# 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.
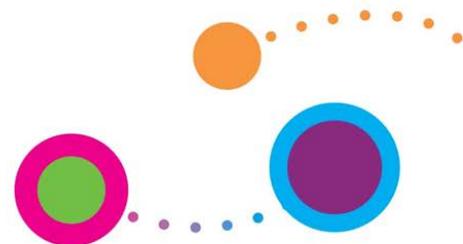
How it works

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.
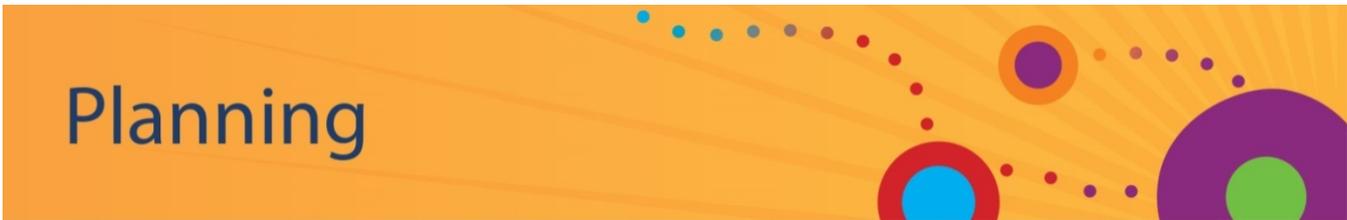
Getting started

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)	
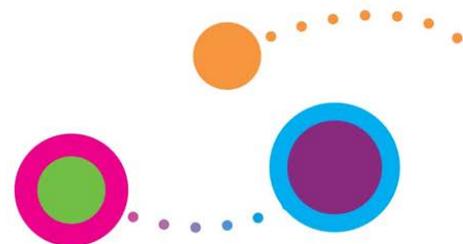
Planning

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?	☐	☐	☐	☐
Does the VET course/qualification provide a pathway to further education and training for students with a post-school qualification in mind?	☐	☐	☐	☐
Does the VET course/qualification provide practical skills to support pathways to careers relevant to the student's interests?	☐	☐	☐	☐
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?	☐	☐	☐	☐
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?	☐	☐	☐	☐
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?	☐	☐	☐	☐
Have you considered any potential impact on student entitlement for subsequent qualifications or entry into an apprenticeship, traineeship or other training post-school?	☐	☐	☐	☐
Will employers be engaged in the design and delivery of your VET course/s and/or the assessment of student competency?	☐	☐	☐	☐
Have you considered workplace health and safety or age requirements (if appropriate)?	☐	☐	☐	☐
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)?	☐	☐	☐	☐
Have you used any student career development strategies (e.g. pathway plans) to inform the qualifications on offer to students?	☐	☐	☐	☐
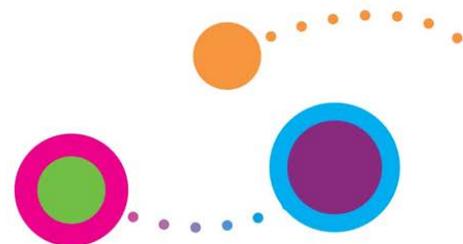
Facilities, equipment and staffing

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?	☐	☐	☐	☐
If offering VET through a third party (auspice or external RTO) arrangement, have you considered the school requirements with prospective RTOs?	☐	☐	☐	☐
Have you considered how you could deliver VET through the use of existing facilities and equipment?	☐	☐	☐	☐
Have you explored all avenues for funding to cover equipment and the cost of maintaining facilities?	☐	☐	☐	☐
Have you identified how RTO/employer relationships can facilitate access to the necessary equipment and facilities?	☐	☐	☐	☐
Have you considered the equipment and facilities requirements for your VET course in the future and whether it will be sustainable?	☐	☐	☐	☐

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?	☐	☐	☐	☐
Are your trainers and assessors able to interpret the requirements for your VET qualifications and develop learning and assessment appropriate to those requirements?	☐	☐	☐	☐
Are your trainers and assessors aware of changes in their industry that may impact on skills needs in the future?	☐	☐	☐	☐
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?	☐	☐	☐	☐
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?	☐	☐	☐	☐
Do your trainers and assessors have the skills to engage with industry partners, organise work placements, provide support to partner employers, etc?	☐	☐	☐	☐
Have you considered access to trainers and assessors and staff currency in the future and whether this will be sustainable?	☐	☐	☐	☐

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?	☐	☐	☐	☐
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?	☐	☐	☐	☐
Have you identified existing partnerships or new arrangements you will need to enter into with employers to deliver your VET offerings?	☐	☐	☐	☐
Are your partnership arrangements underpinned by appropriate quality principles (for example, shared goals and decision making, communication, commitment and investment and review)?	☐	☐	☐	☐
Have you explained to employers the benefits of supporting your VET programmes and helped them to understand their role and responsibilities?	☐	☐	☐	☐
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?	☐	☐	☐	☐
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?	☐	☐	☐	☐
Have you taken the necessary measures to prepare students for any work placement activities or school-based apprenticeship or traineeship?	☐	☐	☐	☐
Have you identified mechanisms with your employers and training provider to ensure safety, accountability, consistency and quality assured VET delivery and assessment?	☐	☐	☐	☐
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?	☐	☐	☐	☐
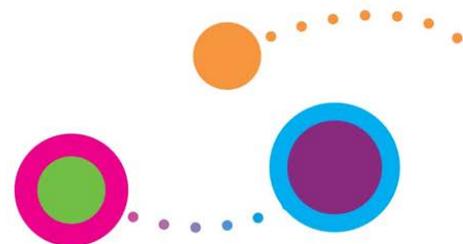
Integrating VET

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?	☐	☐	☐	☐
Have you considered supportive timetabling arrangements to help students get the most out of combining VET and other curriculum programmes?	☐	☐	☐	☐
Are there any access and equity barriers for students undertaking VET programmes that may require consideration to support their learning?	☐	☐	☐	☐
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?	☐	☐	☐	☐

