



**Submission to the
House of Representatives Standing Committee
on Education and Training**

Inquiry into

***Vocational Education and Training
in Schools***

**NSW Department of Education and
Training**

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Executive Summary

Vocational education and training (VET) in schools has transformed senior secondary education over the past ten years. It has redefined late 20th century concepts about the role and function of schooling in the preparation of students for further education and the workforce.

VET in schools has changed teaching and learning, expanded students' options and strengthened industry-education partnerships. By integrating practical skills and theoretical knowledge it has introduced an applied learning approach that is influencing senior secondary curriculum more broadly. VET in schools has enhanced opportunities for students across schooling, work and further education. Its role in rejuvenating the post-compulsory years of schooling cannot be underestimated.

New South Wales has led the national expansion of vocational education and training in schools through the reform of the NSW Higher School Certificate (HSC). There has been significant growth in the number of students, the range of industries covered and in the quality of VET in schools courses. Over one third of NSW senior secondary students now include at least one vocational subject in their HSC program. While it has expanded options for students, VET in schools is also transforming communities particularly in regional NSW where it is contributing to economic development and assisting to retain young people in regional centres.

New South Wales has one of the most fully integrated models for university recognition of VET in schools. Students can obtain full industry and university recognition of their VET in schools studies. NSW is the only state where all universities recognise VET in schools credentials for university entrance.

The New South Wales leadership in the implementation of VET for school students has been achieved by:

- a quality focus based on the standards of the Australian Quality Training Framework (AQTF) and the NSW HSC
- a mix of school and TAFE NSW delivery options of a variety of industry areas
- high level industry engagement in development and delivery, particularly supporting work place training for students and teachers and
- tailored delivery and support for students with specific needs such as Indigenous students, students with disabilities and students from language backgrounds other than English and rural and remote students.

New South Wales has integrated VET into school and system budgets as far as possible. The additional cost of delivering VET courses arising from AQTF integration and quality assurance means that full sustainability under the current funding arrangements cannot occur.

The growth and sustainability of VET in schools requires a national commitment to increased resourcing by the Commonwealth and states and territories. To date states and territories have met the bulk of VET in schools costs with the Commonwealth providing welcome, if inadequate, resources for infrastructure development and workplacement coordination.

The importance of these programs in meeting Commonwealth education and labour market priorities must be backed up by significantly increased recurrent Commonwealth funding to ensure that VET in schools courses:

- are recognised by both secondary and vocational education accreditation authorities
- result in a VET qualification under the Australian Qualifications Framework as well as a senior secondary certificate
- meet identified industry skills needs
- link with post-school destinations including university, further education, training and employment
- are developed in collaboration between the secondary education and VET sectors and industry and
- include structured workplace training to allow competencies to be developed and assessed in the workplace.

These principles underpin the NSW model of VET in schools. VET in schools programs that meet these principles demand a higher level of investment than general education. Additional Commonwealth funding must be provided to support growth in participation and strengthen workplace training.

NSW has not experienced the level of disquiet about quality and industry relevance of its VET programs that may be apparent in other jurisdictions. This is largely due to the high level of industry engagement in the development of VET in schools programs, teacher professional development and the mandatory workplacement requirement for students.

The challenge now is to ensure that the achievements nationally by education systems in collaboration with business and industry are built upon in a sustainable manner so that the needs of students and industry are met into the future.

Teachers are crucial to the success of VET in schools. NSW VET in schools teachers have invested significant commitment and good will. The state has provided considerable resources to develop and support teachers in their new and expanding roles in delivering VET programs. A Commonwealth commitment is required for professional development of teachers to meet the quality standards under the AQTF.

VET in schools has proved increasingly attractive to Indigenous students. Across New South Wales, communities have supported the applied learning approach of VET in schools and argued for its extension to the compulsory years of schooling where they feel it may address problems of low student retention. The need for expanded curriculum choices for Indigenous students in Years 7-10 is an issue of national significance. The innovative and highly successful *Learning Works* program developed in NSW to retain and re-engage Indigenous young people in education and training provides a potential model for national action in this area.

VET in schools is meeting a clear demand from students for greater diversity of curriculum and opportunities. It is also making a significant contribution to skilling the Australian workforce. At the same time, it must be recognised that VET forms a part of the broader aims of schooling. Current concerns about quality in VET in schools programs have the potential to undermine these important achievements. A commitment by the Commonwealth to an increased level of recurrent funding is necessary to ensure the future quality and sustainability of VET in schools.

Recommendations

It is recommended that the House of Representatives Standing Committee on Education and Training endorse the following principles:

1) Quality

To ensure quality and industry acceptance, VET in schools programs must:

- be recognised by both secondary and vocational education accreditation authorities
- result in a VET qualification under the Australian Qualifications Framework as well as a senior secondary certificate
- meet identified industry skills needs
- link with post-school destinations including university, further education, training and employment
- be developed in collaboration between the secondary education sector, TAFE and the VET sector and industry
- include structured workplace training to allow for competencies to be developed and assessed in the workplace

2) Resourcing

Recognising the national significance of VET in schools the Commonwealth Government must significantly increase recurrent funding through a resourcing model that:

- supports growth in participation in schools and TAFE
- recognises the greater cost of quality VET delivery over general education
- strengthens workplacement co-ordination
- increases professional development and industry experience for teachers of VET in schools
- provides specific incentive for Indigenous 15-19 year olds to remain in education and training

3) Indigenous Education and Training

As a matter of national priority the Commonwealth Government should work with the States and Territories to:

- investigate the potential to expand curriculum choices for Indigenous students in the compulsory years
- explore the feasibility of a national expansion of the NSW Learning Works Pilot project.

