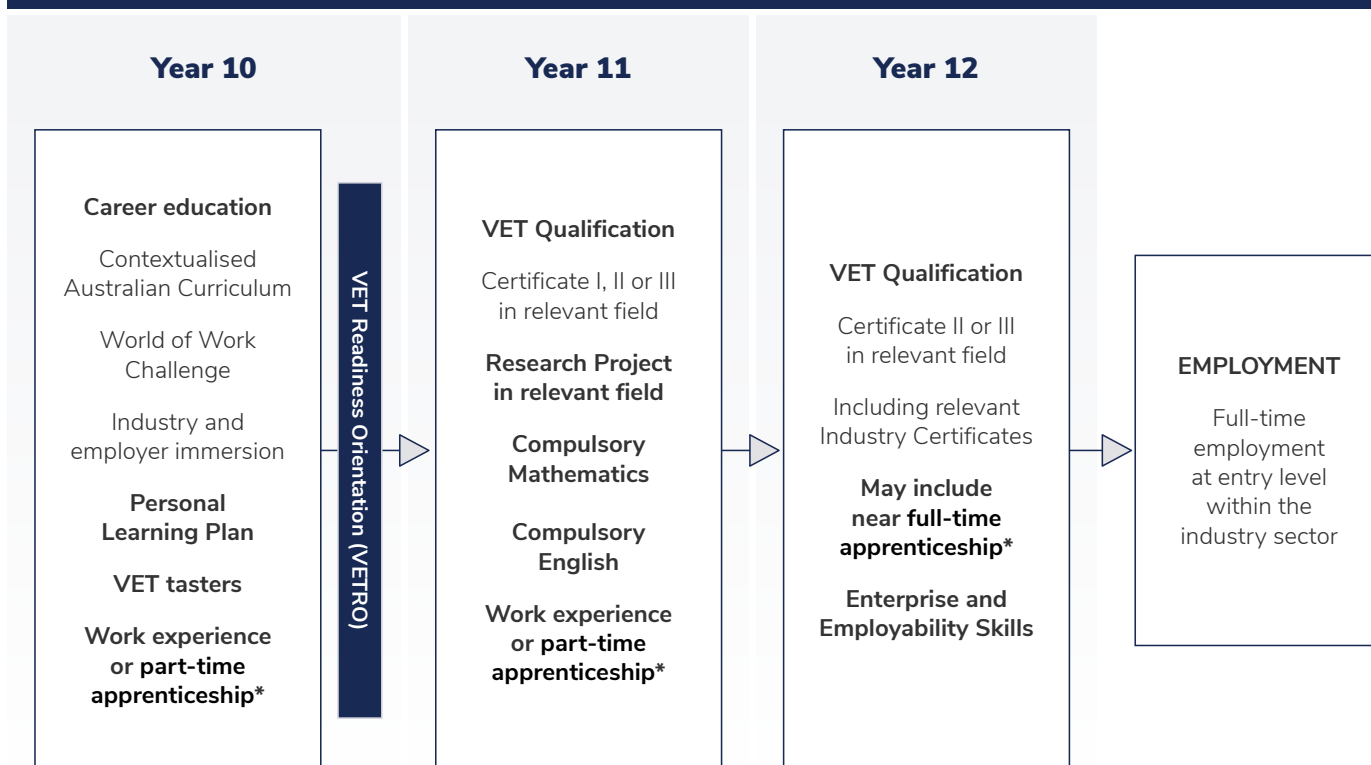
New *Flexible Industry Pathways* for school students will be developed and introduced in conjunction with the VET sector and industry for students in senior secondary school.

Depending on the needs of industry and employers, *Flexible Industry Pathways* will include VET qualifications at Certificate I to III level that industry considers suitable for school students, enterprise and employability skills training and any specific industry requirements linked to the pathway. They will include SACE compulsory subjects and any SACE subjects relevant to the industry sector to ensure that students can complete VET qualifications and also their secondary schooling which is important for many families and employers.

The *Flexible Industry Pathways* for both trade and non-trade occupations in key industry sectors will be mapped out. Information will include the options for combining VET with SACE, the industry entry points, costs and funding arrangements and how students can achieve their career goal whether it be post-school employment, higher VET study or university within the industry field.

The diagram on page 8 illustrates the *Flexible Industry Pathway*.