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)?	☐	☐	☐	☐
Do you understand the requirements of each option, including how the *Standards for Registered Training Organisations 2015 (RTOs)* will be met, and any state-based regulations or sector-specific policies?	☐	☐	☐	☐
Have you considered pooling resources or entering into cluster arrangements with other schools to make your RTO operations more efficient?	☐	☐	☐	☐
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)?	☐	☐	☐	☐
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?	☐	☐	☐	☐
Have you considered the requirements of your curriculum and assessment authority in any partnering arrangements with an RTO?	☐	☐	☐	☐
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?	☐	☐	☐	☐
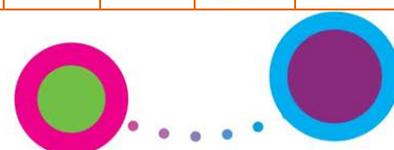
Student support

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?	☐	☐	☐	☐
Can the students undertaking VET identify how it fits in with their career and further education or pathways plans?	☐	☐	☐	☐
Have your students had the opportunity to develop skills to manage their careers and to help them make decisions about their future?	☐	☐	☐	☐
Have your students had the opportunity to develop 'work ready' skills?	☐	☐	☐	☐
Do you support students to develop the skills to use labour market information to make effective decisions about their career and education pathways?	☐	☐	☐	☐
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?	☐	☐	☐	☐
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?	☐	☐	☐	☐
Have you developed pastoral care or similar arrangements to support students to integrate VET with other curriculum options?	☐	☐	☐	☐
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?	☐	☐	☐	☐
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)?	☐	☐	☐	☐
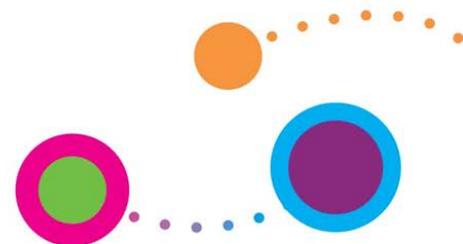
Communication

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?	☐	☐	☐	☐
▪ VET qualifications school-based apprenticeships and traineeships, structured work placements, work experience, and the purpose and features of these programmes?	☐	☐	☐	☐
▪ any potential impact on future access to state/territory student entitlements for subsequent qualifications or on entering into an apprenticeship or traineeship?	☐	☐	☐	☐
▪ 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?	☐	☐	☐	☐
▪ how the course will affect the SSCE and ATAR scores?	☐	☐	☐	☐
▪ how VET fits in with the rest of the curriculum and help students achieve their goals?	☐	☐	☐	☐
▪ what skills employers want, including future employment and skills needs for your region?	☐	☐	☐	☐
▪ the purpose and requirements for workplace components of the VET course?	☐	☐	☐	☐
Do you have the latest information from relevant sources - RTOs, universities, employers, industry bodies, companion volumes etc?	☐	☐	☐	☐
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)	☐	☐	☐	☐
Have you provided your students with the information or skills to find the information to help them make informed career choices?	☐	☐	☐	☐
Have you promoted VET within the school and community?	☐	☐	☐	☐
Are staff informed about career pathway opportunities that VET and vocational learning can provide?	☐	☐	☐	☐
Have you provided employers with information on your VET offerings, opportunities for providing work experience, work placements, school-based apprenticeships and traineeships?	☐	☐	☐	☐
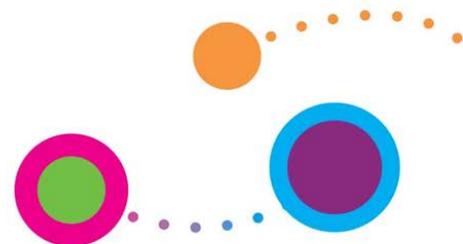
Implementation and delivery

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	☐	☐	☐	☐	☐
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)	☐	☐	☐	☐	☐
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	☐	☐	☐	☐	☐
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	☐	☐	☐	☐	☐
VET courses are based on training packages or accredited courses and related units of competency?	☐	☐	☐	☐	☐
VET courses allow students to undertake full qualifications or parts thereof (units of competency or skills sets)	☐	☐	☐	☐	☐
Students can access school-based apprenticeships and traineeships where the qualification is a declared apprenticeship/traineeship?	☐	☐	☐	☐	☐
VET offerings provide a career pathway to occupations and industry sectors where there may be employment opportunities?	☐	☐	☐	☐	☐
Sufficient facilities, equipment and staff are available for VET delivery and assessment (see also next section)	☐	☐	☐	☐	☐
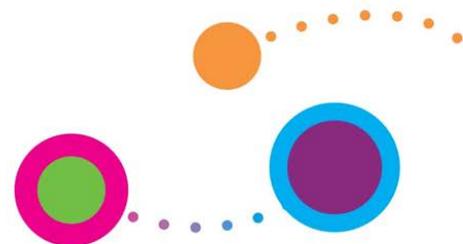
Facilities, equipment and staffing

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	☐	☐	☐	☐	☐
Industry-standard equipment and facilities can be accessed by students and meets the needs identified in the VET qualification or accredited course	☐	☐	☐	☐	☐
Existing equipment and facilities are effectively utilised for delivery and assessment of the VET course	☐	☐	☐	☐	☐

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	☐	☐	☐	☐	☐
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	☐	☐	☐	☐	☐
Existing staff resources are effectively utilised for VET courses	☐	☐	☐	☐	☐
The mode of delivery and assessment arrangements, including online, meet requirements in the VET qualification or accredited course and school assessment and attendance requirements	☐	☐	☐	☐	☐
Teachers look for opportunities for linkages between curriculum content and the 'real life' context of VET	☐	☐	☐	☐	☐
Teachers have opportunities to gain a good understanding of contemporary workplaces and practices	☐	☐	☐	☐	☐
Trainers possess good student management skills	☐	☐	☐	☐	☐
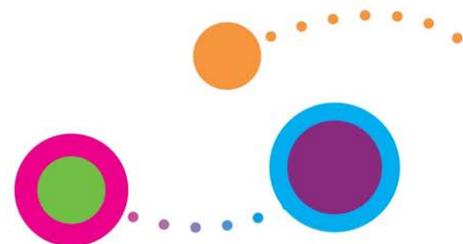
Working with employers

