

VET self-assessment tool for schools

About the self-assessment tool

This self-assessment tool has been designed to help schools consider the elements recognised in the *Preparing Secondary Students for Work* framework (["the framework"](#)) as underpinning quality vocational education and training (VET) programmes that are valued by students and employers. The tool assists schools in planning, implementing and reviewing VET programmes that result in the achievement of nationally recognised qualifications from industry-developed training packages or accredited courses for their students. It can be used by those with little experience in providing VET opportunities to secondary students or by experienced VET practitioners to help them assess and improve the quality of VET offered to students.

Completing the tool will enable you to determine areas for improvement and identify further actions that can support delivery and assessment of VET. The tool provides guidance on good practice and quality VET, and will direct you to additional supporting information based on your responses against each section.

The tool has been structured around a 'life-cycle' approach to VET consisting of **Planning**, **Implementation and delivery**, and **Review** stages.



How it works

This tool is designed to be used by schools and could be completed by principals, teachers, trainers, or VET coordinators.

Practitioners developing new programmes should begin with the **Planning** stage and work through each section in the tool. For existing programmes, you may like to focus on the **Implementation and delivery** and **Review** stages and these may be applied to an individual programme or group of VET programmes. It may also help you to explore your existing programmes from a planning perspective.

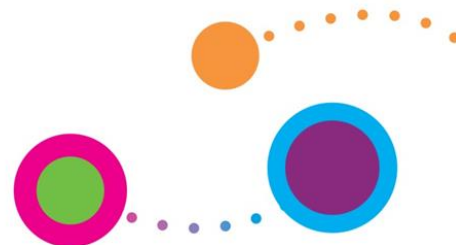
A number of resources designed to assist schools offering VET already exist. These resources cover topics such as programme delivery requirements, school-based apprenticeship/traineeships, as well as best practice for working with employers.

On completion of your self-assessment, you will be able to reflect on your responses to identify priority action areas, areas with room for improvement and areas of high performance. A range of resources are provided by state or territory for you to access to help plan and implement changes to improve VET at your school.

Getting started

Record your user profile below and then move through the self-assessment at your own pace. Note this profile is only valid for this assessment. New assessments will require a new profile.

State/Territory	
Sector	
Role in VET	
RTO Arrangements	
Programme description(s)	



Planning



The planning section provides a set of checklists to help you consider the elements recognised in the ["the framework"](#) as underpinning quality VET programmes that are valued by students and employers.

The checklists can be used if you have never delivered or offered VET, or if you are familiar with VET but are considering altering your VET programmes. The checklist may be beneficial for induction for new members of staff who are involved in VET at your school. It can also be used as part of a review process to help you identify ways to improve existing programmes.

Once you have completed your responses, you can refer to the resources listed to help create a plan for improvement and further action.

The checklist is structured around the following focus areas that support the VET offered at your school:

- Course selection and structure
- Facilities and equipment
- Staffing
- Working with employers
- Integrating VET
- RTO arrangements
- Student support
- Communication

These focus areas draw on the good practice principles found in the framework and represent key aspects of high-quality approaches to support VET delivered to secondary students.

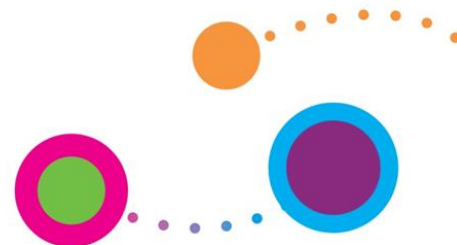
Things to consider

- You can undertake this section of the self-assessment at any time, although it is likely to be more valuable to use before you have implemented your VET programme.
- This section is suited for planning individual VET offerings; however, it may be used for multiple VET qualifications if required.
- Some questions in this section may not be relevant to your particular state, territory or school system depending on your RTO arrangements and therefore are not applicable (N/A). For all other questions you are encouraged to select the best option.

Course selection and structure

The courses and qualifications you choose and how you structure your VET programmes should be informed by the needs of your students. A clear understanding of how VET supports career and employment pathways and industry workforce needs is also required. What you deliver will depend on the policies relevant to your jurisdiction or school sector and may be influenced by related factors, such as funding priorities that target VET towards particular industries or occupations.

Course selection and structure	Yes	No	Not sure	N/A
Have you accessed current labour market information and considered skills needs, locally and more broadly, when choosing which VET qualifications to offer?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the VET course/qualification provide a pathway to further education and training for students with a post-school qualification in mind?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the VET course/qualification provide practical skills to support pathways to careers relevant to the student's interests?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are you delivering a qualification from a nationally endorsed training package, or an accredited course listed on the national training register, and considered which of these is most suitable for your students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you considered whether to offer a full qualification, part qualification or skill set, and determined the appropriate Australian Qualification Framework (AQF) level for secondary students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you considered a school-based apprenticeship or traineeship (if appropriate) or whether your VET offering provides opportunities or pathways to an apprenticeship or traineeship?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you considered any potential impact on student entitlement for subsequent qualifications or entry into an apprenticeship, traineeship or other training post-school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Will employers be engaged in the design and delivery of your VET course/s and/or the assessment of student competency?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you considered workplace health and safety or age requirements (if appropriate)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you have a clear understanding of the recognition arrangements for VET in the senior secondary certificate of education (SSCE) and how it may contribute to a student's Australian Tertiary Admission Rank (ATAR)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you used any student career development strategies (e.g. pathway plans) to inform the qualifications on offer to students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Facilities, equipment and staffing

Access to the right facilities and equipment and staff is critical to the success of VET programmes and are necessary to comply with VET delivery and assessment standards. The training package or accredited course materials will provide information on what is needed in this regard. Identifying your equipment, facilities and staffing needs will help inform decisions in relation to utilising partnerships or accessing external expertise or equipment.

Facilities and equipment	Yes	No	Not sure	N/A
Do you have access to the necessary facilities and equipment to deliver your VET course, based on the requirements of the training package qualification or accredited course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If offering VET through a third party (auspice or external RTO) arrangement, have you considered the school requirements with prospective RTOs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you considered how you could deliver VET through the use of existing facilities and equipment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you explored all avenues for funding to cover equipment and the cost of maintaining facilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you identified how RTO/employer relationships can facilitate access to the necessary equipment and facilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you considered the equipment and facilities requirements for your VET course in the future and whether it will be sustainable?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Staffing	Yes	No	Not sure	N/A
Do you have access to existing staff with necessary trainer and assessor skills and qualifications and current industry knowledge to meet the requirements of the training package qualification or accredited course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are your trainers and assessors able to interpret the requirements for your VET qualifications and develop learning and assessment appropriate to those requirements?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are your trainers and assessors aware of changes in their industry that may impact on skills needs in the future?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you identified how RTO/employer relationships can facilitate access to the necessary trainers and assessors and provide opportunities for staff to maintain industry currency?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If using external trainers to deliver on a school site, have you considered the requirements in your jurisdiction such as teacher registration or working with vulnerable people checks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do your trainers and assessors have the skills to engage with industry partners, organise work placements, provide support to partner employers, etc?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you considered access to trainers and assessors and staff currency in the future and whether this will be sustainable?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Working with employers

Collaboration is a key component of the *Preparing Secondary Students for Work framework*. Involvement from employers and industry is critical when planning for the implementation, delivery and assessment of VET for secondary students. Working with employers or work placement providers to provide access to quality and relevant workplace learning opportunities will enable your students to develop skills that are better aligned with workplace needs.