FLEXIBLE INDUSTRY PATHWAY



*Includes traineeships in non-trade areas

Aligning to industry sectors

The industry sectors included in the initiative may change depending on where there are skilled career opportunities and demand for occupations that support economic growth. New pathways such as cyber security will be available as employment opportunities emerge. The initial industry sectors include:

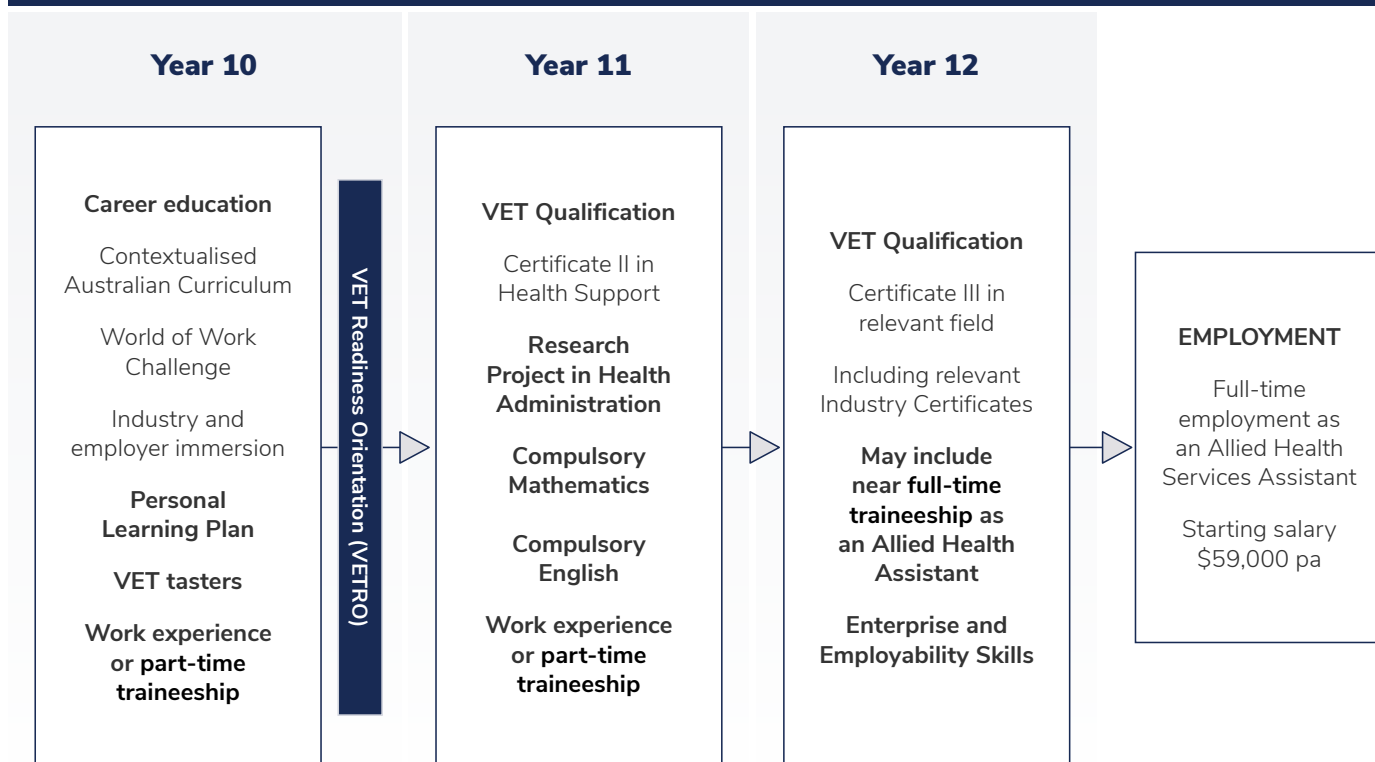
- Agriculture, Horticulture and Animal Care
- Building and Construction
- Catering and Hospitality
- Childcare and Education
- Community Services and Health
- Creative and Design
- Digital and Cyber Security
- Engineering and Manufacturing
- Hair and Beauty
- Transport and Logistics.

The *Flexible Industry Pathways* will be endorsed by industry through the Training and Skills Commission's Industry Skills Councils (ISCs) as the industry's recognised route to employment or further study.

