

**A GLOSSARY OF POLICIES AND
GUIDELINES FOR TAFEWA COLLEGES**

VET for School Students

November 2004



Department of
Education
and Training

A photograph of three young women with long hair, smiling and looking towards the camera. The image is partially obscured by a teal and yellow gradient overlay.

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VET for School Students

Produced by the Western Australian Department of Education and Training April 2005.

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1. FUNDING, RESOURCES and REPORTING

a. Auspicing Guidelines

The Director General of the Department of Education and Training, in conjunction with TAFEWA College MDs, has established a consistent approach to charges for the services provided by TAFEWA Colleges to schools to support the *VET for School Students* programs.

A copy of these guidelines may be sourced from the *VET for School Students* Co-ordinator at the TAFEWA College.

b. Auspicing Agreement between TAFE and Schools for delivery of VET (not under profile)

The *VET for School Students* Auspicing Agreement has been developed by TAFEWA Colleges. The Agreement underpins standard 1.6 in the Australian Quality Training Framework (AQTF) for Registered Training Organisations (RTOs).

AQTF Standard 1.6 requires a written agreement that specifies how each party to the agreement will discharge its responsibilities for compliance with the AQTF standards.

This agreement specifies the conditions and operating arrangements for the delivery of vocational education and training (VET) programs by a school under the auspices of the TAFEWA College as the RTO.

In a partnership, both parties must agree to maintain quality of training and assessment processes, according to the AQTF Standards 2001 which are monitored as part of the RTO's registration requirements.

A copy of this Agreement may be sourced from the *VET for School Students* Co-ordinator at the TAFEWA College.

Copies of the publication *Partnerships at Work. Good Practice Models for VET in Schools under the AQTF* are available from the VET Teaching and Learning Directorate. Contact 08 9264 4655 or email ellenr.richards@det.wa.edu.au



c. Agreement between TAFE and Schools for delivery of VET under profile

This Agreement specifies the agreed operating arrangements for the delivery of VET to school students by a TAFEWA College under Profile funding arrangements.

A copy of this Agreement may be sourced from the VET for School Students Co-ordinator at the TAFEWA College.

d. Fees and Charges Policy

Each year the Department of Education and Training publishes the *Fees and Charges Policy Guidelines for Publicly Funded Registered Training Organisations*. The policy outlines the statutory and provider based fees and charges which apply to publicly funded RTOs effective from 1 January each year, and the procedures governing the administration of these fees and charges.

A copy of the most recent Fees and Charges Policy may be found at:
<http://www.training.wa.gov.au/training/content-fees-review.asp>

Note: The Fees and Charges policy will be reviewed in 2005 and there are likely to be changes to the fees for VET for School Students. Please contact Ms Merrilyn Wilson on 08 9264 5094 or email to vet.policy@det.wa.edu.au to find out more about this review.

e. Profile Funding Protocol

Profile funded *VET for School Students* is a major initiative aimed at increasing the participation of 15 to 19-year-olds in post compulsory education and training.

The intent of this protocol is to ensure the most effective use of public resources in the implementation of this initiative.

VET for School Students funded through profile is distinct from auspiced delivery and should be treated and reported separately.

The Profile Funding Protocol is included as Schedule 1 in the TAFEWA College Resource Agreement.

f. Use of School/College facilities – Policy

The policy *Use of School/College facilities* covers the use of government school facilities by TAFEWA Colleges and provides a framework, which includes a fee structure, for reimbursement. Reimbursement is available to the school for costs incurred (cost recovery) when TAFEWA Colleges use their facilities, generally for community programs delivered outside of school hours.

In 2005 the Department of Education and Training will examine issues relating to joint use of TAFE and Schools infrastructure. The project will include a literature review and examination of case studies to identify key issues and provide guiding principles. The discussion paper will enable the Department's VET Strategic Asset Management Committee and School Planning Infrastructure Committee to determine the future development of a policy framework.

For more information regarding the project, contact Ms Helen Smart AP/Consultant VET Capital Planning on 08 9264 4460 or email helen.smart@det.wa.edu.au

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g. Reporting AVETMISS Requirements

VET for School Students reporting must comply with AVETMISS Reporting Standards. In Western Australia, this means complying with the current WA VET Enrolment Statistics Data Standard.