Working with employers	Yes	No	Not sure	N/A
Have you identified what type of employer engagement you need to support VET–structured workplace learning, delivery and assessment, school-based apprenticeship or traineeship opportunities etc?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are all students provided with the opportunity to complement their VET course with a quality work placement aligned to the units of competency being delivered?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you identified existing partnerships or new arrangements you will need to enter into with employers to deliver your VET offerings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are your partnership arrangements underpinned by appropriate quality principles (for example, shared goals and decision making, communication, commitment and investment and review)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you explained to employers the benefits of supporting your VET programmes and helped them to understand their role and responsibilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If offering work placements - have you worked with employers or work placement providers to ensure students have access to quality work placements that provide an opportunity to demonstrate and practise the skills outlined within the training package or accredited course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If offering school-based apprenticeships or traineeships - have you worked with your employer and training provider to ensure appropriate arrangements are in place to support your students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you taken the necessary measures to prepare students for any work placement activities or school-based apprenticeship or traineeship?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you identified mechanisms with your employers and training provider to ensure safety, accountability, consistency and quality assured VET delivery and assessment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you identified any risks in relation to work placements or school-based apprenticeships or traineeships and identified the appropriate workplace health and safety measures that may need to be put in place?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Integrating VET

It is important to consider how to integrate VET into your school and with the broader curriculum, including through flexible timetabling, language, literacy and numeracy support, support with assessment and other additional support that students undertaking VET courses might require.

Integrating VET	Yes	No	Not sure	N/A
Have you identified how VET will be integrated into the broader school learning environment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you considered supportive timetabling arrangements to help students get the most out of combining VET and other curriculum programmes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are there any access and equity barriers for students undertaking VET programmes that may require consideration to support their learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have professional development opportunities been considered to raise teacher awareness across curriculum subjects and promote a whole school approach to support VET delivered to secondary students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

RTO arrangements

As there is a requirement for all VET to be certified by a Registered Training Organisation (RTO), a key consideration in your VET planning will be to decide on arrangements for delivering training and assessment. Will the school or school sector be the RTO? Will you use a third party arrangement either by partnering with an RTO (auspice) or by using an external RTO to deliver and assess all of the training on or offsite? It is important to understand the implications of each option and which is most appropriate for you.

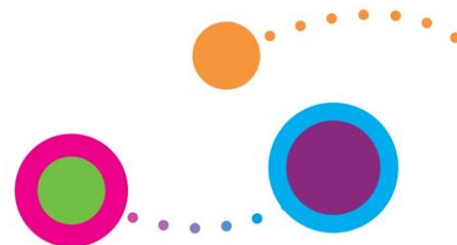
RTO arrangements	Yes	No	Not sure	N/A
Have you considered the options available to you to access the RTO services needed to deliver VET (school RTO, school sector RTO, third party RTO (auspice) , external RTO services)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you understand the requirements of each option, including how the <i>Standards for Registered Training Organisations 2015 (RTOs)</i> will be met, and any state-based regulations or sector-specific policies?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you considered pooling resources or entering into cluster arrangements with other schools to make your RTO operations more efficient?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In considering prospective RTOs to partner with, have you considered whether they can provide the delivery and assessment options you require (eg. specific packaging of the qualification, equipment, qualified trainers, student support services)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you have contractual or formal arrangements in place with an RTO, including a contingency plan, to ensure school and RTO requirements are fully understood and met?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you considered the requirements of your curriculum and assessment authority in any partnering arrangements with an RTO?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you have a process in place to ensure you and your partners comply with the RTO standards, including industry expertise, equipment, employer engagement, trainer skills and validation of assessment processes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Student support

There is an important role for vocational learning activities and pre-vocational programmes to help support students to select the right VET course and pursue their chosen pathway to a career or employment or further education and training. Providing career education for students and an opportunity to gain work readiness skills will help them make informed choices and prepare them for learning in a workplace environment.

Student support	Yes	No	Not sure	N/A
Do you understand the aspirations, strengths and goals of your students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can the students undertaking VET identify how it fits in with their career and further education or pathways plans?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have your students had the opportunity to develop skills to manage their careers and to help them make decisions about their future?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have your students had the opportunity to develop 'work ready' skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you support students to develop the skills to use labour market information to make effective decisions about their career and education pathways?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you have processes in place to support individual needs of students and provide access to support services necessary for the individual learner to meet the requirements of the VET qualification or accredited course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you have processes in place to identify gaps between a student's language, literacy and numeracy proficiency and requirements in the VET qualification and strategies in place to support students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you developed pastoral care or similar arrangements to support students to integrate VET with other curriculum options?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Will pastoral care or similar support be provided to students undertaking a school-based apprenticeship, traineeship, structured workplace learning or other activities in the workplace?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do your students need to meet any particular workplace health and safety, licencing or other regulatory requirements to undertake their chosen VET qualification (e.g. work safely in the construction industry program, first aid certificate, high-risk licenced units)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Communication

Current and relevant information from a range of sources will help you to communicate with students, parents, employers and the broader school community about your VET offerings and the opportunities they provide. Communication is key in helping students and parents to understand the options available and make informed choices, as well as promoting VET more broadly.

Communication	Yes	No	Not sure	N/A
Have you provided information to students and parents about:				
▪ the difference between VET and other curriculum subjects?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ VET qualifications school-based apprenticeships and traineeships, structured work placements, work experience, and the purpose and features of these programmes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ any potential impact on future access to state/territory student entitlements for subsequent qualifications or on entering into an apprenticeship or traineeship?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ career pathways or further education and training requirements (including further VET or university studies), and how qualification selection can affect student entitlement for subsequent qualifications or entry into an apprenticeship/traineeship post-school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ how the course will affect the SSCE and ATAR scores?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ how VET fits in with the rest of the curriculum and help students achieve their goals?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ what skills employers want, including future employment and skills needs for your region?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ the purpose and requirements for workplace components of the VET course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you have the latest information from relevant sources - RTOs, universities, employers, industry bodies, companion volumes etc?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your school have processes in place to ensure up-to-date VET information is communicated across the school and with any partnering RTO (eg changes to qualifications, RTO requirements etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you provided your students with the information or skills to find the information to help them make informed career choices?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you promoted VET within the school and community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are staff informed about career pathway opportunities that VET and vocational learning can provide?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you provided employers with information on your VET offerings, opportunities for providing work experience, work placements, school-based apprenticeships and traineeships?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Implementation and delivery



This section of the self-assessment tool provides an opportunity for users to determine the extent to which they have implemented and delivered quality VET.

Once you have completed your responses, you will be able to reflect on these and identify areas for improvement. You can refer to the supporting resources to develop a plan and identify further actions.

The focus areas against which you can assess performance are:

- Course selection and structure
- Facilities and equipment
- Staffing
- Working with employers
- Integrating VET
- RTO arrangements
- Student support
- Communication

These focus areas draw on the good practice implications found in the framework and represent key aspects of high-quality approaches to providing VET to secondary students.

Things to consider

- You can undertake this section of the self-assessment tool at any time, although it is likely to be more valuable to do after you have delivered a particular VET programme or finished a semester/year of the programme.
- Completing this section periodically may help identify how your programmes have improved over time.
- You can use this section to identify priority areas for action and high performance areas for a single VET programme or multiple VET programmes.
- Some questions in this section may not be relevant to your particular state, territory or school system depending on your RTO arrangements and therefore require a not applicable (N/A) response. For all other questions you are encouraged to select the best option.
- You can reflect on your responses to identify priority action areas, areas with room for improvement and areas of high performance.
- You can access a bank of resources to help you plan and implement changes to improve VET delivery at your school.

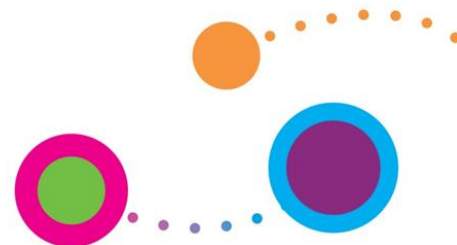
Course selection and structure

Exploring the reasons behind your VET offerings, including the qualifications that are offered and access for students, can help you determine if you are providing the best training to help your students achieve their employment and education goals.

Similarly, understanding your VET offerings from an employer perspective can help address anticipated skills and workforce needs.