The *Flexible Industry Pathway* may include multiple options depending on the student, their entry level, overall program of study and the industry requirements. Students may commence a Certificate I or II VET qualification in year 11 or a Certificate III VET qualification in either year 11 or 12. The VET could be undertaken in the workplace through an apprenticeship or traineeship from year 10. Alternatively, when deciding where to start their pathway students may undertake an investigative Research Project, designed in partnership with an employer in the industry. This could take place in year 11, allowing the student to focus on VET, including a near full-time apprenticeship in year 12, as indicated in the Community Services and Health sector example.

FLEXIBLE INDUSTRY PATHWAY – COMMUNITY SERVICES AND HEALTH SECTOR – ALLIED HEALTH SERVICES ASSISTANT

(EXAMPLE ONLY)



Supporting students to succeed

Students who choose to embark on a *Flexible Industry Pathway* will be required to participate in a **VET Readiness Orientation (VETRO)** which includes upfront assessment, induction and orientation to VET carried out by an RTO.

The VETRO will usually be carried out in year 10 after the student has completed the Personal Learning Plan (PLP) and made a decision to commence the *Flexible Industry Pathway*.

The VETRO will determine the student's readiness and identify a personalised approach to the learning which may include additional training and wraparound supports. The specific arrangements required for the student to complete the *Flexible Industry Pathway* will be determined through the VETRO.

As pointed out by the Longitudinal Surveys of Australian Youth (LSAY) young people do not always progress through a pathway in an orderly and linear fashion. Making decisions at an early age for many young people is daunting and difficult.

In recognition of this, there will be flexibility to commence the *Flexible Industry Pathway* at other times in the secondary school years through the VETRO. Similarly, students who choose to transfer out of the *Flexible Industry Pathway* back into general education, will be able to do so.

Offering enterprise and employability skills

In response to the feedback and research findings that students need **enterprise and employability skills**⁶ to participate in the modern workplace, training in these skills will be included in the *Flexible Industry Pathways*.

Adaptability, resilience, team working, conflict resolution and managing wellbeing are some examples of enterprise and employability skills training that will be available.

The skills training will be designed to meet industry needs and developed within existing SACE subjects so it attracts SACE credits and sets student up for post-school success.



Expanding apprenticeships and traineeships

In many cases, the *Flexible Industry Pathway* will include career opportunities through a training contract arrangement - an apprenticeship or traineeship which allows students in years 10, 11 or 12 to combine school, VET and paid employment.

Students undertaking an apprenticeship or traineeship continue to attend school, undertake on-the-job training in the workplace and participate in formal off-the-job training with a RTO.

They have the added advantage of gaining a VET qualification, developing and honing important technical skills under the supervision and guidance of an employer while being paid.

Importantly from an industry perspective, apprenticeships and traineeships for school students will be co-designed with employers to ensure they meet specific workplace attendance needs.

Flexible Industry Pathways will include **flexible apprenticeship and traineeship options** that allow students to complete their SACE while undertaking a near full-time apprenticeship or traineeship in the workplace during their final year of school.

A number of flexible apprenticeship and traineeship pilots commenced in government schools in 2019 whereby employers co-designed the attendance pattern with schools to ensure employer needs were met. So far these have been well received by employers, students and schools.

Making access easier

Navigating VET **funding will be simpler for schools**, families and students as the mechanisms for accessing government subsidised VET are streamlined and the arrangements for schools to co-invest in VET are clarified. This will make it easier for schools and students to understand costs, roles and responsibilities.

Subsidised VET qualifications available to school students will continue to be published on the Department for Innovation and Skills' Subsidised Training List.

Funding and delivery models for regional and remote areas will be developed through implementation to address the challenges posed by geographical isolation and 'thin markets', including limited public transport, employer availability and course diversity.

Options to promote gender balance and support certain cohorts, including Aboriginal young people, to successfully access and complete VET, will be developed through implementation.

Schools are expected to continue to use student enrolment funding to deliver SACE subjects, support students with pastoral care and mentoring to complete their SACE as well as their *Flexible Industry Pathway*. Any VET offered outside the *Flexible Industry Pathway* will not be subsidised by the state government and the funding arrangements will need to be determined by the school.



What's new?