This Standard may be found at www.training.wa.gov.au/wavetds/index.asp

Of particular interest to TAFEWA colleges in relation to the VET in School Program are the following fields in the WA Standard:

- VET in School Flag www.training.wa.gov.au/wavetds/visflg.asp
- Education Identifier www.training.wa.gov.au/wavetds/educationid.asp
- Enrolled School Identifier www.training.wa.gov.au/wavetds/enrschlid.asp
- Highest School Level Completed
www.training.wa.gov.au/wavetds/highschoollev.asp
- Year Highest School Level Completed
www.training.wa.gov.au/wavetds/yearhighschool.asp
- At School Flag www.training.wa.gov.au/wavetds/atschool.asp

NOTE:

The VET Enrolment Statistics Unit has proposed a standard format within the CMIS business rules for the way in which TAFEWA Colleges should report *VET for School Students* results back to schools.

The school has the Duty of Care for students under the Education Act and is legally entitled to the students' results. The variable practices in the past where results were posted to the student, or to their parent(s) or elsewhere are inappropriate. A proposed format devised by VESU has been accepted by College Data Administrators, programmed and mounted on CMIS.

On CMIS, it is called the "*VET in Schools Enrolment Status Report*" and must be used to report all *VET in Schools* results back to the school. In the future, when schools systems are further developed, this Status Report will also have an electronic analogue for direct import into the school's system.

The CMIS team and college staff are also working on standard methods and protocols for enrolling *VET for School Students* to eliminate some of the inconsistencies between the initial enrolling practices of each college.

In the interim, it is very important that enrolment staff make sure that the Curriculum Council Number (called in AVETMISS the **Education Identifier**) and the **Enrolled School Identifier** for the student are correct. (There have been examples where the TAFE enrolment officer has (wrongly) picked the first instance of "St Mary's" off the drop down list on CMIS without realising there are several schools called "St Mary's". TAFE officers also need to recognise that in the schools system a centre such as "Belridge Education Support Centre" is a distinctly different school to "Belridge Senior High School" despite the fact that these schools are co-located.)

It is anticipated that the revised standard methods and protocols will require that the school provides the above data items.

h. Youth Advantage Strategy 2004–2008

The Youth Advantage Strategy 2004–2008 addresses the fundamental changes that are needed over the period 2004–2008 to increase the participation of 15–19 year olds in education, training and employment in Western Australia.

The State Government's goal is that *"effective participation in education and training will lead towards the attainment of the Western Australian Certificate of Education (WACE) or participation in training towards attainment of AQF Certificate III (with AQF Certificate I being a minimum level of competence for a 17 year old who has not completed the WACE), leading to full time work."*¹

The Youth Advantage Strategy is aimed at enabling schools, TAFEWA Colleges and other providers to better respond to the needs and circumstances of individual young people between the ages of 15 and 19.

A copy of the *Youth Advantage Strategy 2004–2008* may be obtained from the Youth Advantage Coordinator within the TAFEWA College.



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2. RECOGNITION ARRANGEMENTS

The two bodies listed below have the function of providing recognition arrangements for VET in Schools.

1. Curriculum Council (Through WACE)
2. Training Accreditation Council responsible for registration of RTOs and the compliance with AQTF

a. Vocational Education and Training for School Students

This document, *Vocational Education and Training for School Students*, outlines the policy that underpins the recognition of Vocational Education and Training for School Students in Western Australian government schools. This policy replaces the joint ministerial policy statement, *Future Directions for VET in Schools*.

More information regarding this policy can be obtained by contacting Mr Matthew Jones Principal Policy Officer on 08 9264 5066 or email matthew.jones@det.wa.edu.au

b. Australian Quality Training Framework

The *Australian Quality Training Framework* (AQTF)'s main objective is to provide the basis for a nationally consistent, high quality vocational education and training system. The Standards are in two parts:

- *Standards for Registered Training Organisations*; and
- *Standards for State and Territory Registering/Course Accrediting Bodies*
- (In WA the accrediting body is the Training Accreditation Council)

Copies of these Standards are available on the ANTA website: www.anta.gov.au

c. Building Diversity Guidelines

This *Building Diversity Guidelines* has been written specifically for Western Australian Registered Training Organisations. It will help RTOs to decide how they can:

- Meet their obligations under the *Australian Quality Training Framework (AQTF) Standards*
- Provide a quality service to a diverse range of clients
- Become a training provider of choice for a broad cross-section of clients
- Meet legislative obligations and national and state policy access and equity obligations

This document is intended to assist RTOs to consider the ways in which they currently operate and provides some ideas on how to enhance the range and quality of services offered to clients.