Consider the following statements in relation to the strategies and policies that underpin your school's VET offerings. Rate your school's performance by identifying how frequently the statement applies to your approach to course selection and structure.

Course selection and structure	Never	Rarely	Sometimes	Often	Always
It is clear how VET will support the strengths, aspirations and goals of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course selection is supported by information on the industries and occupations in demand and the skills required by employers (including more generalised information on work skills and VET competencies)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The VET course provides students with real skills to support pathways to employment or further education and training in careers relevant to the student's interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The AQF level and qualification in the VET programme are appropriate for delivery to secondary students and requirements in the training package or accredited course can be met	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VET courses are based on training packages or accredited courses and related units of competency?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VET courses allow students to undertake full qualifications or parts thereof (units of competency or skills sets)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students can access school-based apprenticeships and traineeships where the qualification is a declared apprenticeship/traineeship?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VET offerings provide a career pathway to occupations and industry sectors where there may be employment opportunities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sufficient facilities, equipment and staff are available for VET delivery and assessment (see also next section)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



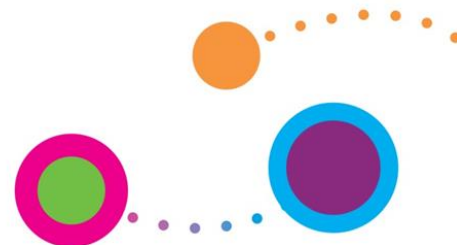
Facilities, equipment and staffing

Employers expect that students will have access to industry-standard equipment as part of their VET training and assessment, particularly to gain practical skills to support their theoretical learning. Furthermore, employers expect that training will be delivered and competencies assessed by suitably qualified staff. These expectations form part of the current *Standards for Registered Training Organisations 2015 (Standards for RTOs)*.

Rate yourself against the following statements to help determine if you have the equipment and staff to support the implementation of VET at your school.

Facilities and equipment	Never	Rarely	Sometimes	Often	Always
The school understands what equipment and facilities are required to deliver and assess the VET qualifications, accredited course and/or units of competency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Industry-standard equipment and facilities can be accessed by students and meets the needs identified in the VET qualification or accredited course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Existing equipment and facilities are effectively utilised for delivery and assessment of the VET course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Staffing	Never	Rarely	Sometimes	Often	Always
The school understands what is required to deliver and assess the VET qualification, accredited course and/or units of competency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training is delivered and assessed by qualified, industry-current trainers and assessors who can interpret the requirements of a VET qualification and develop learning and assessment appropriate to those requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Existing staff resources are effectively utilised for VET courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The mode of delivery and assessment arrangements, including online, meet requirements in the VET qualification or accredited course and school assessment and attendance requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers look for opportunities for linkages between curriculum content and the 'real life' context of VET	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers have opportunities to gain a good understanding of contemporary workplaces and practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trainers possess good student management skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Working with employers

It is clear that the success of vocational activities undertaken during secondary education, especially VET, is strongly dependent on employers and industry. More employer engagement with the development, delivery and assessment of these activities will give young people skills that are better aligned with workplace needs and the skills required for in-demand and emerging careers. Rate yourself against the following statements to help determine how well you engage with employers.

Working with employers	Never	Rarely	Sometimes	Often	Always
Strategies are in place to engage with employers to support VET, either directly or through a partnering RTO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employers have been provided with information about their roles and responsibilities in supporting VET programmes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employers understand the benefits of engaging with the school to support delivery and assessment of VET	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Partnership arrangements with employers have been identified to support VET programmes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal partnership arrangements have been entered into where necessary and are underpinned by appropriate partnership principles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local employers are encouraged to engage in the development of student skills through VET programs (including providing structured work placements and apprenticeship/traineeship opportunities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school has in place mechanisms to: - source work placements for VET students or assist students to source their own - prepare employers for work placements - ensure the quality of learning and outcomes from work placements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school engages with employers to ensure VET qualifications provide a pathway to employment, locally and further afield	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students have access to current information from industry/employers to help inform their career, education and training choices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mechanisms are in place to ensure employers can meet appropriate safety, accountability, consistency and quality principles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Efficient school-based apprenticeships or traineeship arrangements have been formalised between the school, employer and the RTO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Risks associated with work placements have been identified and suitable workplace health and safety measures are in place including all state/territory requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Integrating VET

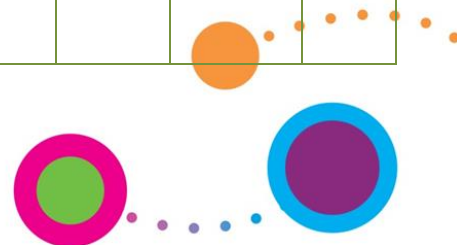
The success of VET in your school will in part depend on how well it has been integrated with the rest of the school environment. This integration needs to make VET more than just an 'add-on' to the curriculum and should support an understanding of VET as a quality pathway for students.

Integrating VET	Never	Rarely	Sometimes	Often	Always
A deliberate and strategic approach has been adopted to integrate VET with the general curriculum options	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School planning and reporting frameworks capture performance and outcome information on VET programmes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school integrates VET recognition into school events such as awards ceremonies, student prizes, school open evenings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

RTO arrangements

Accessing quality training and assessment through an RTO is fundamental to the success of the VET system. As a school you have a variety of ways to access RTO services, including becoming an RTO yourself. Whatever arrangements are used, schools and employers need to be confident that the RTO has suitably qualified trainers and assessors and access to the industry-standard equipment required.

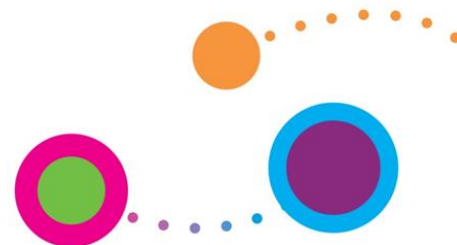
RTO arrangements	Never	Rarely	Sometimes	Often	Always	N/A
Where necessary, formal arrangements exist between employers, RTOs and the school to ensure compliance with existing standards and regulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school understands, and complies with, state and national standards and regulations when providing training and assessment as an RTO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school understands, and complies with, state and national standards and regulations when providing training and assessment through a third party arrangement with an RTO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RTO arrangements are consistent with state or sector-specific policies and guidelines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mechanisms are in place to identify quality RTOs that have existing partnerships in place with employers and industry representatives to develop and validate training and assessment strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunities to maximise RTO operations through pooled or cluster arrangements have been identified and realised	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school has sufficient information to determine the most appropriate way to access RTO services, including through third party arrangements (auspice and direct purchase arrangements)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Student support

Managing VET together with mainstream schooling can present unique challenges for many students. Consider the following statements and determine how well your school helps students overcome those challenges.

Student support	Never	Rarely	Sometimes	Often	Always
VET qualifications are recognised in and contribute to student career and pathways plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pastoral care or similar arrangements are in place to support students manage their VET and curriculum options	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Processes are in place to support individual needs of students and provide access to services necessary for the individual learner to meet the requirements of the VET qualification or accredited course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school has provided teaching and training that prepares students for work placements (eg dress, punctuality, customer service, work safely in construction training)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arrangements are in place to support student-employer relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students are supported to develop the skills required to effectively manage their education and career options	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Communication

Communication is key to helping students and parents understand the options available and make informed choices, as well as promoting VET more broadly. Using up-to-date and relevant information will help you to communicate with students, parents, employers and the broader school community about your VET programmes and the opportunities they can provide. Consider the following statements and rate your school's approach to communicating to students and others the benefits and opportunities provided through your VET programmes.