1 Introduction

The role of VET programs in rejuvenating the post-compulsory years of schooling over the past ten years cannot be underestimated. Real engagement between industry and schools has resulted in direct links between student achievement and the skills development of the workforce. The benefits achieved through these programs extend to students, business, industry and the wider community.

Incorporating VET into the school curriculum has played a significant role in challenging late 20th century orthodoxies about the role and function of schooling in the preparation of students for further education and the workforce. It has also been successful in integrating theoretical knowledge and practical skills and forging stronger links between technical and further education and higher education knowledge and qualifications.

The introduction of VET courses in schools emerged out of an environment characterised by major social, economic and industrial relations changes. The collapse of the youth labour market in the 1980s was accompanied by an increasing policy emphasis on retention in schooling through the post-compulsory years and on curriculum being more responsive to the needs of the economy and specific industries. During that period there were also significant changes in workplace relations and business practices, which became more tightly focussed on the efficiency of both capital and human investment.

Post compulsory curriculum was broadened to encompass generic vocational skills. New systems and relationships emerged to ensure that the vocational outcomes achieved by students were viewed by industry to be of sufficiently high quality. The development of these systems was a function of mutual collaboration and commitment between industry, training and school representatives.

In our submission in 2000 to the Senate Inquiry into the Quality of Vocational Education and Training in Australia, New South Wales argued that VET in schooling must be strengthened and expanded to nurture in young people a disposition to learning as a foundation for continuing participation and achievement in education and training as they respond to the transitions in their lives. Since then New South Wales (and most other states and territories) has seen a burgeoning participation rate in VET in schools. Growth in participation is evidence of its relevance and interest to students. It is also evidence of VET in schools importance to our economic and social wellbeing.

The challenge now is to ensure that the achievements nationally by education systems in collaboration with business and industry are built upon in a sustainable manner so that the needs of students and industry are met into the future.

2 The NSW Approach to VET in Schools

2.1 Policy Context

Since the mid 1990s, Governments across the board have been consistently committed to the expansion and improvement of accredited VET in schools programs. Industry and the community have broadly supported these commitments.

These policy directions are contained in the:

- *MCEETYA Common and Agreed National Goals for Schooling in the Twenty-First Century, 2000*
- *ANTA Principles and Guidelines for the Improvement of Outcomes for VET in Schools Programs, 2002-2004*
- *MCEETYA Vocational Education and Training in Schools Framework, 2001*
- *Joint Declaration by Ministers of Education, Training, Employment, Youth and Community Services Stepping Forward – improving pathways for all young people, 2002.*

2.2 NSW Principles for Quality VET in Schools

In the context of these national policy commitments, the NSW Government has also endorsed the following comprehensive set of principles for VET in the NSW HSC ¹:

VET courses should:

- be potentially appropriate for all students in the HSC and should be accessible to all, including those who move from secondary to higher education
- be offered in sufficient variety to satisfy different student needs
- contribute to the broad education of students
- be recognised by both secondary and vocational education accreditation authorities
- be offered in response to demand established from industry needs, using the State Training Profile²
- offer training relevant to the industries in the State Training Profile rather than merely to narrowly focussed occupations or the specific needs of single enterprises
- result, on successful completion, in the award of a vocational qualification under the AQF or in clearly established credit towards such a qualification
- have clear links to post-school destinations, particularly further vocational education and training and employment
- be developed in collaboration between the secondary education and VET sectors and industry
- have a component of structured workplace training to allow for competencies to be developed and assessed in the workplace to the extent deemed appropriate by, and available in, industry.

¹ *Securing Their Future: The NSW Government's Reforms of the Higher School Certificate, 1997*, Minister for Education and Training, Bridge Street, Sydney 2000.

² After 1997, the State Training Profiles were replaced by the NSW three year Strategic VET Plan and the NSW Annual VET Plan

These principles serve to ensure the integrity of vocational studies in the HSC in New South Wales and to enhance the status of vocational courses and the recognition afforded to them by industry, VET authorities and universities.

The quality principles guide the delivery of VET programs in government and non-government schools throughout the state. They underpin the achievements of VET teachers working with industry and across communities in metropolitan and regional areas of the State.

Several case studies have been used throughout the submission to illustrate New South Wales' commitment to quality principles and to ensuring that the benefits of VET in schools programs are extended to business, industry and the wider community.

NSW VET in schools – A best-practice system

Case study: Warialda High School – VET in schools and the community

Warialda is a rural community in the north-west of New South Wales, 648km from Sydney. It is isolated from larger regional centres and is economically disadvantaged, with an aging and declining population of 1,290 people.

School profile

Warialda High School is a coeducational school, enrolling students from Years 7-12. Of a total enrolment of 289 students, there are 70 senior school students. Some students spend up to 3 hours a day travelling to and from the school, which has feeder schools in other towns in the Moree District.

VET at Warialda High School

Warialda introduced VET in 1994 to improve retention rates in years 11 and 12, offering students a broader choice of subjects and a curriculum with a stronger employment focus. Warialda has tailored its HSC VET program to offer a broad range of subjects that meet student interests and local industry needs. School-based traineeships are offered in Retail, Business Services (Administration), Hospitality and Primary Industries. These programs are delivered by qualified teachers or by TAFE NSW in such course areas as Nursing – Aged Care, Business Services, Electro-technology and Childcare.