- Industry endorsed *Flexible Industry Pathways* for school students
- VETRO as the gateway to *Flexible Industry Pathways*
- New pathways in emerging industries such as cyber security
- Enterprise and employability skills training mapped to SACE subjects
- Maximum flexibility in apprenticeships and traineeships for school students
- Simplified and streamlined funding arrangements

2

ENHANCED CAREER EDUCATION

The feedback told us
there is a need to:

- change society's perception about the value of VET and skilled careers
- provide better career education and counselling for young people that focuses on post-school transitions and careers rather than just subject choices
- provide reliable and impartial career guidance services and quality resources, integrated with labour market information, so young people do not have to rely solely on informal sources such as family and friends
- provide more meaningful opportunities from the earliest years for industry immersion, experience of future careers and occupations, and understanding of the world of work.



What are we doing about it?

The state government is committed to enhancing career education from early secondary school to connect today's learners with future jobs. It is necessary to provide access to quality resources and information that will empower young people to successfully manage their careers.

Under this second pillar of reform, high quality resources and information will make it easier for students, families and schools to understand the value of VET and the benefits of a vocational pathway. Schools will prioritise career counselling, career education and the PLP so that students and families are well-informed and empowered to take full advantage of the pathways available to them.

Promoting the benefits of a skilled career

To ensure the student voice was captured in consultation through the Review the state government engaged youth engagement organisation Year13 to conduct a survey of young South Australians aged 15 to 21 years. When asked what information would make them more likely to choose VET as a pathway, 49% of young people responded '*knowing VET graduates are more likely than university graduates to land a job after completing their studies*' and '*knowing VET graduates can earn as much or more than university graduates*'.

These responses highlight the importance of promoting the benefits VET offers in terms of employment prospects and earnings, including:

- The median full-time income of a VET graduate is \$2,000 higher than that of a graduate of a Bachelor's degree⁷
- 78% of VET graduates are employed after training⁸
- Young people in apprenticeships have reported the highest level of wellbeing compared to any other post-school pathway.⁹



Year13 noted in its survey report that *'In-school events and better informing parents about VET are the keys to increasing awareness and changing perceptions about VET'*. When asked what most influences their post-school choices, 56% of students selected parents/caregivers, *'positioning them as the most influential figures in young people's decision making'*.

To help students, families and schools build a clearer understanding of VET and the benefits and opportunities it can provide, the state government will provide **materials and resources** to schools that will support them to use consistent messaging and language about VET.

The Department for Education will organise and facilitate cross-sector career and industry information events to promote the benefits of VET to both students and their families. These will complement activities and events run locally by schools. Materials and messages delivered at these events will focus on dispelling myths and providing accurate information for school students, teachers, career practitioners and families about VET opportunities in South Australia.

Information will be available on the *Flexible Industry Pathways*, including subsidised and non-subsidised training options, so students can make informed choices about their career pathways and how they can achieve their learning goals.

All students in secondary school will have the opportunity to experience VET through tasters and competency-based learning to help them understand the opportunities it creates and whether it is a suitable option for them.

Importantly, better promotion of VET pathways to school students will not be at the expense of promoting university pathways. Rather, it will acknowledge that VET and universities are equally valuable choices for school students and both offer a range of options designed to accommodate differing student preferences.

Providing a reliable source of quality information and resources

Students, families and schools will be well supported with high **quality career and labour market information resources**. The state government will invest in the national *myfuture* career information service as the online single authoritative source which can be used throughout the PLP and at any other time. In addition, the state government will work with its federal counterparts to support the establishment of the recently announced National Careers Institute and to implement *Future Ready: A student focused National Career Education Strategy* which was released earlier this year.

The National Career Education Strategy focuses on the importance of building the skills and general capabilities students will need in the



workplace; strengthening school and employer collaboration; and developing students' career management and navigation skills.

The state government will work with the VET and higher education sectors to identify local delivery partners for professional development for career counsellors in schools.

Connecting students with industry and employers

Research undertaken through the Review showed that countries where there is close alignment and collaboration between industry and the education sectors experience good employment outcomes for students and lower skill shortages for employers.

Connecting students with industry is vital in preparing young people for work and employers are encouraged to play an integral role. Industry can contribute to the development of the future workforce by providing work experience, learning opportunities and career education for students. Industry can also contribute to the professional development of teachers by providing opportunities in the workplace.

The Industry Skills Councils will assist with the development of an **industry and employer immersion program** for schools. The program will include industry-led career information and guest speakers at student and parent

information sessions, workplace visits, virtual reality work simulations, industry-based projects, work experience places, partnerships between employers and RTOs to support vocational work placements, and building employer demand for apprenticeships and traineeships.