Communication	Never	Rarely	Sometimes	Often	Always
The school has communication channels to inform students, parents, teachers, RTOs and employers about VET	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students, parents and teachers understand what VET is, including how it is different and similar to other learning options	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relevant information is tailored to the needs of students, parents and teachers and is sufficient to support decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students, parents and employers understand the role that structured work placements play compared to work experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employers have been provided with information about the role that work experience, structured work placements, school-based apprenticeships and traineeships play in VET	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stakeholders understand the difference between vocational learning and VET	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school and its partners have effectively communicated how VET provides real skills to support pathways to employment options or further education and training in careers relevant to the student's interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school and RTO convey the impacts of gaining a VET qualification at school, including effects on accessing public funding for VET in the future and potential effects on wages and employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students understand how VET can contribute to their senior secondary certificate of education (SSCE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students understand how VET qualifications are valued by employers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students understand that VET is a different way of learning that can support the understanding of literacy, numeracy and classroom theory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students are supported to make ongoing connections between VET and other curriculum areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information for students and parents is developed in collaboration with VET stakeholders, including employers, RTOs and industry stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Review

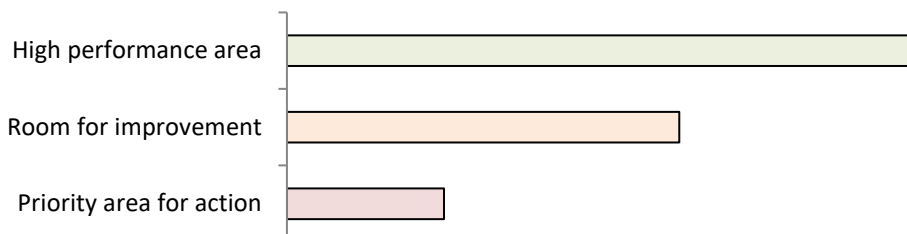
The school's VET offerings are regularly reviewed and updated to ensure they meet the needs of industry and employers. Similarly, jurisdictions and school sectors update their policies and procedures in line with funding priorities and skills needs. Schools should have in place review processes for the VET programmes they offer to ensure these maintain their currency and effectiveness within both VET and school policy environments. Rate yourself against the following statements to help you review your VET programmes.

Reviewing VET programmes	Never	Rarely	Sometimes	Often	Always
Strategies are in place to regularly review VET programmes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school's VET offerings provide effective outcomes for <u>students</u> and support their employment and further education and training and career goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school's VET offerings provide effective outcomes for <u>employers</u> and support their skills and workforce needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data available is used to identify the post-school outcomes of students who undertook VET programmes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mechanisms are in place to incorporate up-to-date labour market information and industry requirements into the review of VET programmes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Changes to VET and school sector policies and guidelines are considered when reviewing VET programmes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School planning and accountability frameworks identify specific information relating to VET review processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feedback from students, parents and employers is considered in the review of VET programmes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mechanisms exists to improve future VET offerings based on review findings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Planning and Implementation and delivery sections of this self-assessment tool have been considered when reviewing VET programmes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school has processes in place to review the effectiveness of their RTO arrangements including any third party partnering arrangements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Summary report

School name	
VET programmes	
RTO arrangements	
Date of self-assessment	

Review your answers for each module of the self-assessment to determine your priority areas for action, areas where there is room for improvement and high performance areas.



Planning

Focus areas	Priority Area for action	Room for improvement	High performance area
Course selection and structure			
Facilities and equipment			
Staffing			
Working with employers			
Integrating VET			
RTO arrangements			
Student support			
Communication			

Implementation and delivery

Focus areas	Priority Area for action	Room for improvement	High performance area
Course selection and structure			
Facilities and equipment			
Staffing			
Working with employers			
Integrating VET			
RTO arrangements			
Student support			
Communication			

Review

Reviewing VET programmes	Actions

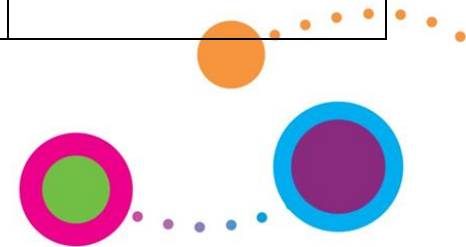


Resources

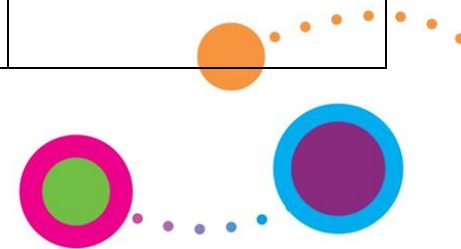
Below are resources to help you plan and implement changes to improve VET at your school.

National

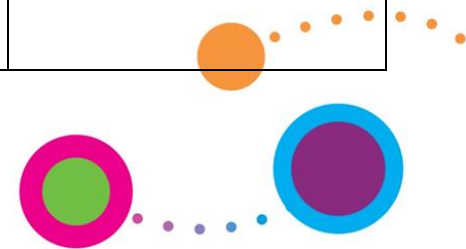
Resource name and link	Description	Focus area/s
Australian Skills Quality Authority (ASQA) http://www.asqa.gov.au/	The Australian Skills Quality Authority (ASQA) is the national regulator for Australia's vocational education and training sector. ASQA regulates courses and training providers to ensure nationally approved quality standards are met.	
The Vocational Education and Training (VET) Quality Framework http://www.asqa.gov.au/vet-registration/understand-the-requirements-for-registration/the-vet-quality-framework.html#australian	The VET Quality Framework is aimed at achieving greater national consistency in the way providers are registered and monitored and in how standards in the VET sector are enforced. The Framework comprises the Standards for RTOs 2015, financial viability risk assessment requirements, data provision requirements and the Australian Qualifications Framework. Schools should be familiar with the VET Quality Framework, particularly school RTOs that must comply with every component of the framework.	
Standards for Registered Training Organisations (RTOs) 2015 http://www.asqa.gov.au/about/australias-vet-sector/standards-for-registered-training-organisations-(rtos)-2015.html	The Standards for Registered Training Organisations (RTOs) 2015 are used by ASQA to ensure nationally consistent, high-quality training and assessment across the VET system. All school RTOs must comply with these standards. If your school operates under a different arrangement such as auspicing or accessing training through an external RTO, the RTO must meet these standards.	
Users Guide to the Standards for Registered Training Organisations 2015 http://www.asqa.gov.au/users-guide-to-the-standards-for-registered-training-organisations-2015/users-guide-to-the-standards-for-registered-training-organisations-2015.html	ASQA has developed this Users Guide to assist RTOs to understand their obligations under the Standards for RTOs 2015. This resource is particularly useful for school RTOs or those new to VET and seeking to better understand the requirements for RTOs.	



<p>Australian Skills Quality Authority (ASQA) Compliance https://www.asqa.gov.au/news-publications/publications/fact-sheets/provider-risk-compliance-history</p>	<p>ASQA has established a range of mechanisms for identifying and assessing the risk posed by providers. For each provider, ASQA maintains a provider profile. Each provider's profile is nuanced and dynamic, reflecting a range of data source and information and does not translate into a single score or rating. Rather, this system allows a detailed profile for each provider, which includes a set of risk indicators.</p>	
<p>Australian Qualifications Framework (AQF) http://www.aqf.edu.au/</p>	<p>The AQF is the national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework. The AQF was introduced in 1995 to underpin the national system of qualifications in Australia encompassing higher education, vocational education and training and schools.</p>	
<p>Standards for VET Accredited Courses 2012 http://www.asqa.gov.au/course-accreditation/standards-for-vet-accredited-courses.html https://www.legislation.gov.au/Series/C2011A00012</p>	<p>The Standards for VET Accredited Courses apply to courses accredited by ASQA to formally identify standards that apply to course design. The Standards also apply to courses that were accredited by state and territory bodies prior to the referral of their VET regulation powers to the Commonwealth, and the states' transition to the national arrangements The Standards are a legislative instrument under subsection 188(1) of the <i>National Vocational Education and Training Regulator Act 2011</i>.</p>	
<p>Standards for VET Regulators 2015 http://www.asqa.gov.au/about/australias-vet-sector/standards-for-vet-regulators.html</p>	<p>The Standards for VET Regulators 2015 aims to ensure the integrity of training through regulation of RTOs and VET accredited courses, consistency in the implementation of the Standards for RTOs and accountability of VET regulators. This information is particularly relevant for school RTOs. The Standards for VET Regulators describe a series of outcomes that regulators must achieve, but do not prescribe the way in which these outcomes are to be achieved.</p>	
<p>WorldSkills Australia's Try'a Skill http://www.worldskills.org.au/activities/tryaskill/</p>	<p>WorldSkills Australia's Try'aSkill program aims to encourage people to appreciate that vocational education and training can open the doors to many viable career choices. The program is a unique and exciting way of promoting trades and skills to all Australians and emphasising the importance of these vocations for business, government and society.</p>	