VET is central to the senior school curriculum at Warialda. In 2002, 92 per cent of students are studying at least one VET subject, 36 per cent are studying two VET subjects and 27 per cent are studying three or more VET subjects. The number of students undertaking part-time traineeships has grown from two in 1999 in one industry to 36 in 2002 across four industry areas. The school anticipates a further increase in trainee numbers in 2003.

With over half its senior secondary students employed in part-time traineeships, Warialda enjoys a high level of employer support. The school's VET programs are making a significant contribution to the economic and community development of the town.

To enhance the quality of VET delivery in the workplace, 88 supervisors from workplaces throughout the region have undertaken training to become qualified workplace assessors. Due to its geographical isolation, the school has also formed partnerships with employers in Tamworth, a nearby regional centre, to ensure that all students benefit from appropriate work placements.

VET achievements

Warialda High School's achievements in VET have been recognised at both a state and national level. The school won the VET in schools Excellence Award in the 2000 NSW Training Awards, and was short-listed among the top three programs in the national awards.

In addition to the benefits for students, the school's VET program has had significant benefits for older members of the Warialda community. In the absence of easy access to TAFE NSW facilities, Warialda High School has fostered the return to school of local people as mature age students, who have the opportunity to up-skill or commence a retraining program. The school is now offering to 12 mature aged students who are undertaking a Certificate III in Business Services.

As an example of its community focus, Warialda High School is working with the community on the introduction of an accredited performing arts course to add to its current VET offerings. It is hoped that the introduction of the course will be a catalyst for the formation of a regional theatre company and the restoration of an art deco theatre in the town. These initiatives are attracting the support of regional arts authorities and have the potential to generate related courses, new tourism and employment opportunities and economic growth.

2.3 The NSW System

The NSW model of VET in schools had its genesis in 1985 when the first TAFE NSW-delivered dual accredited HSC VET courses were introduced. By 1992, there were over 12,000 enrolments in VET courses. From 1992 these courses were supplemented by school-delivered HSC VET courses in selected industry areas. These courses introduced work placement as a mandatory component of a VET course.

The first of these was Industry Studies, developed in 1992. This course, along with the substantial offering of TAFE NSW delivered VET (TVET) courses, was implemented subsequent to the recommendations of the *Finn Review of Young People's Participation in Post-Compulsory Education and Training* (1991). The review proposed that schools become more concerned with providing students with broad vocational skills, and that distinctions between general and vocational education be removed. The subsequent Carmichael report into *The Australian Vocational Certificate Training System* (1992) further refined these proposals.

In 1993, the NSW Government mandated that all VET courses, delivered as part of the HSC, be "dual accredited". This meant that all vocational courses had to be accredited by the NSW Vocational Education and Training Accreditation Board (VETAB), for industry purposes and the Board of Studies NSW (Board of Studies), for HSC purposes. This policy required schools to work in partnership with industry to establish a systematic and comprehensive approach to ensuring compliance with the quality assurance framework for the delivery of accredited VET.

By 1999, over 30,000 senior secondary school students were enrolled in HSC VET courses either at school or through TAFE NSW, with a growing proportion of school delivery of accredited courses.

In 1998-99, as part of the reform of the NSW HSC, VET courses were revised to comply with nationally agreed principles for VET in schools and with the requirements of the National Training Framework (NTF). A new suite of courses was developed, based on Training Packages and leading to VET qualifications under the AQF. These courses, known as Industry Curriculum Frameworks, were first implemented by schools and TAFE NSW in 2000 and now account for the majority of HSC VET enrolments. Courses in industry areas outside the frameworks are still provided, mainly through TAFE NSW.

By 2001 there were over 55,000 enrolments in HSC VET courses across the government, Catholic and independent education sectors. Seventy per cent of delivery is now undertaken by schools. However, as overall participation has grown, TAFE NSW has increased the amount of VET it delivers to NSW schools students from around 1.8 million hours in 1997 to almost 2.4 million hours in 2001.

2.3.1 Industry Engagement

Industry in New South Wales has been a partner from the beginning in the development of a high quality system for VET in schools delivery. At a peak level, curriculum has been developed in partnership with industry. Industry has set standards for teacher skills and participated in teacher training. At an enterprise

level, local employers have provided extensive workplace training for students and teachers.

The peak level support of industry associations and Industry Training Advisory Bodies (ITABs) has been indispensable in developing the quality focussed model of VET in schools in New South Wales. The level of support provided is indicative of the value placed on VET in schools by NSW employer bodies and ITABs. The decision by the Commonwealth government to withdraw funding for the state ITABs has the potential to seriously challenge industry engagement with schools.

Engagement with industry primarily occurs through students undertaking mandatory work placements. Local partnerships between industry and education providers guide work placement. Commencing with 713 students in Industry Studies in 1993, there are now approximately 54,000 students involved in workplace learning in New South Wales. The impact of this requirement for workplace learning on business across the state continues to be a growing issue which the NSW government and industry are actively working to manage. NSW industry continues to be supportive of and benefit from VET in schools in New South Wales.

NSW VET in schools – A best-practice system

Case study: Ballina High School – VET in schools and industry

Ballina is located on the far north coast of New South Wales, 1066km north of Sydney. Ballina has a population of 16,500 and is a major producer of beef, sugar, dairy products as well as tropical fruit, nuts, tea and coffee. Emerging industries include tourism, aquaculture and building and construction.