The industry and employer immersion program will link closely to the *Flexible Industry Pathways* to give students a better understanding of and exposure to work in different jobs and industries where there is demand.

To strengthen student connection between school education and the world of work, the state government will develop an online portal to connect employers and students. The portal will promote work-based projects, include apprenticeship and traineeship bulletin boards and connect students and employers for work experience and placement opportunities.



Introducing the World of Work (WOW) Challenge

Exposing young people to the world of work as early as possible is vital.

To encourage young people to participate in industry and employer immersion activities, a new **100 hours in the World of Work (WOW) Challenge** will be open to all junior secondary school students in South Australia.

Students will receive recognition for their participation in industry and employer engagement activities such as industry visits, career conversations and speakers in schools with a certificate of achievement linked to their ePortfolio.

Completion of the WOW Challenge will build students' understanding of the world of work to prepare them to make informed decisions about their learning and pathway options as they approach senior secondary school.

Embedding career education in secondary school

Schools are encouraged to embed career education in school learning programs and the delivery of the Australian Curriculum throughout secondary school. This will enhance students' engagement with the world of work from an early age and

assist students to develop their interests in readiness to make informed decisions about their pathway in year 11 and 12 and post-school.

A range of opportunities through the industry and employer immersion program and the provision of quality resources will be available for schools to use to contextualise curriculum delivery to possible career outcomes, work exploration, VET taster days, speakers in schools and other work-related learning.

Removing barriers to work experience and placements

The state government is also committed to supporting schools and employers with a streamlined and contemporary approach to work experience and vocational work placements.

The current work health and safety (WHS) induction and **Workplace Learning Procedures are being reviewed** and updated by a cross-sector working group to ease the administrative burden for schools and employers while maintaining appropriate safeguards for students. The new approach to work experience and placements will be streamlined and reflect modern business practices to provide students with meaningful work experience and vocational work placements.



Promoting better use of the Personal Learning Plan (PLP)

The PLP is a compulsory 10-credit SACE subject usually covered in year 10. The subject outline includes flexibility to help students to investigate possible career choices and plan their personal and learning goals for the future in order to make informed decisions about their personal development, education and training.

When undertaken effectively, the PLP can provide students with a valuable career focused learning experience that empowers them to understand career options, access quality information and resources, and start planning for their own careers as they progress through senior school.

Consultation feedback indicated that in many cases the PLP has become a 'tick and flick' exercise consisting of a narrowly focused discussion about subject choices in years 11 and 12. This is a lost opportunity. Providing students with the skills and capability to manage their own careers is an important life skill and an aspect of quality career education that starts in school.

Making sure the right staff with the right skills are delivering the PLP in schools is critical to ensuring students are appropriately guided in their thinking and equipped to make decisions on their pathways.

To raise the standard of the PLP, the state government will provide access to quality information, tools and resources and will identify opportunities to offer professional development for teachers delivering the PLP. In response, schools and schooling sectors are encouraged to review their PLP delivery, take advantage of professional learning and make appropriate changes to staffing to ensure that students receive a meaningful and useful career planning experience.



Aspiring to achieve best practice career education across the system

The state government's Review of Career Counselling, undertaken by the Career Industry Council of Australia (CICA), outlines the following best practice principles for career education and counselling which all schools and schooling sectors should aspire to.

School leadership

Active and committed leaders visibly support a whole-school approach to the development of a school career education plan through future-focused career education programs and services that ensure students transition effectively through secondary school.

Learning for life beyond school

All teachers should link curriculum learning with career management competencies. The specific careers curriculum needs to be coordinated and led by an appropriately trained and qualified career development practitioner.

Work exploration and employer engagement opportunities

Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.

Awareness of various pathways

All students and their parents should have access to good quality information about future study options and labour market opportunities. All students should understand the complete range of learning opportunities that are available to them. This includes both academic and vocational pathways.

Career advice and information

Every student should have opportunities for career guidance interviews with a qualified career practitioner. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.

Individual student needs addressed

Students have different career education needs at different stages. Opportunities for advice and support need to be tailored to the needs of every student. The careers education plans of schools should embed equality and diversity considerations throughout.

All schools and schooling sectors are encouraged to take advantage of the initiatives developed through this reform and use the work of CICA to self-assess their provision of career education and counselling to prioritise areas for improvement.