Copies of this publication may be found at www.training.wa.gov.au/training/docs/Final%20BD%20Publication.pdf

d. National Equity Guides

The following publications have been developed to assist Registered Training Organisations and auditors to provide quality services to all learners and meet their obligations under the Australian Quality Training Framework.

- *Working with Diversity: A guide to equity and the AQTF*
- *Working with Diversity: Quality training for Indigenous Australians*
- *Working with Diversity: Quality training for people with a disability*

These guides are available from the ANTA website www.anta.gov.au

e. Minimum Entrance Requirements

Entrance to TAFEWA courses are based on Minimum Entrance Requirements (MER). The MER determine an applicant's eligibility. Every TAFEWA course has a set of MER which applicants must meet before an application is considered.

The MER for each qualification may be found in STARS, <http://corpsys.training.wa.gov.au/> under Training Products (Public Training Product Information TE77/78)

Please Note: The Minimum Entrance Requirements and associated Selection Criteria for all qualifications offered through TAFEWA are currently under review.

For more information regarding the status of this review please contact Ms Carrie Roche from the VET Teaching and Learning Directorate of the Department on 08 9246 4619 or email carrie.roche@det.wa.edu.au



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3. APPRENTICESHIPS AND TRAINEESHIPS

a. School Based Traineeships – Guidelines and Working Principles

The *School Based Traineeships Guidelines and Working Principles* provide an overview of the requirements of schools, Group Training Schemes and Registered Training Organisations for establishing and maintaining a school based traineeship.

Note: Not all traineeships are approved as School-Based traineeships. A current list of approved school-based traineeships may be accessed on the following website <http://www.apprenticeships.training.wa.gov.au/sbt>

The School-Based Traineeship Guidelines are available in PDF, and may be found at the following address:

<http://www.apprenticeships.training.wa.gov.au/resources/sbt/docs/school%20based%20traineeships%20policy.pdf>

b. Apprenticeships and Traineeships – Policy and Delivery Guidelines

The *Apprenticeship and Traineeship Policy and Delivery Guidelines* (April 2004) outline the guidelines for the establishment, registration and delivery of apprenticeships and traineeships in Western Australia. The purpose of the document is to assist key stakeholders such as New Apprenticeships Centres, Registered Training Organisations and Group Training Schemes involved in administering, managing or delivering apprenticeships and traineeships.

For more information,

<http://www.apprenticeships.training.wa.gov.au/resources/docs/aandtguidelines.pdf>

c. Aboriginal School Based Traineeship Guide and Resource Manual

The *Aboriginal School Based Traineeships Guide and Resource Manual* has been developed to assist program coordinators, teachers, Group Training Schemes and others in establishing quality employment, education and training arrangements through the Aboriginal School Based Traineeship Program.

The *Aboriginal School Based Traineeship Guide and Resource Manual* is available in PDF, and may be found at the following address:

<http://www.apprenticeships.training.wa.gov.au/asbt/program-literature.asp>

For further information, <http://www.apprenticeships.training.wa.gov.au/asbt>





d. School Apprenticeship Link Initiative

The School Apprenticeship Link (SAL) is a new initiative that provides year 11 and Year 12 students with an opportunity to undertake a Family of Trades program in the areas of Automotive, Building and Construction, Food and Metals and Engineering.

The initiative is being piloted in 2005 and provides students with an opportunity to experience several trades within an industry and includes time at both TAFEWA and in the workplace.

Students will spend three days at school, the equivalent of one day at TAFEWA and one day in a workplace throughout the year. Students can then choose to go full time to TAFEWA for an intensive block of training which will bring them the level of a first year apprentice. They can then move directly into an apprenticeship with the possibility of completing it earlier than normal.

Further information of this initiative can be found on www.apprenticeships.wa.edu.au In the "Latest News" section of the website.