School profile

Ballina High School is co-educational comprehensive high school, with 779 enrolments in Years 7-12 and 250 in Years 11 and 12.

Responding to the needs of local industry through VET in schools

Ballina High School has adopted innovative industry-linked programs in marine and aeronautics education, two areas of employment growth in the Ballina district. These programs have been successful due to the effective partnerships that the school has forged with local industries.

These programs also link with the school's delivery of nationally-accredited training - in hospitality, information technology, metal and engineering and construction – and the TAFE-delivered courses that school students access – particularly in maritime studies and aviation mechanics. The school has had 100, 177 and 152 senior secondary students undertaking courses leading to nationally-recognised VET qualifications in 2000, 2001 and 2002 respectively.

Marine education

The school is a centre of excellence for marine education and is renown for its Marine Discovery and Resource Centre. The delivery of courses in this area is enhanced by special resources that include six-wheel drive ex-Army trucks, a fleet of small boats and extensive aquaculture facilities.

The school's program is supported by industry partners that include the local fishing industry, the Australian Army, State Government Departments of Conservation and Land Management and Fisheries, National Parks and Wildlife Service and the Waterways Authority.

Students from the course have moved to employment in the fishing industry, the merchant navy, aquaculture industry and marine research.

Aeronautics

Ballina High School's aeronautics course is delivered in partnership with the light aviation industry that has developed in Ballina's regional airport precinct. The school has built and operates a light wing aircraft to allow students to undertake flying lessons and achieve their Light Wing Aircraft Pilot licence. The plane was constructed by students under the supervision of staff from Australian Lightwing Aircraft and is housed in commercial facilities at the airport.

Ballina Shire Council is currently working with the school in the development of its own hangar and teaching facility at the airport. Approximately twelve students in each of years 11 and 12 annually undertake aeronautics studies. Usually an additional four to six students from nearby schools also join the class. Fourteen student graduates from the course have begun careers in the RAAF in the last seven years, and the school has developed close links with the RAAF to support school-to-work transitions.

2.3.2 Engagement with TAFE NSW

TAFE NSW is a significant partner in VET in Schools delivery and works closely with industry and schools. The partnership between TAFE NSW and NSW schools draws on the unique expertise and resources of TAFE NSW. TAFE NSW delivers Industry Curriculum Framework courses. It also develops and delivers VET courses in areas of industry and student demand that are not met through the Industry Curriculum Frameworks.

TAFE NSW brings to the VET in Schools partnership the capability and capacity to link its clear understanding of legislative and licensing requirements with the requirements of Training Packages and the National Training Framework. In addition, and equally important, TAFE NSW provides significant expertise and central coordination in the delivery of the HSC through the VET in Schools program. This dual capacity ensures the delivery of quality education and training that meets the requirements of school (through the Board of Studies), industry and the National Training Framework.

A large proportion of the VET in Schools cohort goes onto to further study with TAFE NSW. An enhancement of the recognition and promotion of this pathway to education and training is needed to facilitate transition from secondary school to TAFE.

2.3.3 NSW Curriculum Model – VET in Schools in the Higher School Certificate

As part of the NSW HSC students can complete a pattern of study that combines general and vocational courses to maximise their post-school pathways to work, further education and training, university or a combination of all. The knowledge and skills acquired by students through a mixed pattern of study recognises that the needs of the individual, industry and the broader community may not be served necessarily by occupation-specific training that is limited in its long term currency nor by a wholly academic curriculum detached from the globalised economy.

VET in schools courses are defined as training package qualifications (or accredited courses) that lead to qualifications under the AQF and are accredited and assessed within the HSC. The translation of the Training Packages into frameworks for the HSC emphasises the generic as well as industry specific competencies and underpinning knowledge acquired by students through participation in the course and through their work placement.

VET Industry Curriculum Frameworks are developed and reviewed by the NSW Board of Studies. An Industry Curriculum Committee is established to oversee this process and includes representation from industry, schools, TAFE NSW and other stakeholders. The Board of Studies has approved the following essential criteria to determine the feasibility of development of Industry Curriculum Frameworks:

- availability of current Industry Training Package(s)
- entry level qualifications that can be accommodated with an HSC framework
- industry support
- current and future employment opportunities
- availability of work placements in the industry
- availability of appropriately qualified teachers in schools to deliver the course
- the existence of appropriate facilities in schools.

2.3.4 Industry Curriculum Frameworks

The Board of Studies has developed eight Industry Curriculum Frameworks derived from 11 Training Packages. An industry framework identifies appropriate Training Package qualifications for delivery as a VET course for the HSC. Additionally, the frameworks must meet a set of criteria developed to strengthen and extend VET in the HSC. These criteria specify key concepts and learning experiences that course delivery must address. Underpinning knowledge and skills are also specified for each unit of competence.

Framework courses combine study and work placement to meet the aims of the HSC in providing students with knowledge, skills, understanding and attitudes in the chosen field of study. Students can also use part time or casual work in the industry towards meeting their work placement requirement.

The Frameworks also provide students with credit towards national vocational qualifications under the AQF. Courses are generally offered at the Certificate II level with the potential in some extension courses to work towards a Certificate III outcome. The eight Industry Curriculum Frameworks are:

- Business Services (Administration)
- Construction
- Information Technology (IT)
- Metals and Engineering
- Primary Industry
- Tourism and Hospitality
- Retail
- Entertainment (available 2003).