<p>Australian Core Skills Framework</p> <p>https://docs.education.gov.au/node/37095</p> <p>https://www.employment.gov.au/australian-core-skills-framework</p>	<p>The Australian Core Skills Framework (ACSF) is a tool which assists both specialist and non-specialist English language, literacy and numeracy practitioners describe an individual's performance in the five core skills of learning, reading, writing, oral communication and numeracy.</p>	
<p>Australian Core Skills Framework - Assessment Tools</p> <p>http://www.precisionconsultancy.com.au/acs_framework</p>	<p>These validated ACSF assessment tasks are designed to be used by assessors who are experienced language, literacy and numeracy (LLN) practitioners with a sound working knowledge of the ACSF.</p>	
<p>Australian Core Skills Framework - Online Language, Literacy and Numeracy Indicator Tool</p> <p>https://ammonite.com.au/blog/lln-tool/17-lln-tool</p>	<p>The Online Language, Literacy and Numeracy Indicator Tool has been developed to evaluate skills in reading, writing, learning, oral communication and numeracy. These are the 5 core skills that make up the Australian Core Skills Framework.</p>	
<p>Australian Apprenticeship Pathways</p> <p>http://www.aapathways.com.au/Home</p>	<p>The Australian Apprenticeships and Traineeships Information Service website provides information for people considering career options, employers looking at recruitment and those providing support and advice.</p>	
<p>Velg Training</p> <p>https://www.velgtraining.com/</p>	<p>Velg Training is a member serving organisation and Australia's leading provider of Vocational Education and Training (VET) professional development and consulting services.</p>	
<p>VETnetwork</p> <p>https://www.cyberguru.com.au/portfolio/vetnetwork-australia/</p>	<p>VETnetwork Australia is a national network of teachers, trainers, career advisors, program coordinators, administrative and support personnel committed to vocational learning and youth transition.</p>	
<p>MySkills</p> <p>https://www.myskills.gov.au/</p>	<p>My Skills website is the national directory of vocational education and training (VET) organisations and courses. It is an Australian Government initiative to enable consumers to search for, and compare, VET courses and training providers.</p>	

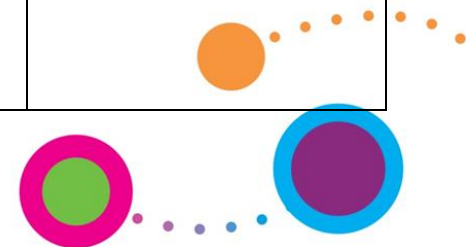


Core Skills for Work Developmental Framework (CSfW) https://www.education.gov.au/core-skills-work-developmental-framework	The CSfW Developmental Framework describes a set of non-technical skills, knowledge and understandings, as identified by Australian employers and industry, that underpin successful participation in work.	
National Training Register - Training.gov.au http://training.gov.au/Home/About	The National Training register is the authoritative source of information about nationally recognised training.	



Australian Capital Territory

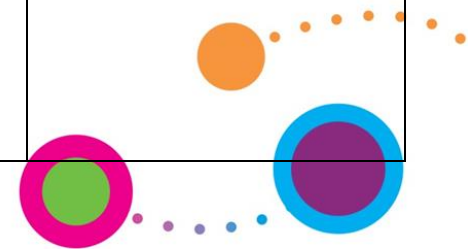
Resource name and link	Description	Focus area/s
Vocational Education and Training (VET) for ACT Government High Schools https://www.education.act.gov.au/public-school-life/transitions-careers	Vocational education and training (VET) provides a recognised learning opportunity for ACT secondary school students to access relevant, high quality, nationally recognised qualification that strengthen their pathways to further education and employment. Students may undertake a Certificate II or III or complete an Australian School-based Apprenticeship (ASBA) at an external Registered Training Organisation (RTO) and have points awarded to their ACT Senior Secondary Certificate. VET qualifications completed at college may also be used as credit for future studies in the VET or tertiary sector.	
ACT Board of Senior Secondary Studies (ACTBSSS) - Vocational Education and Training http://www.bsss.act.edu.au/vet_information	The ACTBSSS provides information about the requirements for VET delivered to secondary students and school-based apprenticeships in the ACT. It covers how they are recognised towards a senior secondary certificate including training accessed through a school RTO or external RTO.	
Registered Training Organisations (RTOs) http://www.bsss.act.edu.au/vet_information/rto	The ACTBSSS provides information about secondary colleges in the ACT that are Registered Training Organisations (RTOs). Further information about individual school RTOs can be accessed through the National Training Register at http://training.gov.au/Home/Tga . This includes information about the courses and units of competency that can be delivered and assessed by the school RTO.	
Australian School-Based Apprenticeships https://www.education.act.gov.au/public-school-life/transitions-careers/vocational-education-and-training-vet	The ACT Government Education and Training Directorate provides detailed information about Australian School-based Apprenticeships (ASBAs). Resources include an ASBA Student Guide and an ASBA Host Employer Guide.	
Australian School-based Apprenticeships - Schools Guide http://www.det.act.gov.au/_data/assets/pdf_file/0011/554546/ASBA-Schools-Guide.pdf	The ASBA Schools Guide was created to support VET Coordinators in assisting school students through ACT Australian School-based Apprenticeships.	




ACT Training Excellence Awards https://www.skills.act.gov.au/awards	The ACT Training Awards is an annual opportunity to showcase the commitment, innovation and outstanding achievements of all those involved in the ACT vocational education and training sector.	
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New South Wales

Resource name and link	Description	Focus area/s
Vocational Learning and VET Programs for Secondary School Students - A Statement of Purpose https://www.det.nsw.edu.au/vetinschools/document/s/vet/Vocational_Programs_for_Secondary_School_Students.pdf	The NSW Department of Education provides an overview of the opportunities available to students through vocational learning and VET in NSW schools.	
About VET Programs for Secondary Students https://education.nsw.gov.au/teaching-and-learning/curriculum/career-learning-and-vet/vocational-education-and-training	Information provided by the NSW Government Department of Education about studying a VET course as part of the HSC. VET courses provide students with the knowledge and skills needed to make the most of their future.	
Industry Curriculum Frameworks https://www.boardofstudies.nsw.edu.au/voc_ed/industry-curriculum-frameworks.htm https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet	In NSW, Industry Curriculum Frameworks can be delivered at a school, TAFE or by another RTO. The Industry Curriculum Frameworks are VET courses developed by the NSW Board of Studies, Teaching and Educational Standards (BOSTES). Further information can be found on the NSW Department of Education website.	
TAFE NSW delivered Vocational Education and Training (TVET) Courses https://www.tafensw.edu.au/study/types-courses/tvet	Information for schools and students about HSC VET courses delivered through TAFE. Links are provided to access further information about requirements for specific courses and applications forms for students.	
Workplace Learning https://education.nsw.gov.au/teaching-and-learning/curriculum/career-learning-and-vet/workplace-learning	Students gain practical experience and learn more about career choices through workplace learning. Information about the requirements for work placement and work experience is provided.	