7 Perceptions Are Not Reality: myths, realities & the critical role of vocational education & training in Australia (May 2017), Skilling Australia Foundation

8 Ibid

9 Youth Census (2018) www.skillsroad.com.au



What's new?

- Better marketing and promotion materials
- Single trusted source of high-quality career information and resources
- New industry and employer immersion program accessed through an online portal
- WOW Challenge
- Streamlined processes for work experience and placement

3

IMPROVED STUDENT OUTCOMES

The feedback told us
there is a need to:

- ensure VET is used for a vocational outcome rather than as an engagement strategy or a single means of achievement of the SACE or high Australian Tertiary Admission Ranks (ATARs)
- enhance the quality of VET delivered to school students so graduates possess the skills and experience required by employers
- improve student completion of VET qualifications
- support VET and SACE completions by improving the quality of opportunities to combine both learning tracks
- upskill key school personnel on the purpose of VET, how to ensure quality outcomes and the opportunities that it can present
- ensure that completion of VET qualifications is a key measure of school performance and destination data is collected and promoted.



What are we doing about it?

The state government is committed to a high-quality VET market with the capability and capacity to meet the needs of industry, employers and students. The VET available to school students is no exception.

Under the third pillar of reform, school students will be supported to achieve quality outcomes from their VET within secondary school so that they can effectively transition to post-school options such as employment, higher VET or university.

Upholding the quality of VET

The state government supports the opinion expressed in the Expert Review of Australia's Vocational Education and Training System that *'the most important purpose of delivering VET qualifications in secondary school must be to offer students clear pathways towards VET careers'*.¹⁰

Ensuring that students are undertaking VET to progress their career interests is critical to upholding the quality of VET in schools and achieving positive outcomes for both students and employers. Business SA provided the following feedback:

"Industry needs to be confident in the outcome of time and investment into the students. This relies heavily on VET in schools being delivered to students who have specific interest in the industry. Businesses are not willing to be engaged in programs that are taught to students that do not have an interest in the industry or deliver clear outcomes."

The feedback told us that the practice of using VET courses primarily as a mechanism to improve SACE achievement and ATARs or as an engagement strategy devalues and undermines the purpose of VET.

ASQA, the regulator, notes that *'stakeholders continue to raise concerns about the quality of delivery and outcomes, industry relevance and employer engagement'* and has signalled its intention to ensure greater national scrutiny of VET for school students.

The state government supports ASQA's direction and emphasises that the standards set by ASQA must be fully understood, respected and complied with in the delivery of VET for school students.

Quality assurance is an underpinning principle of these reforms and is necessary to increase industry and community confidence in the value of VET.



The role of schools and RTOs in upholding quality

VET for school students offers a number of options which can include on-the-job training in an apprenticeship or traineeship, delivery and assessment by an RTO or by a school under a third party agreement (under auspice) with an RTO.

Regardless of the option, schools and RTOs are jointly responsible for ensuring the integrity and quality of the VET that is delivered to school students.

The role of schools and schooling sectors includes:

- assisting students and families to understand the purpose and outcomes of the VET they are undertaking
- ensuring that organisational structures such as timetables or off-site duty of care arrangements are compatible with, and conducive to, high-quality delivery of VET
- ensuring strong partnerships with RTOs to maximise the achievement of quality outcomes for students through recruitment, enrolment, delivery arrangements and learner support
- providing relevant guidelines and appropriate assistance to RTOs in understanding the school student cohort and the complexity between VET and SACE.

RTOs must comply with the VET Quality Framework which includes the *Standards for Registered Training Organisations (RTOs) 2015* and the Australian Qualifications Framework (AQF). Along with a qualification's training package requirements, the VET Quality Framework sets the parameters for quality VET delivery and assessment.

South Australia, like other states and territories, has agreed to some common elements for VET delivered to secondary students. All VET that provides credit towards the SACE must be drawn from nationally recognised training packages or accredited courses, be delivered and/or assessed by RTOs that are compliant with the VET Quality Framework, and be assessed within a competency-based assessment framework by assessors who comply with VET standards.

In upholding quality delivery of VET, RTOs will determine the best mechanism for delivery and assessment – ie on the job with an employer through an apprenticeship or traineeship or vocational work placement, at a Trade Training Centre, workplace-like environment or within a classroom setting. Schools must support RTOs in upholding the quality of VET delivery through flexibility in timetabling and meeting compliance requirements.