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	☐	☐	☐	☐	☐
Employers have been provided with information about their roles and responsibilities in supporting VET programmes	☐	☐	☐	☐	☐
Employers understand the benefits of engaging with the school to support delivery and assessment of VET	☐	☐	☐	☐	☐
Partnership arrangements with employers have been identified to support VET programmes	☐	☐	☐	☐	☐
Formal partnership arrangements have been entered into where necessary and are underpinned by appropriate partnership principles	☐	☐	☐	☐	☐
Local employers are encouraged to engage in the development of student skills through VET programs (including providing structured work placements and apprenticeship/traineeship opportunities)	☐	☐	☐	☐	☐
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	☐	☐	☐	☐	☐
The school engages with employers to ensure VET qualifications provide a pathway to employment, locally and further afield	☐	☐	☐	☐	☐
Students have access to current information from industry/employers to help inform their career, education and training choices	☐	☐	☐	☐	☐
Mechanisms are in place to ensure employers can meet appropriate safety, accountability, consistency and quality principles	☐	☐	☐	☐	☐
Efficient school-based apprenticeships or traineeship arrangements have been formalised between the school, employer and the RTO	☐	☐	☐	☐	☐
Risks associated with work placements have been identified and suitable workplace health and safety measures are in place including all state/territory requirements	☐	☐	☐	☐	☐

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	☐	☐	☐	☐	☐
School planning and reporting frameworks capture performance and outcome information on VET programmes	☐	☐	☐	☐	☐
The school integrates VET recognition into school events such as awards ceremonies, student prizes, school open evenings	☐	☐	☐	☐	☐

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	☐	☐	☐	☐	☐	☐
The school understands, and complies with, state and national standards and regulations when providing training and assessment as an RTO	☐	☐	☐	☐	☐	☐
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	☐	☐	☐	☐	☐	☐
RTO arrangements are consistent with state or sector-specific policies and guidelines	☐	☐	☐	☐	☐	☐
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	☐	☐	☐	☐	☐	☐
Opportunities to maximise RTO operations through pooled or cluster arrangements have been identified and realised	☐	☐	☐	☐	☐	☐
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)	☐	☐	☐	☐	☐	☐
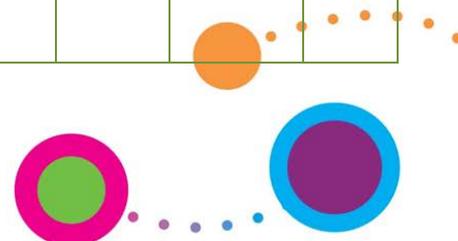
Student support

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	☐	☐	☐	☐	☐
Pastoral care or similar arrangements are in place to support students manage their VET and curriculum options	☐	☐	☐	☐	☐
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	☐	☐	☐	☐	☐
The school has provided teaching and training that prepares students for work placements (eg dress, punctuality, customer service, work safely in construction training)	☐	☐	☐	☐	☐
Arrangements are in place to support student-employer relationships	☐	☐	☐	☐	☐
Students are supported to develop the skills required to effectively manage their education and career options	☐	☐	☐	☐	☐
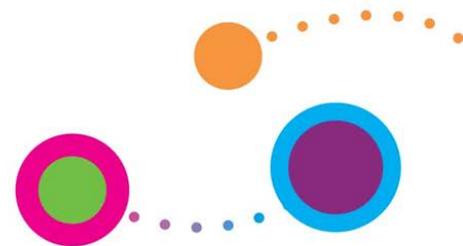
Communication

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	☐	☐	☐	☐	☐
Students, parents and teachers understand what VET is, including how it is different and similar to other learning options	☐	☐	☐	☐	☐
Relevant information is tailored to the needs of students, parents and teachers and is sufficient to support decision making	☐	☐	☐	☐	☐
Students, parents and employers understand the role that structured work placements play compared to work experience	☐	☐	☐	☐	☐
Employers have been provided with information about the role that work experience, structured work placements, school-based apprenticeships and traineeships play in VET	☐	☐	☐	☐	☐
Stakeholders understand the difference between vocational learning and VET	☐	☐	☐	☐	☐
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	☐	☐	☐	☐	☐
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	☐	☐	☐	☐	☐
Students understand how VET can contribute to their senior secondary certificate of education (SSCE)	☐	☐	☐	☐	☐
Students understand how VET qualifications are valued by employers	☐	☐	☐	☐	☐
Students understand that VET is a different way of learning that can support the understanding of literacy, numeracy and classroom theory	☐	☐	☐	☐	☐
Students are supported to make ongoing connections between VET and other curriculum areas	☐	☐	☐	☐	☐
Information for students and parents is developed in collaboration with VET stakeholders, including employers, RTOs and industry stakeholders	☐	☐	☐	☐	☐

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	☐	☐	☐	☐	☐
The school's VET offerings provide effective outcomes for <u>students</u> and support their employment and further education and training and career goals	☐	☐	☐	☐	☐
The school's VET offerings provide effective outcomes for <u>employers</u> and support their skills and workforce needs	☐	☐	☐	☐	☐
Data available is used to identify the post-school outcomes of students who undertook VET programmes	☐	☐	☐	☐	☐
Mechanisms are in place to incorporate up-to-date labour market information and industry requirements into the review of VET programmes	☐	☐	☐	☐	☐
Changes to VET and school sector policies and guidelines are considered when reviewing VET programmes	☐	☐	☐	☐	☐
School planning and accountability frameworks identify specific information relating to VET review processes	☐	☐	☐	☐	☐
Feedback from students, parents and employers is considered in the review of VET programmes.	☐	☐	☐	☐	☐
Mechanisms exists to improve future VET offerings based on review findings	☐	☐	☐	☐	☐
The **Planning** and **Implementation and delivery** sections of this self-assessment tool have been considered when reviewing VET programmes	☐	☐	☐	☐	☐
The school has processes in place to review the effectiveness of their RTO arrangements including any third party partnering arrangements	☐	☐	☐	☐	☐