The ANTA decision to regularly review National Training Packages has implications for VET in schools in NSW. Consultation processes for changing HSC courses necessarily take time. The particular alignment of the HSC Industry Curriculum Frameworks with National Training Packages means that the timeframe for implementation of revised training packages needs to take into account the timeframe necessary for altering HSC courses.

In 2001, there were 46,061 enrolments in framework courses across all school sectors. Framework courses and the TVET accounting course can count towards a Universities Admission Index (UAI).³ A number of additional school and TVET courses are available to students as part of their HSC. These do not count towards a UAI.

In 2001, there were 8,652 enrolments in years 11 and 12 in courses including automotive, child studies, furnishing, nursing, hairdressing, marine, marketing, property, sport and recreation, viticulture, printing and community services.

³ The UAI is a ranking, for university selection purposes, based on statistical scaling of students' HSC marks. To be eligible for a UAI, students must satisfactorily complete at least 10 units (including at least two units of English) of Board Developed Courses (BDC), for which there are formal examinations conducted by the Board of Studies. No more than two units of Category B courses will be included. Examinable industry curriculum framework courses are recognised for university entrance as Category B.

Table 1: 2001 NSW HSC VET course enrolments years 11 and 12 - all schools

Table - 2001 NSW HSC VET course enrolments years 11 and 12 - all schools				
Course	ANTA cat	School delivered	TAFE NSW delivered	TOTAL
Business Services	16	5,507	1,006	6,513
Construction	3	3561	599	4160
Information Technology	17	8,118	1,505	9,623
Metal & Engineering	9	1,260	615	1,875
Primary Industries	10	1,335	207	1,542
Retail	12	4,141	302	4,443
Tourism & Hospitality	13	14,948	2,957	17,905
Total Frameworks		38,870	7,191	46,061
Electronics Content Endorsed Course (CEC)	15	150	280	430
Furnishing CEC	3	846	22	868
Accounting Board Developed Course (BDC)	16	0	716	716
Electronics Technology BDC	15	0	126	126
School Board Endorsed Course (BEC)	Various	569	0	569
TAFE NSW CECs & BECs ⁴	Various	0	6,785	6,785
Total All VET Courses		40,435	15,120	55,555

Three quarters (41,587) of these enrolments were government school students.

VET in schools participation has risen further in 2002 with approximately 64,000 student enrolments across all school sectors.

2.3.5 Delivery Mechanisms – Alignment with the Australian Quality Training Framework

Compliance with national arrangements for assuring the consistent delivery of accredited training has been implemented on a systematic basis in New South Wales. The Department has twelve TAFE NSW Institutes and 40 District Offices all of which are Registered Training Organisations (RTOs) that comply with the AQTF.

VET in the HSC for government school students in New South Wales occurs through the following delivery mechanisms to allow for maximum flexibility:

- through a School District RTO
- through TAFE NSW institutes
- through a combination of school and TAFE NSW
- through a RTO other than a school or TAFE NSW.

⁴ Board Developed Courses (BEC) are developed by schools or TAFE and endorsed by the Board of Studies (BOS). These count towards the HSC but not university entrance. Content Endorsed Courses (CEC) are a sub-group of BEC which are approved for delivery state-wide. CEC are developed by BOS, examined externally and can count towards university entrance. Industry Curriculum Frameworks (ICF) are BOS developed courses.

It is the responsibility of an RTO to ensure that quality assurance requirements are met. These requirements include access to adequate resources and appropriately qualified staff in order to deliver and/or assess training programs that lead to the achievement of qualifications (or individual units of competency) that have been identified in the RTO's scope of registration.

As well as meeting the requirements of RTOs for the delivery of VET courses all schools must meet the same school system requirements in the delivery of vocational courses as they do for the delivery of general education courses.

When registration was initially sought and gained under the (former) Australian Recognition Framework (ARF) in 1999/2000 more than 1,200 district staff, principals, executive staff and teachers of VET participated in workshops in preparation for compliance assessment. As a result of the compliance assessment process all 40 School Districts were registered as RTOs for the maximum period of three years.

Following the initial registration of school districts as RTOs, schools and districts have made significant improvements to assure and increase quality across the state. The first 11 districts are currently undergoing re-registration with the AQTF.

In response to the increased accountability requirements of the AQTF an enhanced support process has been implemented this year. This includes internal auditor training processes and the development and implementation of assessment validation programs.

A unique feature of the Department's compliance with the AQTF is its partnership arrangement with the Board of Studies. The Board develops syllabus and issues AQF qualifications on behalf of the District RTOs. Compliance with all other standards is the responsibility of the District RTO. Each district has also developed a Recognition of Prior Learning (RPL) Policy that has been designed to complement the Board's RPL policy.

2.3.6 Part-Time Traineeships in NSW Government High Schools

The school-based part-time traineeship program is an additional VET pathway offered to HSC school students. This pathway makes up around two per cent of VET in schools participation in New South Wales. Since this program was first piloted in 1998, 1,000 government senior secondary students have commenced a school-based traineeship. There are currently approximately 700 government school students registered as school based part-time trainees.

Around fifty traineeship qualifications, generally at Certificate II, are available within the program leading to:

- a nationally recognised VET qualification under the AQF
- credit toward their HSC
- a Certificate of Proficiency on satisfactory completion of their traineeship.