Building capability in schools and with RTOs

To address some of the shortfalls in quality identified through the Review, the state government will fund and deliver a new **VET for Schools Capability Building Program** targeting RTO and school personnel involved in the delivery of VET to school students (such as school leaders, VET coordinators and teachers).

Supporting schools to improve their understanding of how the VET Quality Framework ensures high quality VET qualifications will empower schools to manage the accountabilities of their arrangements with RTOs.

This additional support will build schools' capacity to play a key role in ensuring the quality and relevance of VET, including assisting students to understand the purpose and outcomes of their training, and ensuring school organisational structures (such as timetabling and off-site supervision arrangements) support effective and efficient delivery of high quality VET.

Improving VET qualification completions

Completion of VET qualifications offers students a nationally recognised pathway to employment and further study within a vocational area.

The new VETRO is the gateway to the *Flexible Industry Pathways* and is designed to give students the best start with the most support possible so that they can complete both their VET qualifications and the SACE.

VETRO will ensure students access courses that reflect their career aspirations and suitability for a vocation and, where applicable, identify a range of supports to address any living, learning and transition issues that impact VET completion. As a result of the VETRO, students will have a personalised pathway which may include coaching and mentoring, case management and support services.



Ensuring SACE completion

200 SACE credits are required to achieve SACE, and currently students can use VET to provide up to 150 credits.

To ensure all students can achieve the SACE, schools and schooling sectors should have appropriate supports and mechanisms in place for any students on *Flexible Industry Pathways* that have not gained sufficient credits to achieve their SACE by the time they finish secondary education.

Schools will be able to offer and fund VET outside of *Flexible Industry Pathways*, including partial and full VET qualifications at certificate I, II and III levels, skill clusters and single units of competency. VET can play a role in keeping students engaged in school, however this should not be its primary role. Students engaged in *Flexible Industry Pathways* may use VET to provide up to 150 SACE credits, depending on the amount of training required to achieve their qualification.

The state government recognises the important relationship between VET and SACE, and the value of VET in supporting students to pursue productive and fulfilling careers. To preserve the purpose of VET and deter the use of VET to harvest SACE credits and game the ATAR, the number of SACE credits achievable through VET that is not part of a *Flexible Industry Pathway* needs to be seriously considered.

In acknowledgement that there are students who have not yet determined their vocational pathway while at school but enjoy practical, experiential and action-based learning, SACE subjects such as Integrated Learning, Workplace Practices and Community Studies are available as options to keep these students engaged in school and on a pathway to completing SACE.

The state government welcomes the SACE Board's commitment to update the Workplace Practices subject and to promote the opportunities that these subjects provide.

Using the flexibility within SACE subjects to cater for the needs of all students and the clustering of subjects to build a learning program that engages young people is an important step in acknowledging the purpose of VET while developing alternative strategies to engage and support students to complete their secondary education.

Recognising student achievement in an ePortfolio

All secondary school students will have access to an **ePortfolio** that documents their training and learning, and can be used as a portfolio of skills and experience when students are ready to transition to work or further education and training.



The purpose of the new ePortfolio is to provide a single online repository for students to store information and evidence that may be used to demonstrate to employers their readiness for work experience, vocational work placement, apprenticeships or traineeships or employment. The ePortfolio will have flexibility to accommodate individual student needs and objectives. Examples include resumes, work-based certifications (eg white card, first aid), vocational work placement or work experience logs, employer references and work samples.

Students will use their ePortfolio to track their progress towards completing the WOW Challenge.

Establishing an online community

Establishing an **online community** for students participating in the *Flexible Industry Pathways* will provide a support mechanism to help them feel a sense of community, share common experiences and support each other in the achievement of their career goals.

The online community will provide a forum for students to share information and opportunities relating to professional development, events, speakers and success stories such as profiling Apprenticeship Ambassadors.

Tracking and promoting student destinations

Without reliable destination data, there is no easy way to assess the effectiveness of VET and career education. The **tracking of student destinations** will be undertaken by the state government and this information will be published so students and parents can use it to make confident and informed choices.

The state government will work with other states and territories to implement a unique student identifier that will be introduced for all secondary school students to allow governments to research students' subsequent education/training and employment pathways and outcomes.