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.
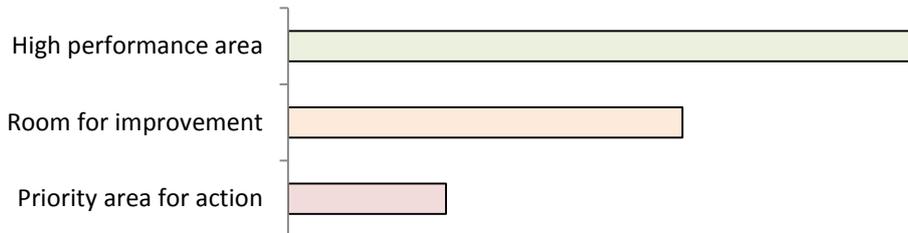
Planning

.

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
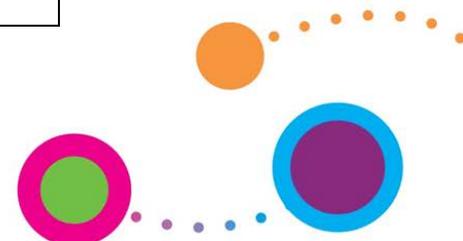
Resources

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/	ASQA is the national regulator for the VET sector ensuring the quality of the sector is maintained through regulation of providers and accredited courses (with the exception of Victoria and Western Australia - registration of training organisations and accreditation of courses remain the responsibility of the Victorian Registration and Qualifications Authority (VRQA) in Victoria and the Training Accreditation Council (TAC) in Western Australia).	
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 at 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.	
Australian Skills Quality Authority (ASQA) - Audit Report template http://www.asqa.gov.au/verve/_resources/Audit_report_template_-_VET.docx	To check your compliance against the Standards for RTOs, school RTOs can use the Audit Report Template to conduct a 'self-assessment'. The template provides guidance on collection of evidence against each standard and identifies and addresses gaps in compliance.	

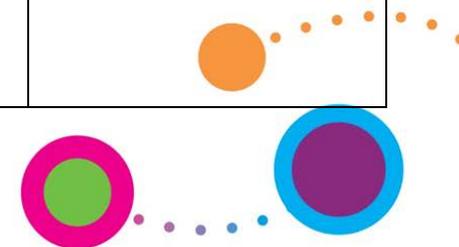|		
Australian Qualifications Framework (AQF) http://www.aqf.edu.au/	The AQF incorporates the qualifications from each education and training sector into a national qualifications framework. The AQF provides a register of AQF qualifications and the organisations authorised to issue those qualifications. VET courses delivered to secondary students comply with AQF requirements, and are consistent for all accredited training programmes in Australia.	
Standards for VET Accredited Courses 2012 http://www.asqa.gov.au/course-accreditation/standards-for-vet-accredited-courses.html	The Standards for VET Accredited Courses apply to courses accredited by ASQA to formally identify standards that apply to course design. Once ASQA assesses a course as compliant with the Standards for VET Accredited Courses and the Australian Qualifications Framework it will be listed on the training register at www.training.gov.au.	
Standards for VET Regulators 2015 http://www.asqa.gov.au/about/australias-vet-sector/standards-for-vet-regulators.html	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.	
WorldSkills Australia's Try'a Skill http://www.worldskills.org.au/activities/tryaskill/	An interactive program that allows visitors to try their hand at various skill and trade areas.	
Australian Core Skills Framework http://www.industry.gov.au/skills/ForTrainingProviders/AustralianCoreSkillsFramework/Pages/DownloadtheFramework.aspx	The tool describes and measures language, literacy and numeracy skills so that training can be targeted to areas of need and an individual's progress monitored over time.	
Australian Core Skills Framework - Assessment Tools http://www.precisionconsultancy.com.au/acs_framework	These validated ACSF assessment tasks are designed to be used by assessors who are experienced practitioners with a sound working knowledge of the ACSF.	
Australian Core Skills Framework - Online Language, Literacy and Numeracy Indicator Tool http://lln.safework.com.au/	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.	
Australian Apprenticeship Pathways http://www.aapathways.com.au/Home	This website provides information and resources about Australian Apprenticeships including career resources for students and guides for workplaces and careers advisers.	
Velg Training https://www.velgtraining.com/about-us	Vocational Education and Training (VET) professional development and consulting services.	
VETnetwork http://www.vetnetwork.org.au/	VETnetwork Australia is a national network of teachers, trainers, career advisors, program coordinators, administrative and support personnel committed to vocational learning and youth transition.	
MySkills https://www.myskills.gov.au/	My Skills website is the national directory of vocational education and training (VET) organisations and courses. It is a federal government initiative to enable consumers to search for, and compare, VET courses and training providers.	

Resource name and link	Description	Focus area/s
Core Skills for Work Developmental Framework (CSfW) https://www.education.gov.au/core-skills-work-developmental-framework	The CSfW Developmental Framework describes the core non-technical skills identified by Australian employers as important for successful participation in work.	
National Training Register - Training.gov.au	The National Training register is the authoritative source of information about nationally recognised training. http://training.gov.au/Home/About	

Australian Capital Territory

Resource name and link	Description	Focus area/s
Vocational Education and Training Guidelines for ACT Government High Schools http://www.det.act.gov.au/__data/assets/pdf_file/0011/31988/Vocational_Education_and_Training_Guidelines_for_ACT_Government_High_Schools.pdf	These guidelines provide detailed information for government high schools in the ACT about developing and delivering VET programmes for school students including roles of VET coordinators/teachers/trainers, guidance on course design and implementation, and supporting resources.	
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 accesses 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 http://www.det.act.gov.au/school_education/vocational_learning_in_schools/asba	The ACT government Education and Training Directorate provides detailed information about school-based apprenticeships. Resources Include an Australian School-based Apprenticeship (ASbA) Schools Guide, Key Steps in the Implementation and Management of an ASbA, Guide to ASbA Enquiries, ASbA Frequently Asked Questions and further information.	
Australian School-based Apprenticeships - Schools Guide http://www.det.act.gov.au/__data/assets/pdf_file/0011/554546/ASBA-Schools-Guide.pdf	This detailed guide has been developed to assist VET coordinators in the implementation of ASbAs in ACT schools. It outlines the requirements including roles and responsibilities of stakeholders and managing the ASbA training contract. For further information see the ACT Government ASbA page (http://www.det.act.gov.au/school_education/vocational_learning_in_schools/asba)	

