Policy
Vocational Education and Training (VET) for Schools

Please note this policy is mandatory and staff are required to adhere to the content

Summary
The DECD VET for Schools policy provides direction to schools to assist and enable young people to embark on a relevant VET training pathway, accessing qualifications that are accredited within the Australian Qualifications Framework (AQF) and can be recognised within the SACE. It establishes expectations for delivering VET pathways through the SACE that optimise learning outcomes for students.

Table 1 - Document details

<table>
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<td>File number</td>
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<td>Australian Workforce Futures: A National Workforce Development Strategy 2010</td>
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<td>Policy sponsor (position)</td>
<td>Director, Secondary Learners</td>
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<tr>
<td>Executive director responsible (position and office)</td>
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Table 2 - Revision record

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<td>October 2013</td>
<td>1.0</td>
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1. Title

Vocational Education and Training (VET) for Schools Policy

2. Purpose

DECD is committed to providing students in South Australian government schools with access to Vocational Education and Training (VET) qualifications that are accredited within the Australian Qualifications Framework (AQF) and can be recognised within the South Australian Certificate of Education (SACE). The VET for Schools Policy provides direction to schools to assist and enable young people to embark on a relevant VET training pathway and complete their SACE.

The VET for Schools Policy aims to provide secondary students with:

- access to VET Industry Pathways Programs offered by schools operating in partnership with other local schools, industry and training providers and linked to career development programs in schools
- opportunities for Certificate III post school pathways in industries experiencing skill shortages
- school-based apprentices and trainees that lead to full time apprenticeships and traineeships
- student and parent satisfaction with training to industry standards and career opportunities in industries experiencing skill shortages.

3. Scope

This policy applies to all DECD schools with secondary enrolments and is a key reference for all DECD school principals, staff and communities. It establishes expectations for delivering VET pathways through the SACE that optimise learning outcomes and career exploration for all students from years 8 to 12. VET in schools is generally undertaken by years 10-12 students and reflects DECD’s agenda for improved student engagement and student pathways beyond school.

4. Policy detail

4.1 Basis for VET for schools

This policy should be read in conjunction with the SACE Board of South Australia ‘VET in the SACE Policy’ and the ‘VET Recognition Register’.

Vocational Education and Training (VET) programs for school students must comply with the National Training Framework (NTF) and are educational programs that:

- are undertaken as part of a senior secondary certificate that is, the South Australian Certificate of Education (SACE)
- when completed by the student provide credit toward a recognised VET qualification within the ‘Australian Qualifications Framework: New Pathways for Learning’.

The Vocational Education and Training (VET) for Schools Policy derives from DECD’s Strategic Plan 2014-17: Higher standards of learning achievement.

Young people do better when there is purpose to their learning particularly as they move from adolescence to adulthood, ‘Antecedents and consequences of career decisional states in adolescence:'
A longitudinal study’ Peter Creed, (Griffith University QLD) Lee-Ann Prideaux, (Griffith University QLD) Wendy Patton (University of Technology, QLD). As they grow older this purpose should become more related to careers and pathways beyond school. Placing young people at the centre of what we do involves providing a variety of pathways through and beyond school that link to each student’s interests and strengthens the purpose of their learning.

Vocational Education and Training (VET) qualifications provide a rich number of pathways for young people giving schools the opportunity to develop a student’s identity and self-efficacy for the future. Furthermore, students who achieve their South Australian Certificate of Education (SACE) and who also achieve a VET qualification, have greater capacity to take advantage of future career, post-school training, tertiary and employment opportunities.

The achievement of nationally accredited VET qualifications is not only critical to the future career and employment prospects of our students but also to the continued economic growth of our state. As well as giving purpose to learning, this policy also aims to serve a growing demand for highly skilled people in Australia’s current and emerging industries and STEM initiatives. These jobs are often highly paid and can lead to rewarding careers.

Australian Workforce and Productivity Agency statistics (2010) show that:

- almost 62% of all jobs require employees to hold a VET qualification
- it is estimated Australia needs an additional 2.3 million people with qualifications at Certificate III level or above by 2015
- about 23% of all jobs require a university qualification.

Schools have an important role in developing their students’ career management skills and knowledge enabling them to take advantage of opportunities leading to rewarding career pathways.

4.2 Key principles of VET for schools

1. Vocational Education and Training (VET) is a valid element of the education of all students which enhances their capacity to play a significant and valued role in contributing to the social and economic development of the community as a whole.

2. VET pathways should help students recognise the relevance of their learning, complete their SACE and position themselves for further training and career opportunities.

3. All students enrolled in VET should have an articulated training pathway beyond school, ideally aimed at the completion of a Certificate III and then to further post school study, training and employment.

4. Young people are supported by career planning which incorporates the development of skills and capabilities needed for success in the environment of work and further learning. These skills and capabilities should help young people in their decision making regarding their choice of careers and navigating their pathways.

5. Priority groups, including Aboriginal and Torres Strait Islander (ATSI) students and students with disabilities have access and support to effectively participate in VET.