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4. DUTY OF CARE

a. Duty of Care Policy

Duty of Care is a legal concept that has its origins in the common law. This policy attempts to explain what 'duty of care' means, how school teaching staff may discharge their duty of care to students, and the circumstances in which non-teaching staff, **external providers** (including TAFEWA Colleges) and volunteers may owe students a duty of care.

For further information, *Duty of care for students, Education Regulatory Framework, 3 April 2003*, <http://www.eddept.wa.edu.au/regframe/Documents/DO01080469.pdf>

b. Excursions Policy

The Department of Education and Training recognises the importance of experiences outside of the school grounds in the development of a student's attitudes, understanding and skill development. The *Excursions Policy* has been developed to assist schools to conduct well planned off-site-school activities.

The policy identifies the requirements for 'external providers' in providing supervision for students.

For further information, *Excursions: Off site school activities, Education Regulatory Framework, 1 July 2003*
www.eddept.wa.edu.au/regframe/Documents/DO01009379.pdf

c. Workplace Learning Procedures and Guidelines

The *Workplace Learning Procedures and Guidelines* provide a contextualisation of the *Excursions – Out of School Activity* policy. The procedures and guidelines provide specific information in planning and conducting a work placement program.

The procedures and guidelines may be found at:
<http://www.eddept.wa.edu.au/regframe/Documents/DO03170513.pdf>





d. Western Australian College of Teaching

The College of Teaching is a major part of the Western Australian Government's vision for education. The purpose of the College will be to maintain the highest standards of teaching in Western Australian schools and to raise the status of teaching.

When the legislation is passed, all teachers in Western Australian schools, government and non government, will be required to be registered with the College.

For further information <http://www.collegeofteaching.wa.edu.au>

A copy of the Western Australian College of Teaching Act 2003 may be found at www.collegeofteaching.wa.edu.au/about_college/bill.pdf

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5. Further information on VET for School Students:

Western Australian Websites

- Western Australian Department of Education and Training
www.eddept.wa.edu.au/vet/vetschools/
- www.vetinfonet.det.wa.edu.au
- Curriculum Council of Western Australia
www.curriculum.wa.edu.au/pages/vet/vetmenu.htm
- Training Accreditation Council www.tac.wa.gov.au
- WestOne Services
<http://www.westone.wa.gov.au/Dynamic/DynamicPge.asp?a=61,0,1>
- Association of Independent Schools in Western Australia <http://www.ais.wa.edu.au/>
- Building Diversity Policy www.training.wa.gov.au/sub-sites/BD/framework/group_cultural.htm

Policy Information

- Australian National Training Authority www.anta.gov.au/dapvet.asp
- Department of Employment Training and Youth Affairs
www.detya.gov.au/schools/vocationaleducation/default.htm
- Department of Education Science and Training
<http://nefs.dest.gov.au/VETinSchools.htm>
- Australian Qualifications Framework and Schools <http://www.aqf.edu.au/schools.htm>
- National Centre for Vocational Education Research (VET for Schools)
<http://www.ncver.edu.au/vetsystem/21035.html>

Resources

- Australian Training Products <http://www.atpl.net.au/>
- Training Package Resources for VET for Schools
http://cms.curriculum.edu.au/the_cms/tools/new-display.asp?seq=-9&industry=Vetis
- www.resourcegenerator.gov.au
- www.training.com.au

Networks

- VET Network:

The purpose of this site is to inform and keep up-to-date the members, associates and stakeholders of vocational education and training in schools with the work of the national peak body, VETnetwork Australia. <http://www.vetnetwork.org.au/>

Equity

- Australian Disability Clearing House on Education and Training (ADCET)

This website provides up-to-date and comprehensive information about inclusive teaching, learning and assessment strategies, accommodations and support services for people with disabilities in post secondary education and training <http://www.adcet.edu.au/>

- The ANTA-funded Career Guidance and Advice for Indigenous Students project is overseen by the Secretariat of the MCEETYA Taskforce on Transition from School.

ANTA has established a Project Steering Group (PSG) that includes representatives of the key stakeholders. This project is one of two projects related to improving access for Indigenous students to *VET for School Students* programs. <http://www.curriculum.edu.au/indigenoucareers/>