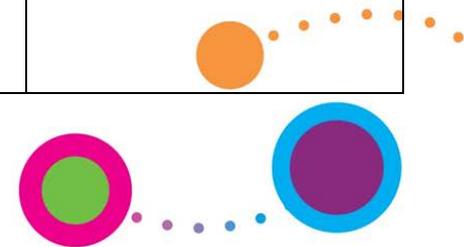| Resource name and link	Description	Focus area/s
ACT Training Excellence Awards http://www.det.act.gov.au/training/trainingawards	The ACT Training Excellence Awards provide an opportunity to recognise and celebrate vocational education and training achievements in the ACT. Categories include awards for school-based apprentice and vocational school student. Winners go on to represent the ACT at the Australian Training Awards.	

New South Wales

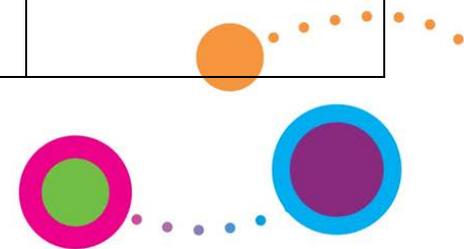| Resource name and link	Description	Focus area/s
Vocational Learning and VET Programs for Secondary School Students - A Statement of Purpose https://www.det.nsw.edu.au/vetinschools/documents/vet/Vocational_Programs_for_Secondary_School_Students.pdf	The NSW Department of Education and Communities provides an overview of the opportunities available to students through vocational learning and VET in NSW schools.	
About VET Programs for Secondary Students https://www.det.nsw.edu.au/vetinschools/vet/index.html	Information provided by the NSW Government Department of Education and Communities about VET programmes for secondary students and how they can contribute to the Higher School Certificate (HSC).	
Industry Curriculum Frameworks https://www.det.nsw.edu.au/vetinschools/vet/industry_curriculum_framework.html	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 and Communities website.	
TAFE delivered VET (TVET) https://www.det.nsw.edu.au/vetinschools/vet/tvet/index.html	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://www.det.nsw.edu.au/vetinschools/worklearn/worklearnpolicy.html	The Workplace Learning Policy and implementation support documents provide detailed information for government schools and TAFE NSW institutes. Advice and support documents are provided for employers, parents and carers, schools and TAFE NSW institutes and students.	
Board of Studies, Teaching and Educational Standards (BOSTES) NSW http://www.boardofstudies.nsw.edu.au/voc_ed/	The NSW Board of Studies, Teaching and Educational Standards (BOSTES) provides information about VET for secondary school students including Industry Curriculum Frameworks, Board Endorsed Courses, requirements for recognition of prior learning and credit transfer, school-based apprenticeships and traineeships, and VET for students with special needs.	

Industry Curriculum Frameworks http://www.boardofstudies.nsw.edu.au/voc_ed/industry-curriculum-frameworks.html	The NSW Board of Studies, Teaching and Educational Standards (BOSTES) provides a list of HSC VET courses that can be delivered the students and comprehensive information for each course. Schools seeking to offer courses from the Industry Curriculum Frameworks will need to carefully consider the requirements and refer to the documentation provided.	
VET Board Endorsed Courses http://www.boardofstudies.nsw.edu.au/voc_ed/board-endorsed-courses.html	VET Board Endorsed Courses are based on national industry training packages that are endorsed by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) which can be offered as an elective for Year 9 or 10 students or as part of the Higher School Certificate (HSC). Useful information for schools and students including course descriptions, guidelines and application forms is provided.	
School-based apprenticeships and traineeships http://www.boardofstudies.nsw.edu.au/voc_ed/apprenticeships-traineeships.html	Information and resources for schools and RTOs including course mapping tools, course descriptions and support materials provided by the Board of Studies is available. These resources can help with setting up the training plan for school-based apprentices and trainees for their HSC VET course.	
School Based Apprenticeships and Traineeships in NSW - 2015 Guidelines http://www.sbatinnsw.info/documents/2015/SBAT-Guidelines-2015.pdf	Detailed guide setting out the requirements for implementation of school-based apprenticeships and traineeships, developed by the NSW Department of Education and Communities. These guidelines apply to all school-based apprentices and trainees undertaking their HSC at a government or non-government school, or through a TAFE NSW institute.	
Checklist for school based apprenticeships and traineeships in NSW http://www.sbatinnsw.info/documents/Establishing_a_school_based_apprenticeship_or_traineeship.pdf	The checklist covers the steps needed for establishing and implementing school-based apprenticeships and traineeships in NSW and who is responsible for each action.	
School based Apprenticeships and Traineeships in NSW http://www.sbatinnsw.info/indexb.php	The website provides information about school-based apprenticeships and traineeships in NSW including forms and guidelines.	
A Guide to Apprenticeships and Traineeships in New South Wales https://www.training.nsw.gov.au/forms_documents/apprenticeships_traineeships/fullguide.pdf	The guide, developed by the NSW State Training Services, is to be used in conjunction with the *School Based Apprenticeships and Traineeships in NSW - 2015 Guidelines.* This information applies to apprentices and trainees more broadly.	
NSW Apprenticeships and Traineeships Training Plan Guidelines http://www.training.nsw.gov.au/forms_documents/apprenticeships_traineeships/trainingplan_guidelines.pdf	The guide, developed by the NSW State Training Services, is to be used in conjunction with the *Guide to Apprenticeships and Traineeships in New South Wales* and the *School Based Apprenticeships and Traineeships in NSW - 2015 Guidelines.* It provides detailed information about how to develop and manage a training plan.	