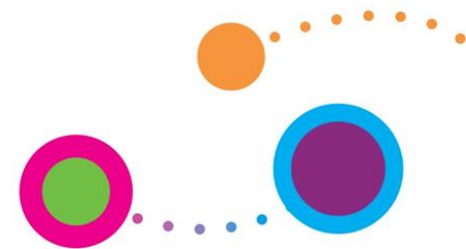
<p>Board of Studies, Teaching and Educational Standards (BOSTES) NSW</p> <p>https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/vet/</p>	<p>The role vocational education and training (VET) courses play in helping students prepare for further education, training, employment and lifelong learning is widely recognised by key stakeholders in education. Students in NSW have the option of studying VET courses at school or through TAFE NSW or other training providers. NESA package and endorse courses based on qualifications from national Training Packages or accredited courses.</p>	
<p>Industry Curriculum Frameworks</p> <p>https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet</p>	<p>Courses within Industry Curriculum Frameworks (Frameworks) count as Board Developed unit credit for the HSC. Frameworks include an HSC examination which provides the opportunity for students to have this examination mark contribute to the calculation of their ATAR.</p>	
<p>VET Board Endorsed Courses</p> <p>https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/stage-6-vet-board-endorsed-courses</p>	<p>Stage 6 VET Board Endorsed Courses (VET BECs) count as Board Endorsed unit credit for the HSC but do not contribute towards an ATAR.</p>	
<p>School-based apprenticeships and traineeships</p> <p>https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/school-based-apprenticeships-and-traineeships</p> <p>https://www.training.nsw.gov.au/apprenticeships_traineeships/index.html</p>	<p>Students undertaking an HSC VET course as part of a school-based apprenticeship or traineeship (SBA/T) have the opportunity to achieve a nationally-recognised VET qualification as well as their HSC and gain valuable work skills and experience through paid employment.</p> <p>The NSW apprenticeship and traineeship system is administered by Training Services NSW within the NSW Department of Industry.</p>	
<p>School Based Apprenticeships and Traineeships in NSW</p> <p>https://sbatinnsw.info/</p>	<p>Information and resources on School-based Apprenticeships and Traineeships in NSW.</p>	
<p>A Guide to Apprenticeships and Traineeships in New South Wales</p> <p>https://www.training.nsw.gov.au/forms_documents/apprenticeships_traineeships/fullguide.pdf</p>	<p>The guide, developed by the NSW State Training Services, is to be used in conjunction with the <i>School Based Apprenticeships and Traineeships in NSW - 2015 Guidelines</i>. This information applies to apprentices and trainees more broadly.</p>	

NSW Apprenticeships and Traineeships Training Plan Guidelines https://www.training.nsw.gov.au/apprenticeships_traineeships/policy/policy_procedures/vtgs/vtg_training_plan.html	The Apprenticeship and Traineeship Act 2001 governs the establishment of apprenticeships and traineeships in New South Wales, which includes the requirement that a training plan be developed for every apprenticeship or traineeship established under the Act.	
NSW Training Awards http://www.training.nsw.gov.au/training_awards/	The NSW Training Awards provide an opportunity to recognise and celebrate vocational education and training achievements in NSW. Categories include awards for school-based apprentice/trainee and vocational school student. Winners go on to represent the NSW at the Australian Training Awards.	
Go2Workplacement http://go2workplacement.com/auth/login/?returnUrl=%2F	Go2workplacement assists students enrolled in HSC ICF VET courses in NSW which have a mandatory work placement.	

Northern Territory

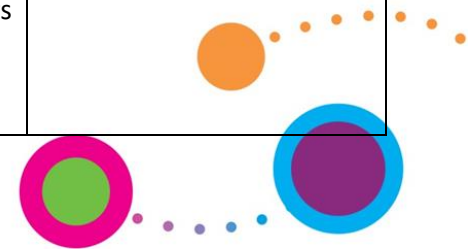
Resource name and link	Description	Focus area/s
Vocational Education and Training https://education.nt.gov.au/support-for-teachers/vet	This webpage has information for schools on funding, policies, procedures, guidelines and forms for the Vocational Education and Training (VET) in schools program	
VET Delivered to Secondary Students Guidelines https://education.nt.gov.au/_data/assets/pdf_file/0003/451083/VET-Delivered-to-Secondary-Students-Guidelines.pdf	VET Delivered to Secondary Students Guidelines	
Group Training Organisation Policy https://business.nt.gov.au/publications/policies/group-training-organisation-policy	The NT Government through the Department of Trade Business and Innovation through Workforce NT is committed to supporting a high quality group training network underpinned by the national standards for group training organisations and a policy framework that encourages GTOs to provide training and support to	

	apprentices and trainees, meet the need of industry and grow apprenticeships and traineeships in the Territory.	
VET Delivered to Secondary Students – Structured Work Placement https://education.nt.gov.au/_data/assets/pdf_file/0019/451081/VET-Delivered-to-Secondary-Students-SWP-Guidelines.pdf	Guidelines for VET Delivered to Secondary Students Structured Work Placement.	
Vocational Education and Training – Support for Teachers https://education.nt.gov.au/support-for-teachers/vet	This webpage has information for schools on funding, policies, procedures, guidelines and forms for the Vocational Education and Training (VET) in schools program.	
NT Apprenticeships and Traineeships Database https://nt.gov.au/learning/nt-apprenticeships-and-traineeships-database	The NT Apprenticeships and Traineeships Database contains details of all approved apprenticeship/traineeship qualification in the Northern Territory, including availability as a part-time or school-based apprenticeship/traineeship.	
NT Training Awards https://business.nt.gov.au/business-events/nt-training-awards/introduction	The NT Training Awards are the Department of Trade, Business and Innovation annual premier event recognising training excellence and achievements by Northern Territory: business, training organisations, apprentices, trainees, trainers and students. The awards are an official recognition of excellence and achievements in gaining the highest standards of knowledge and skills, in contributing to high standards of training, and for personal achievement in the vocational education and training (VET) sector. There are individual and organisational awards, 13 in total.	



Queensland

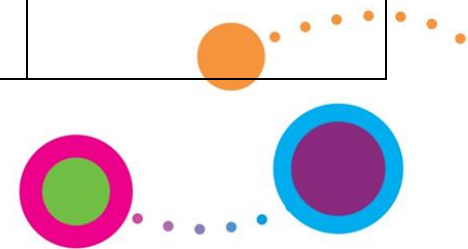
Resource name and link	Description	Focus area/s
Vocational Education and Training - QLD Curriculum and Assessment Authority (QCAA) https://www.qcaa.qld.edu.au/576.html	The QLD Curriculum and Assessment Authority (QCAA) is responsible for registering schools as RTOs under delegation from the Australian Skills Quality Authority (ASQA). This website provides comprehensive information about school RTOs and materials for schools including guides, checklists and templates for schools in Queensland. Note that some resources are available only from the secure section of the QCAA website.	
Vocational Education and Training in Schools (VETiS) - QLD Government Website https://desbt.qld.gov.au/training/providers/funded/vetis	The QLD Government Department of Employment, Small Business and Training website provides information and resources to schools delivering VET and school-based apprenticeships and traineeships. In particular schools will find useful information about the recent policy and funding changes that relate to VET for secondary school students.	
School Based Apprenticeships and Traineeships - QLD Government Website http://ppr.det.qld.gov.au/education/learning/Pages/School-Based-Apprenticeships-and-Traineeships.aspx	Detailed information has been developed by the Department of Education to help schools understand the process for planning and managing school-based apprenticeships and traineeships. The webpage includes links to policies and administrative forms.	
Apprenticeships info - school-based apprenticeships and traineeships https://desbt.qld.gov.au/training/apprentices	Information about apprenticeships/traineeships, commencing, incentives, support and resources for stakeholders.	
Queensland Training Awards https://desbt.qld.gov.au/training/qta	The Queensland Training Awards showcase VET in Queensland, with categories for apprentices, trainees, vocational students, teachers and trainers, as well as training providers and employers.	
Apprenticeships and Traineeships current procedures - QLD Government website http://ppr.det.qld.gov.au/training/apprentices/Pages/current-procedures.aspx	Information developed by the Department of Education and Training which outlines processes and responsibilities to be followed by departmental staff and stakeholders in relation to apprenticeships and traineeships.	