More reliable, higher quality destination data will support better decision making and allow schools and government to identify relevant good news stories which can be used to promote the value and opportunities available through VET.



What's new?

- VET for Schools Capability Building Program
- ePortfolio application
- Online community
- Destination data measures and tracking mechanisms
- VET for School Students Ministerial Advisory Committee



GOVERNANCE AND IMPLEMENTATION

Quality VET for School Students is a shared responsibility, supported by collaboration between schools, industry, employers and the VET sector.

A newly established VET for School Students Ministerial Advisory Committee will be responsible for improving VET outcomes for school students across South Australia.

The Committee will provide strategic leadership and oversight for implementation of the *VET for School Students* policy including the development of the *Flexible Industry Pathways*.

Members of the Committee will be appointed by the Minister for Education following nomination by their respective organisations and will include representatives of:

- Department for Education (Chair)
- Catholic Education South Australia (CESA)
- Association of Independent Schools of South Australia (AISSA)
- Department for Innovation and Skills
- Training and Skills Commission
- SACE Board of South Australia

Representatives of the Independent Tertiary Education Council Australia (ITECA), the Industry Training Providers Association (ITPA) and TAFE SA will be co-opted as required.

Implementation indicative timeframes

Semester 2, 2019

- Ministerial Advisory Committee

Semester 1, 2020

- *Flexible Industry Pathways for School Students* Guidelines
- Flexible Apprenticeships and Traineeships
- New marketing and promotional materials
- Streamlined Workplace Learning Procedures
- Enterprise and employability skills

Semester 2, 2020

- New *Flexible Industry Pathways*
- High quality career information and resources
- ePortfolio application
- WOW Challenge
- VETRO
- Industry and employer immersion program
- Capability building program
- Online community

Semester 1, 2021

- New *Flexible Industry Pathways*
- Published destination data

End of Semester 2, 2021

- Evaluation of implementation



OVERVIEW OF CONSULTATION

Feedback was invited across 4 key areas:

Area	
1. Perception	<p>What more needs to be done to increase awareness and change perceptions about VET and skilled vocational careers.</p> <p>How to ensure vocational pathways are presented as a credible option to students and families.</p>
2. Access	<p>Identifying and overcoming barriers to accessing VET courses.</p> <p>Options to ensure schools can access available funding.</p> <p>Identify existing models that provide schools with the flexibility to support students to access VET.</p> <p>What more could be done to promote access and equity for disadvantaged cohorts.</p>
3. Quality	<p>Mechanisms to assure consistent, quality delivery of VET for school students.</p> <p>Build industry and employer confidence in VET for school students.</p> <p>Identify the best mechanisms to deliver quality VET for school students.</p> <p>Identify ways for industry to contribute to the quality of VET delivered to school students.</p>
4. Relevance	<p>Increasing the flexibility of student pathways to be earning or learning.</p> <p>What can be done to ensure school enrolled VET students are employer ready.</p> <p>What arrangements can be put in place to build closer relationships between school and industry.</p>



A YourSAy engagement was created as the central point for consultation, with feedback provided through online surveys, written submissions, targeted engagement with key stakeholders, and open consultation forums in regional and metropolitan South Australia.

Further information about the consultation, including detailed findings and a full list of organisations who provided written submissions, is available in the [Consultation Outcomes Report](#), and a summary is provided below:

- 1,946 online survey responses
 - 1319 student survey responses
 - 303 YourSAy survey responses
 - 324 career counselling survey responses
- 47 written submissions
- Over 110 people attended consultation forums in metropolitan and regional locations.

Organisational participation in the consultation process included:

- Apprentice Employment Network (SA) Group Training Organisations
- Association of Independent Schools South Australia (AISSA)
- Australian Education Union (AEU)
- Catholic Education South Australia (CESA)
- Commissioner for Children and Young People

- Department for Innovation and Skills
- Education Directors from the Department for Education
- Industry associations
- The Independent Tertiary Education Council Australia (ITECA)
- The Industry Training Providers Association (ITPA)
- National Centre for Vocational Education Research (NCVER)
- Private and not for profit RTOs
- Regional Development Australia
- SACE Board of South Australia
- South Australian Secondary Principals Association (SASPA)
- TAFE SA
- The Office of the Training Advocate
- Training and Skills Commission (TASC).

For further information please visit www.education.sa.gov.au/VETpathways

ED19196 V3

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