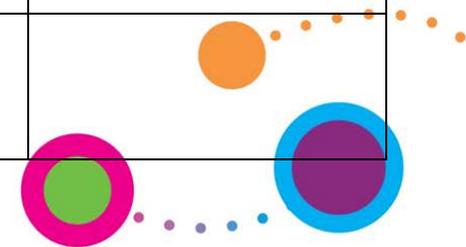| Resource name and link	Description	Focus area/s
NSW Training Awards http://www.training.nsw.gov.au/training_awards/	The NSW Training Awards provide an opportunity to recognise and celebrate vocational education and training achievements in NSW. Categories include awards for school-based apprentice/trainee 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
VET in Schools Program Handbook 2016 http://www.education.nt.gov.au/__data/assets/pdf_file/0008/39518/VETiS-Handbook-2016.pdf	The handbook provides schools with a comprehensive list of VET programmes for secondary school students delivered by RTOs in the NT, and information about how VET can contribute to the NT Certificate of Education and Training. Some of the programmes are delivered through cluster arrangements and some are only offered within particular schools. Further information can be sought from individual RTOs.	
VET Policy http://www.education.nt.gov.au/__data/assets/pdf_file/0010/730/Vocational-Education-And...-Policy-2015.pdf	The VET in School policy developed by the NT Department of Education provides general information including definitions, roles and responsibilities and a list of related policies, legislation and guidelines.	
Procedures for VET in Schools Coordination http://www.education.nt.gov.au/__data/assets/pdf_file/0009/27369/ProceduresVETcoordination.pdf	The procedures manual developed by the NT Department of Education will help schools develop and implement VET programmes for secondary students. The manual sets out the roles and responsibilities of key stakeholders and describes the procedure for delivering VET programmes in schools.	
Department of Education - Registered Training Organisation http://www.education.nt.gov.au/rto/decsrto	The NT Department of Education was established as an RTO to provide training and assessment in remote and regional areas. On the website, schools can access resources including policies and guidelines, and forms and information for students.	
Procedures for Structured Work Placement http://www.education.nt.gov.au/__data/assets/pdf_file/0020/27371/ProceduresStructuredWorkPlacement.pdf	The procedures manual was developed by the NT Department of Education to help schools to understand the procedures for planning and implementing structured work placements for their students. It outlines the roles and responsibilities of the relevant stakeholders. See also *Guidelines for VETiS Structured Work Placement Insurance* and *Expression of Interest* form which can be accessed here http://www.education.nt.gov.au/rto/vetis.	

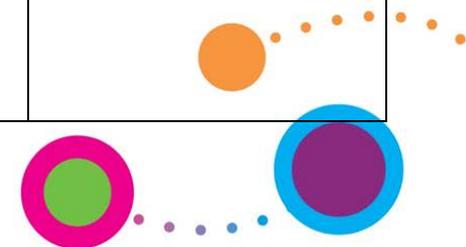|		
VET for Secondary School Students - VET Funding http://www.education.nt.gov.au/rto/vetis	Resources for schools and RTOs including VETiS funding information, VETiS funding timeline, Urban VET funding application, Remote VET funding application, VET funding handbook and VET funding allocation.	
School-based Apprenticeships and Traineeships Policy http://www.dob.nt.gov.au/training/policies/apprenticeships-and-traineeships/Pages/school-based.aspx	The policy was developed by the NT Department of Business and outlines the procedures and requirements for students undertaking a school-based apprenticeship or traineeship in the NT. This information is important for schools when planning their VET programmes and informing students about the process for accessing an apprenticeship or traineeship opportunities while at school.	
NT Training Awards http://www.dob.nt.gov.au/EventsAwards/training-awards/Pages/default.aspx	The NT Training Awards provide an opportunity to recognise and celebrate vocational education and training achievements in the NT. Categories include awards for school-based apprentice or trainee and VET in Schools student. Winners go on to represent the NT at the Australian Training Awards.	

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 http://www.training.qld.gov.au/training-organisations/funded-programs/vetis.html	The QLD Government Department of Education 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.	
Vocational Education and Training in Schools (VETiS) - funded by the VET investment budget http://www.training.qld.gov.au/resources/individuals/pdf/vetis-fact-sheet.pdf	The factsheet provides further information about the changes to VET in Schools policy and funding for Queensland schools. Additional documents relating to the funding changes are available on the Department of Education and Training website at http://www.training.qld.gov.au/training-organisations/funded-programs/vetis.html.	
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 and Training 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 http://apprenticeshipsinfo.qld.gov.au/school-based/	Information about school-based apprenticeships and traineeships is provided here for students and parents, employers, schools and training providers. It includes the comprehensive *Guide to School-based Apprenticeships and Traineeships.* This information is useful for schools to communicate with interested students in explaining how school-based apprenticeships and traineeships work.	
Queensland Training Awards http://www.qta.qld.gov.au/	The Queensland Training Awards provide an opportunity to recognise and celebrate vocational education and training achievements in Queensland. These training awards include a category for school-based apprentice or trainee of the year. Winners go on to represent Queensland at the Australian Training Awards.	
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).	
Vocational Education and Training in schools - QLD Government website http://education.qld.gov.au/students/placement/vet/	Information developed by the Department of Education and Training which provides an overview of vocational education and training as a learning option in the senior phase of learning.	
2015-16 Annual VET Investment Plan - Queensland Government website http://training.qld.gov.au/documents-data/strategies-plans-reports/vet-investment-plan/index.html	The 2015-16 Annual VET Investment Plan details the Queensland Government's $754.6 million investment in vocational education and training (VET) in the 2015-16 financial year.	

South Australia

Resource name and link	Description	Focus area/s
Vocational Pathways in Schools https://www.sa.gov.au/topics/education-skills-and-learning/schools/curriculum-and-learning/south-australian-curriculum/vocational-pathways-in-schools	Introductory information provided by the SA Department for Education and Child Development, including: VET in the SACE; how to participate in VET through apprenticeships and traineeships, an Industry Pathway Program, external training provider or accessing a WorkReady training subsidy; and advice for students about choosing an industry based on skills needs, careers and training pathways.	