6. An individual student’s enrolment in VET is supported by appropriate and sufficient work place training through structured work place learning.
7. The establishment of VET pathways requires a range of working partnerships and governance arrangements with other schools, between training organisations including TAFE SA, industry and employers to offer the best quality and widest range of pathways opportunities.

4.3 Key requirements for schools

1. Each student has access to a DECD VET Industry Pathways Program or similar VET pathway.

2. Each school has a Vocational Pathways Plan that:
   - aims to ensure that VET is delivered by qualified practitioners and teachers who, through professional development, are up-skilled to ensure currency and credibility of programs with industry
   - aims for VET delivery that engages students with industry ensuring their learning and the skills acquired are relevant and recognised in the workplace
   - supports development of key working relationships and partnerships which include other schools, Registered Training Organisations, employers and industry to ensure that students have access to relevant, up to date training
   - supports development of quality assurance strategies and informs long term planning and operational work
   - ensures student participation in VET leads to a pathway to further education and training, including at Certificate III level or higher
   - supports the collection of achievement data for students in VET pathways.

3. Schools operate within networks of schools and local service providers so that young people can access the DECD VET Industry Pathways Programs and the Trade Schools for the Future arrangements across these schools, and that training opportunities are created for students. These network partnerships provide a focus for employers and industry which enables their input and engagement.

4. Schools use the Trade Schools for the Future program to facilitate school based apprenticeships / traineeships while enabling students to complete their SACE.

5. Schools use the Training Guarantee for SACE Students (TGSS) scheme (under Department of State Development’s WorkReady) for those VET students who do not wish to take on an apprenticeship or traineeship, so that they are supported in further training beyond school.

6. Each school has a whole of school career development strategy that equips and skills young people to make career and pathways decisions.

7. Data for VET for school students programs is collected by schools and provided to the appropriate bodies, e.g. SACE Board of South Australia and DECD, in the required timeframe and format for state and national reporting purposes.
VET pathways for schools and their students.

5. Roles and responsibilities

Table 3 - Roles and responsibilities

<table>
<thead>
<tr>
<th>Role</th>
<th>Authority/responsibility for</th>
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| Learning Improvement Division – Secondary Learners directorate       | • supporting schools to implement the VET for Schools policy.  
                                                                       • supporting schools in Vocational Pathways Plan development.  
                                                                       • development of pathways for students; school based apprenticeships and traineeships and the Training Guarantee for SACE Students.  
                                                                       • supporting the development of an effective whole school Career Development Strategy.  
                                                                       • establishing school based apprenticeships and traineeships through the Trade Schools for the Future Apprenticeship Brokers.  
                                                                       • supporting schools to implement strategies to improve SACE engagement and achievement.  
                                                                       • Supporting schools to implement strategies to improve STEM engagement and achievement.  
                                                                       • supporting the implementation and maintenance of Industry Pathway Programs that lead to school based apprenticeships or post school Certificate III VET qualifications. |
| School Partnerships and Networks                                    | • implementing the VET for Schools policy for wide student access to VET pathways.  
                                                                       • providing a focus for industry engagement.  
                                                                       • implementing a Career Development strategy across all network schools.                                                                                     |
Role | Authority/responsibility for
--- | ---
|  | • implementing strategies to improve STEM engagement and achievement across network schools.

Schools and Principals | • implementing the DECD VET for Schools policy.
|  | • establishing a school Vocational Pathways Plan.
|  | • developing an Industry Pathways Program.
|  | • implementing a whole school Career Development strategy.
|  | • implementing strategies to improve STEM engagement and achievement.
|  | • implementing strategies to improve SACE engagement and achievement.

6. Monitoring, evaluation and review
The Vocational Education and Training (VET) for Schools Policy is regularly monitored through state-wide interrogation of VET data. The Policy will be reviewed by October 2016 or earlier if legislative changes are implemented. Review of this policy will include consideration of any amendments or updates to the documents listed below as Supporting Documents and References and any other future relevant DECD policies/procedures. The Policy sponsor leads the monitoring, evaluation and review of this policy.

7. Definitions and abbreviations
Table 4 - Definitions and abbreviations

<table>
<thead>
<tr>
<th>Term</th>
<th>Meaning</th>
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<tr>
<td>AQF</td>
<td>Australian Qualifications Framework.</td>
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<tr>
<td>NTF</td>
<td>National Training Framework.</td>
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<tr>
<td>PLP</td>
<td>Personal Learning Plan (Leaders tool 17).</td>
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<td>SACE</td>
<td>South Australian Certificate of Education.</td>
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<tr>
<td>VET</td>
<td>Vocational Education and Training.</td>
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<tr>
<td>TAFE SA</td>
<td>Technical and Further Education South Australia.</td>
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<td>DSD</td>
<td>Department of State Development</td>
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8. Supporting documents

- DECD Strategic Plan 2014-2017
- DECD Building A High Performing System
- SACE Board VET Recognition Register
- SACE Board VET in the SACE Policy

9. References

Australian Workforce Futures: A National Workforce Development Strategy 2010
Skills Australia Commonwealth of Australia