QLD Curriculum and Assessment Authority (QCAA) - QCE core courses of study https://www.qcaa.qld.edu.au/3173.html	Information provided on how VET qualifications can contribute towards core courses of study, a key component of the Queensland Certificate of Education (QCE).	
2018-19 Annual VET Investment Plan - Queensland Government website https://desbt.qld.gov.au/_data/assets/pdf_file/0018/8262/annual-vet-investment-plan.pdf	The 2018-19 Annual VET Investment Plan details the Queensland Government's \$777.9 million investment in vocational education and training (VET) in the 2018-19 financial year.	

South Australia

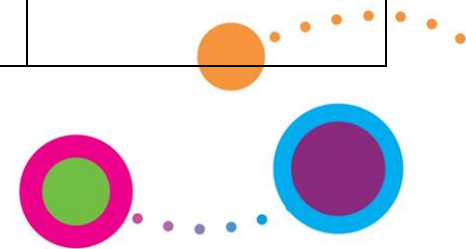
Resource name and link	Description	Focus area/s
VET in Schools Agreements https://www.tafesa.edu.au/apply-enrol/secondary-school-courses/vet-in-schools-agreements	TAFE SA works with schools to promote pathways to further training and employment through VET in Schools Agreements. A VET in Schools Agreement (VISA) is a negotiated agreement where qualified teachers deliver and assess nationally recognised training within the school environment in partnership with TAFE SA.	
VET for School Students – Repositioning VET within secondary education in South Australia https://www.education.sa.gov.au/sites/default/files/vet-for-school-students.pdf?v=1574312130	The VET for Schools Students policy developed by the SA Department for Education provides advice for government schools to reposition VET within secondary education in order to raise its profile across the schooling system.	
South Australian Certificate of Education (SACE) - Vocational Education and Training https://www.sace.sa.edu.au/web/vet	This website provides comprehensive information from the SACE Board about how VET contributes towards the SACE. This includes policies, guides and information sheets about VET for school students, how VET contributes to the SACE and ATAR, the VET Recognition Register, and a series of "VET Stories" case studies about students undertaking VET while at school.	



School-based apprenticeships and traineeships http://www.skills.sa.gov.au/apprenticeships-traineeships/school-based-apprenticeships-and-traineeships	The Skilled careers website provides detailed information about school-based apprenticeships and traineeships. This includes an information booklet and flyer to help students understand the requirements, and step-by-step guidance for those seeking school-based apprenticeship or traineeship opportunities.	
SA Training Awards http://www.tasc.sa.gov.au/sa-training-awards/about-the-awards	The SA Training Awards provide an opportunity to recognise and celebrate vocational education and training achievements in the SA. These training awards include a category for school-based apprentice of the year. Winners go on to represent SA at the Australian Training Awards.	
Australian school based apprenticeships https://www.sa.gov.au/topics/education-and-learning/vocational-education-and-training/australian-school-based-apprenticeships	This website provides information on starting an Australian school based apprenticeship (ASBA) in South Australia.	

Tasmania

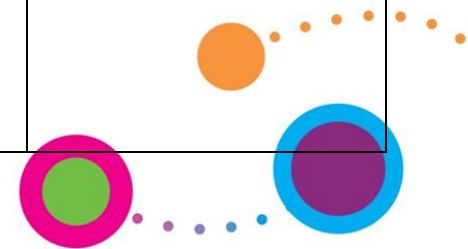
Resource name and link	Description	Focus area/s
The Department of Education Tasmania - Years 11 and 12 https://www.education.tas.gov.au/parents-carers/school-colleges/vet/	Information provided on the Department of Education Tasmania website includes a general overview of VET in Tasmanian schools. It includes generic information on what is VET and the benefits of participating in a VET program.	
The Department of Education Tasmania - Australian School-based Apprenticeships https://www.education.tas.gov.au/parents-carers/parent-fact-sheets/australian-school-based-apprenticeship-asba/	Information provided on the Department of Education Tasmania website about school-based apprenticeships and traineeships.	



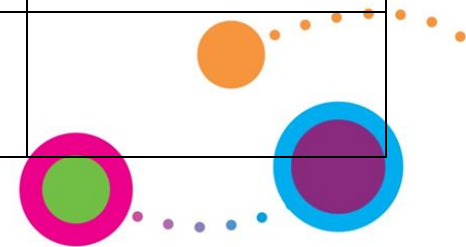
Supporting training and workforce development for Tasmanians - Skills Tasmania http://www.skills.tas.gov.au/learners/schoolsandcolleges	The webpage outlines the training opportunities including school-based apprenticeships and traineeships, VET in schools programmes and work placements that can be offered in schools and colleges in Tasmania.	
School-based apprenticeships and traineeships - Skills Tasmania http://www.skills.tas.gov.au/apprenticeshipstraineeships/schoolbased	The webpage outlines the process for School-based apprenticeships and traineeships in Tasmania.	
Tasmanian Training Awards http://www.skills.tas.gov.au/trainingawards	The Tasmanian Training Awards provide an opportunity to recognise and celebrate vocational education and training achievements in Tasmania. Categories include awards for school-based apprentice/trainee and VET in Schools student. Winners go on to represent Tasmania at the Australian Training Awards.	

Victoria

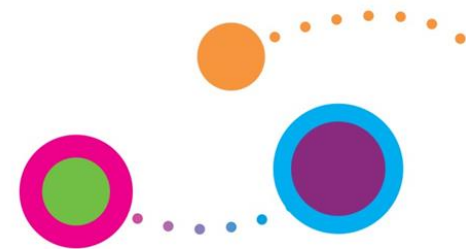
Resource name and link	Description	Focus area/s
Victorian Curriculum and Assessment Authority - Vocational Education and Training http://www.vcaa.vic.edu.au/Pages/vet/index.aspx	The VCAA provides detailed information and administrative advice about VET in the Victorian Certificate of Education (VCE) and Victorian Certificate of Applied Learning. Schools delivering VET will find links to assessment, school-based apprenticeship and traineeship, block credit recognition, VET registration and delivery, structured workplace learning and VCE VET examination information.	
Victorian Curriculum and Assessment Authority - VET in the VCE and VCAL https://www.vcaa.vic.edu.au/curriculum/vet/vet-vce-vcap/Pages/Index.aspx	Overview of VET in the VCE and VCAL, including a brochure and booklet that provide useful information for students and parents about options for undertaking VET while at schools at how it can contribute towards the VCE, VCAL and a tertiary admission rank.	
Victorian Curriculum and Assessment Authority - VCE VET Programs http://www.vcaa.vic.edu.au/Pages/vet/programs/index.aspx	A list of VCE VET programs, which are VET qualifications approved by the VCAA in consultation with schools, industry and training providers, can be found here. See also the <i>Scored Assessment</i> information which provides further information about VCE VET programs that have a study score component - http://www.vcaa.vic.edu.au/Pages/vet/programs/scoredasses.aspx	