Vocational Education and Training (VET) for Schools Policy http://www.decd.sa.gov.au/docs/documents/1/vocationaleducationandtra.pdf	The VET for Schools Policy developed by the SA Department of Education and Child Development provides advice for government schools to plan and implement VET programmes for their students.	
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 WorkReady 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.	
WorkReady Website http://www.skills.sa.gov.au/training-learning/training-for-school-students/training-guarantee-for-sace-students	The WorkReady website provides useful information for schools to consider when planning and implementing VET programmes. This includes information about skills needs and the labour market in SA, training for school students in relation to the Training Guarantee for SACE students and Innovative Community Action Network (ICAN) and Flexible Learning Options (FLO) students, and career information.	
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.	
School-based Apprenticeships and Traineeships - A Resource for Schools https://dl.dropboxusercontent.com/u/62498018/VET%20Flipbook/book.swf#p=72	Comprehensive guide for school offering school-based apprenticeships and traineeships including templates and checklists.	

Tasmania

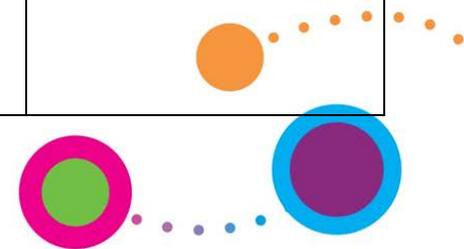| Resource name and link	Description	Focus area/s
The Department of Education Tasmania - Years 11 and 12 http://www.education.tas.gov.au/parents_carers/schools-colleges/Pages/Years-11-and-12.aspx	Information provided on the Department of Education Tasmania website includes a general overview of VET in Tasmanian schools. It includes a detailed *Where Do I Study* table that lists all subjects and VET courses available to senior secondary students in each school, and a *Course Information Handbook* for Year 11 and 12 students that explains the requirements and potential pathways for each subject and VET course.	

The Department of Education Tasmania - Pathways and Participation https://www.education.tas.gov.au/parents_carers/schools-colleges/Programs-Initiatives/Pages/Pathways-and-Participation.aspx	Further information about school-based apprenticeships, VET in Schools and Trade Training Centres is provided on the Tasmanian Department of Education website.	
The Department of Education Tasmania - Australian School-based Apprenticeships https://www.education.tas.gov.au/parents_carers/schools-colleges/Programs-Initiatives/Pages/Australian-School-based-Apprenticeships.aspx	More detailed information about school-based apprenticeships and traineeships can be found here, including: the *Australian School-based Apprenticeships Policy* which provides guidance on planning and managing school-based apprenticeships and traineeships; and the *Australian School-based Apprenticeships Tasmanian Strategy 2013-2015* which describes the key action areas to improve career pathways, employment, retention and attainment outcomes for young people in Tasmania.	
Training Opportunities at Tasmanian Schools and Colleges - 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/apprenticeshiptraineeships/schoolbased	The webpage outlines the process for School-based apprenticeships and traineeships in Tasmania. It includes a comprehensive *School-based Apprenticeship/Traineeship Guide* which contains all the information needed for schools to plan and manage school-based apprenticeships and traineeships.	
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

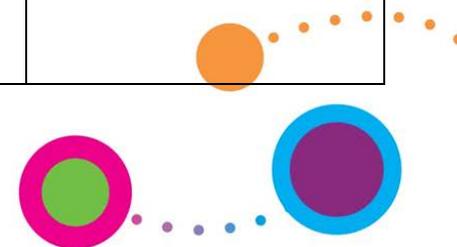| Resource name and link	Description	Focus area/s
Victorian Curriculum and Assessment Authority - Vocational Education and Training http://www.vcaa.vic.edu.au/Pages/vet/index.aspx	The VCAA provides detailed information and administrative advice about VET in the Victorian Certificate of Education (VCE) 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 http://www.vcaa.vic.edu.au/Pages/vet/general/recognition/vcerecognition.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.	

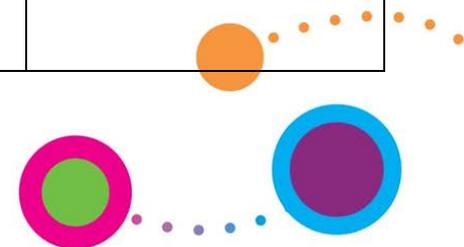|		
Victorian Curriculum and Assessment Authority - VCE VET Programs http://www.vcaa.vic.edu.au/Pages/vet/programs/index.aspx	A list of VCE VET programs, which are VET qualifications approved by the VCAA in consultation with schools, industry and training providers, can be found here. See also the *Scored Assessment* 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	
Victorian Curriculum and Assessment Authority - Industry Pathways in the VCE and VCAL http://www.vcaa.vic.edu.au/Pages/vet/Industry_pathways_VCE_VCAL.aspx	Industry Pathways in the VCE and VCAL is a new offering for students in Victoria. It focuses on four industry areas: building and construction; community services and health; manufacturing and engineering; sport and recreation. Flyers are provided for each industry to help students when considering their vocational pathway options.	
Victorian Curriculum and Assessment Authority - school-based and part-time apprenticeships and traineeships http://www.vcaa.vic.edu.au/Pages/vet/programs/sbat.aspx	Overview of school-based apprenticeships and traineeships and part-time apprenticeships and traineeships that can be undertaken by students as part of their senior secondary certificate.	
Victorian Curriculum and Assessment Authority - Block Credit Recognition http://www.vcaa.vic.edu.au/Pages/vet/general/recognition/vetcredit.aspx	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.	
Victorian Curriculum and Assessment Authority - VET Registration and Delivery http://www.vcaa.vic.edu.au/Pages/vet/general/providerregodelivery.aspx	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.	
Victorian Curriculum and Assessment Authority - Structured Workplace Learning http://www.vcaa.vic.edu.au/Pages/vet/swl.aspx	Information about Structured Workplace Learning including a list of VCE VET programs and the recommended SWL for each course.	
School-based Apprenticeships and Traineeships http://www.education.vic.gov.au/school/principals/curriculum/pages/apprentice.aspx	Detailed information for schools in Victoria to help with planning and managing school-based apprenticeships and traineeships. Also includes links to further information.	
School-based Apprenticeships and Traineeships (SBATs) Victoria http://www.education.vic.gov.au/Documents/school/principals/curriculum/sbatguide.pdf	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.	
Structured Workplace Learning http://www.education.vic.gov.au/school/teachers/teachingresources/careers/work/pages/structuredlearning.aspx	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.	