NSW has ensured that part-time traineeships for school students meet the regulatory requirements of the VET system as well as the educational requirements of the HSC. Strict adherence with these provisions, which aim to broaden options for students, may have limited the growth that is apparent in some other states.

Since the implementation of school-based part time traineeships there has been significant progress towards the development of appropriate award coverage for part-time school-based trainees to support and expand this program. A key feature of this program in New South Wales is the establishment of a corporate partnership program that includes automotive retailers and national retailers. Through these traineeships, students can access Training Packages from Business Services, Retail and Automotive industries.

In 2002, students can undertake traineeships with Toyota, Holden (T3), Visy Industries, McDonalds and Big W. From 2003, traineeships will also be available with Ford and Mitsubishi. Negotiations are occurring with Mercedes Benz, Volkswagen and K-Mart Tyre and Auto to enter the program in 2004.

NSW VET in schools – A best-practice system

Case study: VET in schools and the transition from school to work

An innovative partnership between Toyota Motor Corporation Australia, TAFE NSW and the NSW Department of Education and Training is offering part-time traineeships in the automotive industry to New South Wales high school students as part of their Higher School Certificate. The T3 program began in 2001, with 51 Year 11 students commencing Certificate II level traineeships in either Vehicle Servicing or Business (Office Administration). All of the trainees were from regional and rural areas of New South Wales.

The first group of T3 trainees have had outstanding success. In October 2002, 49 of the 51 trainees were close to completing their vocational qualification and were preparing to sit their HSC examinations. It is expected that all of the successful trainees will be offered full-time employment by a Toyota dealership in 2003.

In 2003 T3 will expand to include Holden, Ford and Mitsubishi. T3 traineeships will be offered in most states in Australia. 178 NSW school students have applied for T3 traineeships for 2003.

Challenges to further growth in this program include:

- developing appropriate award coverage for part-time school-based trainees with industries such as transport and distribution, metal trades (engineering) and meat retailing
- work organisation, particularly in seasonally based industries that makes accommodating a part-time trainee difficult
- flexible timetabling and student support to ensure part-time trainees are not disadvantaged by their absence from school
- student, school and industry perceptions about the complexity of a part-time traineeship.

2.3.7 Assessment

New South Wales has taken a dual approach to the assessment of VET in schools courses to meet the requirements of AQF, the HSC as well as contributing to university selection processes.

To ensure consistency with the AQF and internal HSC assessment VET students undergo a competency assessment of the range of skills, knowledge and attitudes, which are applied in the workplace. This assessment is criterion referenced as in the VET system.

An important aspect of the NSW approach to VET in schools is university recognition of achievement in these courses. Universities in New South Wales have recognised VET Industry Framework courses as Category B courses for the purposes of calculating the UAI. This means that for each student, results in one eligible two unit VET course can be counted towards the UAI.

For this purpose the industry curriculum framework courses include an optional HSC written examination. These exams meet the same requirements and have the same structure as other HSC examinations. In 2002, 86 per cent of eligible HSC students undertaking VET courses sat for the optional examination for their VET course.

On a national level, New South Wales, in conjunction with ANTA, is conducting a national project to improve university recognition of VET in schools courses. Under this project, the Assessment Research Centre of Melbourne University has developed a standards referenced model of competency assessment that would provide data for the calculation of the UAI or its equivalent in other states. This model will provide states with another assessment option for establishing competence and providing data for tertiary entrance selection.

Further discussion of this issue will follow in Section 4 "Policy Challenges and Emerging Issues".

NSW VET in schools – A best-practice system

Case study: Bourke High School – VET in schools and pathways to success

Bourke is a small isolated community located in the far north west of New South Wales. Bourke has a population of 3,000 and is 760km from Sydney and 360km from Dubbo, the closest regional centre.

School profile

Bourke High School has 208 students, with 50 per cent of whom are Aboriginal. There are 25 students in Years 11 and 12. The school has continued to develop its vocational education and training program and in 2000, received a Director-General's Excellence Award for its vocational programs.

Bourke VET students and pathways to success

Like graduates from many schools throughout New South Wales, graduate VET students from Bourke High School have gone on to careers and further study which reflect their achievements in school VET courses. For example:

- two IT students are pursuing IT studies at Charles Sturt University, Bathurst
- a Primary Industries student is undertaking a rural course at TAFE NSW – Western Institute, Dubbo campus
- a hospitality student is using her VET credentials in her studies at Kenvale College, Randwick, a Registered Training Organisation specialising in tourism and hospitality management. Both TAFE NSW - Northern Sydney Institute and TAFE NSW - Illawarra Institute have offered this student accreditation towards a further qualification
- a horticulture trainee has been offered a scholarship by his employer to continue his studies at either university or TAFE NSW
- an IT student is establishing his own computer business in Bourke.

VET in schools – giving a head start to young people throughout New South Wales

The success of graduate VET students from Bourke High School is echoed by the achievements of young people throughout the state. VET in schools is providing pathways to a wide range of career choices and study options for young people – wherever they are in New South Wales.

2.3.8 Workforce Development

There is a continuing demand from NSW secondary schools for teachers to deliver accredited HSC VET courses. It is anticipated that demand will further increase as the Board of Studies develops curriculum frameworks in additional industry areas.

The demand for qualified VET teachers in schools is met by retraining and accrediting existing secondary teachers or employing qualified TAFE NSW teachers. The Department works with universities, industry and TAFE NSW to include relevant VET qualifications in teacher retraining programs and in pre-service teacher education programs.