<p>VCE VET programs</p> <p>https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/Index.aspx</p>	<p>VCE VET programs are vocational training programs approved by the VCAA and lead to nationally recognised qualifications.</p>	
<p>Victorian Curriculum and Assessment Authority - Block Credit Recognition</p> <p>https://www.vcaa.vic.edu.au/assessment/results/credit-recognition/Pages/BlockCreditRecognition.aspx</p>	<p>Further information for schools and students about eligibility for block credit recognition towards a VCE for VET undertaken that is not included in the list of approved VCE VET programs.</p>	
<p>Victorian Curriculum and Assessment Authority - VET Registration and Delivery</p> <p>http://www.vcaa.vic.edu.au/Pages/vet/general/provideregodelivery.aspx</p>	<p>The Victorian Registration and Qualifications Authority is responsible for the regulation of RTOs in Victoria. Information about the role of RTOs and delivery options for schools can be found here.</p>	
<p>Victorian Curriculum and Assessment Authority - Structured Workplace Learning</p> <p>https://www.vcaa.vic.edu.au/curriculum/vet/swl-vet/Pages/index.aspx</p>	<p>Information about Structured Workplace Learning including a list of VCE VET programs and the recommended SWL for each course.</p>	
<p>School-based Apprenticeships and Traineeships</p> <p>https://www.vcaa.vic.edu.au/Documents/handbook/2020/04admininfoschoolsadb20.pdf</p>	<p>Administrative information for schools and providers in Victoria.</p>	
<p>School-based Apprenticeships and Traineeships (SBATs) Victoria</p> <p>http://www.education.vic.gov.au/Documents/school/principals/curriculum/sbatguide.pdf</p>	<p>This guide developed by the Victorian Department of Education and Early Childhood Development provides information for schools to establish and deliver school-based apprenticeships and traineeships, including stakeholder roles and responsibilities.</p>	
<p>Structured Workplace Learning</p> <p>http://www.education.vic.gov.au/school/teachers/teachingresources/careers/work/pages/structuredlearn</p>	<p>Detailed information for schools about Structured Workplace Learning including a SWL Manual and SWL Guidelines for Employers, administrative forms to arrange SWL for students and OHS information.</p>	

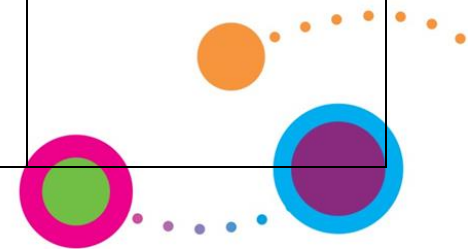


ing.aspx		
<p>Vocational education and training delivered to secondary school students</p> <p>https://www.education.vic.gov.au/school/teachers/management/finance/Pages/srpref056.aspx</p>	Schools purchasing training from external providers will find useful and detailed information here including guidelines and contract templates.	
<p>Victorian Training Awards</p> <p>https://www.education.vic.gov.au/about/awards/vta/Pages/default.aspx</p>	The Victorian Training Awards provide an opportunity to recognise and celebrate vocational education and training achievements in Victoria. Categories include awards for school-based apprentice and VET in Schools excellence. Winners go on to represent Victoria at the Australian Training Awards.	
<p>Accredited Courses - VIC Department of Education and Training</p> <p>http://www.education.vic.gov.au/training/providers/rto/Pages/courses.aspx</p>	The Department of Education and Training (DET) develops VET accredited courses in response to Victorian industry, enterprise and/or community needs where no relevant training package or endorsed units of competency currently exist.	
<p>Victorian training package purchasing guides - VIC Department of Education and Training</p> <p>http://www.education.vic.gov.au/training/providers/rto/Pages/purchasingguides.aspx</p>	Victorian Purchasing Guides contain nominal hour allocations for units of competency and maximum hour allocations for qualifications within training packages. They also contain sample training programs that have been developed for nationally endorsed training packages.	
<p>Training Products - VIC Department of Education and Training</p> <p>http://www.education.vic.gov.au/training/providers/rto/Pages/products.aspx</p>	Vocational Education and Training (VET) comprises a range of training products which are recognised across Australia. This includes qualifications, units of competency, skill sets and/or accredited courses that can be developed in two ways: Industry training packages; or VET accredited courses	



Western Australia

Resource name and link	Description	Focus area/s
Government of Western Australia Department of Training and Workforce Development http://www.vetinfonet.dtwd.wa.gov.au/VETinschools/Pages/VETinSchools.aspx	This statement outlines the Western Australia Department of Training and Workforce Development strategic direction for VET in Schools in Western Australia and the importance of VET in providing a valuable pathway for senior secondary students.	
Vocational Education and Training in Schools Guidelines https://www.dtwd.wa.gov.au/sites/default/files/uploads/VETIS-guidelines.pdf	The guidelines support the implementation of the <i>Joint Ministerial Statement on Vocational Education and Training in Schools</i> and provide the operational framework for the delivery of VET for secondary students in WA, including information about procedures, roles and responsibilities, and delivery arrangements.	
Workplace Learning Policy https://senior-secondary.scsa.wa.edu.au/vet/endorsed-programs	Information on authority-developed Workplace Learning. Often students combine VET with Workplace Learning. Students can use time spent in the workplace towards meeting the requirements of the Endorsed Program ADWPL.	
Pre-apprenticeships in Schools https://www.dtwd.wa.gov.au/sites/default/files/uploads/Uploader/dtwd-ppr-pais-factsheet-course-list-schools-RTOs-2019.pdf	Pre-apprenticeships in schools are Certificate II programs that have been nominated by Western Australian industry training councils as valid pathways from school to a traditional trade apprenticeship. Students in years 11 and 12 attend school, train at registered training organisations and are linked to an employer for a work placement. Students must complete required hours of on the job work placement with an employer as nominated in the <i>Western Australian pre-apprenticeship program business rules 2019</i> .	
School Based Apprenticeship and Traineeship Policy https://www.dtwd.wa.gov.au/sites/default/files/uploads/dtwd-apprenticeship-traineeship-policy-july2019.pdf	This document outlines arrangements for the commencement, registration, variation and completion of the training contracts for apprenticeships and traineeships. The Apprenticeship and traineeship policy provides guidance for employers, apprentices/trainees, Australian Apprenticeship Support Network (AASN) providers, registered training organisations (RTOs), group training organisations (GTOs), mentoring services, the State Training Board, training councils, schools and employees of the Department of Training and Workforce Development.	



<p>Training in school</p> <p>https://www.education.wa.edu.au/training-in-schools</p>	<p>Apprenticeships and traineeships are available to young people in Years 11 and 12. This means they combine studying for the Western Australian Certificate of Education (WACE) with training and work (spending three days a week at school, one day training and one day at work).</p>	
<p>Processes for a Registered Training Organisation School</p> <p>https://www.tac.wa.gov.au/registration/becominganrto/Pages/default.aspx</p>	<p>A government or non-government school in WA can elect to become an RTO. Should a government school or non-government school seek initial registration, or seek approval to amend or renew its current registration, approval processes are required.</p>	
<p>Partnership arrangements between schools and RTOs</p> <p>https://www.tac.wa.gov.au/registration/becominganrto/Partnership_arrangements/Pages/default.aspx</p>	<p>A partnership arrangement allows organisations to partner with an RTO in order to be able to assure the quality of delivery, assessment and recognition of training. This option, allowed by the Standards for Registered Training Organisations (RTOs) 2015, may particularly appeal to organisations whose core business is not training.</p>	
<p>WA School Curriculum and Standards Authority</p> <p>https://www.scsa.wa.edu.au/</p>	<p>The School Curriculum and Standards Authority is responsible for Kindergarten to Year 12 curriculum, assessment, standards and reporting for all Western Australian schools.</p>	
<p>WA Training Awards</p> <p>https://www.dtwd.wa.gov.au/watrainingawards/</p>	<p>The WA Training Awards recognise and reward outstanding achievements of apprentices, trainees and vocational students, and the contribution to training made by trainers, training organisations and employers.</p>	
<p>Out-of-School Learning and Training Programs</p> <p>https://www.cewa.edu.au/wp-content/uploads/2017/11/Out-of-School-Learning-and-Training.pdf</p>	<p>Out of School Learning and Training Programs provide a valuable pathway for students to explore their transition from school to post-school opportunities. This policy applies to all Catholic secondary schools in Western Australia.</p>	