Purchasing Senior Secondary Courses and Vocational Education and Training from External Providers http://www.education.vic.gov.au/school/principals/finance/Pages/purchasing.aspx	Schools purchasing training from external providers will find useful and detailed information here including guidelines and contract templates.	
Victorian Training Awards http://www.education.vic.gov.au/about/awards/Pages/vta.aspx?Redirect=1	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.	
Accredited Courses - VIC Department of Education and Training http://www.education.vic.gov.au/training/providers/rto/Pages/courses.aspx	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.	
Purchasing Guides - VIC Department of Education and Training http://www.education.vic.gov.au/training/providers/rto/Pages/purchasingguides.aspx	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.	
Training Products - VIC Department of Education and Training http://www.education.vic.gov.au/training/providers/rto/Pages/products.aspx	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
Joint Ministerial Statement on Vocational Education and Training in Schools http://www.vetinfonet.dtwd.wa.gov.au/VETinschools/Pages/VETinSchools.aspx	This statement outlines the 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 http://vetinfonet.dtwd.wa.gov.au/VETinschools/Documents/VETis_Guidelines_web.pdf	The guidelines support the implementation of the J*oint Ministerial Statement on Vocational Education and Training in Schools* 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.	

Good Practice Resources http://www.vetinfonet.dtwd.wa.gov.au/VETinschools/Pages/GoodPracticeResources.aspx	A range of good practice resources are available to help schools, registered training organisations (RTOs) and other stakeholders deliver sustainable and quality VET programmes for secondary students in WA.	
Workplace Learning Policy http://www.det.wa.edu.au/policies/detcms/policy-planning-and-accountability/policies-framework/policies/workplace-learning.en?oid=au.edu.wa.det.cms.contenttypes.Policy-id-6632279	The Department of Education policy on Workplace Learning provides detailed information for schools in WA about developing, implementing and managing workplace learning programmes, as well as useful resources including sample documents/templates and checklists.	
Workplace Learning Support Documents http://www.det.wa.edu.au/curriculumsupport/vetis/detcms/navigation/resources---support/?page=2#toc2	The Department of Education has developed a range of templates, checklists, forms and information for schools in WA to support workplace learning.	
Pre-apprenticeships in Schools http://www.vetinfonet.dtwd.wa.gov.au/VETinschools/Pages/Pre-apprenticeshipsinSchools.aspx	Pre-apprenticeships can be offered by schools in WA to provide a pathway from school to an apprenticeship. These programmes offer students an opportunity to complete a Certificate II that has been nominated by WA industry training councils. Schools can find more information including fact sheets and requirements for pre-apprenticeships here.	
School Based Apprenticeship and Traineeship Policy http://www.dtwd.wa.gov.au/dtwcorporateinfo/policiesandguidelines/Documents/School%20Based%20Apprenticeship%20and%20Traineeship%20Policy%20V4.0%282%29%20cover%20final.pdf	Schools offering school-based apprenticeships or traineeships in WA should be familiar with this policy. It provides advice on roles and responsibilities and the requirements associated with commencement, registration, variation and completion of a training contract involving a full time school student participating in a part time school based apprenticeship or traineeship.	
School Based Traineeships and Apprenticeships http://www.det.wa.edu.au/curriculumsupport/vetis/detcms/navigation/programs/?page=2#toc2	Public schools in WA can find more information about pre-apprenticeships in schools, school-based traineeships and school-based apprenticeships here.	
School-based apprenticeships and traineeships: a good practice guide http://www.vetinfonet.dtwd.wa.gov.au/Resourcesandlinks/Documents/Publications2014/SBA_SBT_Good%20practice%20guide_2014_V4_web.pdf	The resource provides advice about principles of good practice for school-based apprenticeships and traineeships, case studies and checklists for good practice.	
Processes for a Registered Training Organisation School http://www.det.wa.edu.au/curriculumsupport/vetis/detcms/navigation/policies---planning/?page=2#toc2	Schools in WA seeking to become a Registered Training Organisation can find out more about the process on the WA Department of Education website.	

Partnership arrangements between schools and RTOs http://www.det.wa.edu.au/curriculumsupport/vetis/detcms/navigation/policies---planning/?page=4#toc4	Schools in WA seeking to enter into a partnership with an RTO should refer to the guide for partnership arrangements between schools and RTOs. The guide also includes templates for a VET in schools partnership agreement and a VET in schools auspicing partnership agreement.	
WA School Curriculum and Standards Authority http://www.scsa.wa.edu.au/internet/Senior_Secondary/Vocational_Education_and_Training	Schools and students can find further information about how VET contributes towards the WA Certificate of Education on the WA School Curriculum and Standards Authority website.	
WA Training Awards http://www.dtwd.wa.gov.au/employeesandstudents/training/training-awards/Pages/default.aspx	The WA Training Awards provide an opportunity to recognise and celebrate vocational education and training achievements in WA. The awards include a category for school-based apprentice of the year. Winners go on to represent WA at the Australian Training Awards.	
Out-of-School Learning and Training in Catholic Schools Policy http://internet.ceo.wa.edu.au/AboutUs/Governance/Policies/Pages/Education.aspx	The Out-of-School Learning and Training policy applies to all Catholic secondary schools in WA. Schools are responsible for establishing their own out-of-school learning and training policy that is compatible with this policy statement.	