Teacher training includes an orientation to industry, competency based teaching and assessment practices as well as industry specific skills development and workplace experience as determined by the relevant industry. Teachers who meet these requirements through prior qualifications or experience can seek recognition of prior learning.

Secondary VET teachers are also supported to ensure that they continue to meet accreditation requirements of the AQTF, relevant industry Training Packages and changes in related legislation. All teachers complete the *Certificate IV Assessment and Workplace Training*. TAFE NSW teachers who deliver VET courses to school students are trained to meet the requirements of the HSC.

During 2001 and 2002, the Department has worked with Vocational Education Assessment Centre on several projects related to assessment validation and professional development related to assessment. In 2002 the Department provided funds to all districts and TAFE institutes to support VET teacher networks in developing and implementing strategies for assessment validation.

2.3.9 Resourcing

Although VET in schools has been promoted as a national policy priority in 2002, New South Wales received only \$5.97 million in ANTA VET in schools funds in 2002. In New South Wales the Board of Vocational Education and Training oversees the use of these funds through a cross-sectoral committee comprising the NSW school sectors, TAFE NSW and the Board of Studies NSW.

A barrier to the ongoing implementation of quality VET in schools programs is the failure of the Commonwealth to establish funding arrangements that recognise the contribution of VET in schools to the national VET effort and the existence of higher costs for VET than for general education.

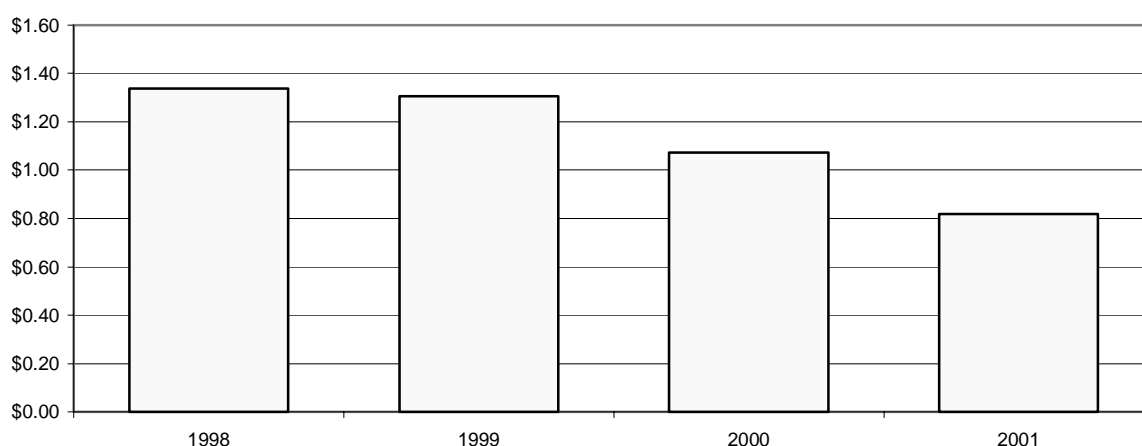
Since 1997 ANTA MINCO has committed \$20 million per annum in targeted funds for VET in schools. This commitment extends only up to 2004. This funding provides for around eight per cent of the total current cost (excluding capital costs) of VET in schools implementation in New South Wales.

The Commonwealth has made no allowance for growth funding which would have amounted to an additional \$5.8 million over the period 2000 to 2003. Growth funding although a fundamental feature of all other VET funding arrangements since 2000 has never been a feature of VET in schools funding.

BVET provides over \$6 million per year towards the cost of TAFE NSW delivery of VET in schools courses across all school sectors. Since 2001 it has recommended additional funding for work placement coordination across all school sectors and TAFE NSW. This amounted to \$2.16 million in 2002.

The majority of VET in schools costs are met by the state. The government school system has committed significant recurrent funding to support VET in schools. The following table demonstrates Commonwealth cost-shifting to the states for VET in schools delivery since 1998:

**ANTA VET in Schools Funding per Annual Hours Curriculum
NSW 1998-2001**



At the 24 May 2002 ANTA MINCO, a NSW submission⁵ outlined the urgent requirement to establish an ongoing, equitable and adequate funding source for VET in schools programs. It recommended both an immediate increase in ANTA VET in schools funding and a further commitment by the Commonwealth for future growth in targeted funding. State and territory Ministers unanimously supported these recommendations⁶.

The claim for more equitable funding is based on the share of total VET effort currently delivered through VET in schools programs and on the cost differential for schools between general education and VET.

In 2000, VET in schools programs accounted for approximately 10 per cent⁷ of total national VET delivery. The number of students undertaking VET in schools nationally rose from approximately 60,000 in 1996 to 154,000 in 2000, an increase of 155 per cent. Actual provision, as measured by Annual Hours Curriculum (AHC) rose from 13 million in 1998 to 27 million in 2000⁸. Further growth occurred in 2001 with 170,000 students undertaking nearly 35 million hours of training.⁹

The ANTA *Principles and Guidelines for Improving Outcomes for VET in schools 2002-2004* commit jurisdictions to working towards sustainability of funding. The

⁵ ANTA Minco, Agenda Item: 19, 24 May 2002.

⁶ ANTA MINCO, Resolution, Agenda Item 19, 24 May 2002

⁷ Annual National Report of the Australian VET System 2000 Vol 3

⁸ Draft Report of the MCEETYA VET in schools Taskforce July 2001

⁹ Draft Report of the MCEETYA Transition from Schools Taskforce 2002

implication of this requirement is that the state education budget should continue to bear the main responsibility for funding this component of the national VET effort.

The Principles contain a further requirement that sustainable resourcing arrangements be in place by the end of 2004. NSW has not endorsed this due to concerns that even the current low level of ANTA funding may not be provided beyond the current triennium.

New South Wales has integrated VET into school and systems budgets as far as possible. However, the additional cost of delivering VET courses over and above general education courses means that full sustainability under the current funding arrangements cannot occur. These additional costs relate to the integration of the Australian Quality Training Framework (AQTF) with the HSC and the associated quality assurance requirements.

Commonwealth Government policies support increased student retention and have a significant focus on young people's transitions and workforce development. The Commonwealth also expects that participation in VET in schools programs will continue to expand and that industry demands for increasing levels of quality will be addressed.¹⁰

The Commonwealth must take an appropriate share in resourcing VET in schools to fulfil its obligations under: *MCEETYA Common and Agreed National Goals for Schooling in the Twenty-First Century 2000*; the *ANTA Principles and Guidelines for the Improvement of Outcomes for VET in Schools Programs 2001*; the *MCEETYA New Framework for Vocational Education and Training in Schools 2001*; the Commonwealth Report from the Youth Pathways Action Plan Taskforce: *Footprints to the Future 2002*; and the Joint Declaration by Ministers of Education, Training, Employment, Youth and Community Services *Stepping Forward – improving pathways for all young people 2002*. It must provide adequate funds to support this delivery which is so crucial to achieving its major policy objectives in schooling.

2.3.9.1 Cost Structures

There are three main determinants of the cost of VET in schools in New South Wales:

- increased participation
- ensuring quality outcomes for students
- ensuring equity of access and of outcomes.

The determinants of quality and equity are in reality bound together in the overall policy imperative of providing quality outcomes for all students.

New South Wales has adopted a systemic approach to VET funding and organisation. By far the greatest proportion of the cost of VET in schools in New South Wales is paid centrally, allocated centrally or integrated into school budgets.

¹⁰ This expectation is articulated in the ANTA Principles and Guidelines for Improving Outcomes for VET (VET) in schools (2002 – 2004).

The NSW Department of Education and Training (the Department) acts on behalf of all its schools and TAFE NSW colleges in many vital aspects of VET in schools. These include:

- coordination between schools, and between schools and TAFE NSW colleges
- the delivery and funding of teacher training
- curriculum support
- liaison and negotiation with industry
- promotion and communication
- state and national reporting
- negotiation of agreements with school systems, TAFE NSW, the Board of Studies, the state training authority and the state training board.

Because of this systemic approach, variation between schools in the cost of VET implementation is minimised and all schools benefit from various economies of scale.

Through its systemic approach, the Department tries to ensure that the cost to the student¹¹ of participating in VET and the cost to the school of conducting VET courses is equitable across all its schools. The objective is that government school students throughout New South Wales have, as far as possible, equal access to VET courses in a wide range of industry areas independent of their location and circumstances. Where local or individual factors act to increase costs or reduce access (eg rural and remote schools, students with disabilities) the Department has mechanisms in place and provides additional funding to address this (eg distance and on line delivery, student and teacher travel subsidies, disability support funds).

Because of its central organisational and financial arrangements for VET in schools, the Department is also able to identify the costs of delivering and supporting these programs across the state.

2.3.9.2 *Fixed or Integrated¹² Costs*

Some VET in schools costs are legitimately covered by existing education budgets. These are costs that would be incurred by schools and systems whether they were delivering general education courses or VET courses and are described here as “integrated costs”.

The most obvious example of this group of costs (and the single largest component of the total cost of VET in schools) is teacher salaries. Land, buildings and capital equipment are also in this category as they are required for all forms of face-to-face institutional delivery. It is sometimes argued that capital costs are additional for VET because specialist equipment and facilities are required.

However, New South Wales has not adopted this argument as part of its case for additional funding. In the first place, special equipment requirements are not confined to VET courses but apply to many senior school courses. In the second place, New South Wales has chosen to utilise existing TAFE NSW facilities for many

¹¹ This is minimal, as there is no charge to government school students for undertaking VET in schools courses at school or at TAFE NSW. As in other HSC subjects, students may need (or choose) to purchase personal equipment and are required to contribute to the cost of student travel where relevant.

¹² Integrated Costs as defined in the *ANTA Principles and Guidelines for VET in Schools 2002-2004*.

capital-intensive courses and no component for capital costs is included in the TAFE NSW charge.

2.3.9.3 *Additional Costs*

A second group of costs are additional costs that would not arise if students were not undertaking VET in schools courses. Most of these costs are directly or indirectly related to compliance with national system requirements like the AQF and the AQTF.

Costs that arise directly from the implementation of the AQF and AQTF include:

- RTO registration costs including record keeping, site visits, staffing and registration fees
- establishing and maintaining systems for AQF credentialling and archiving
- VET teacher and assessor training
- the development of VET curriculum based on Training Packages and integrating changes to Training Packages into the Senior Secondary Certificate. Each training package revision requires an attendant alteration to the course in the Senior Secondary Certificate. This occurs much more frequently than revisions to general education syllabuses.

The co-ordination of delivery and work placement at the local level, local support for teachers delivering VET programs in schools and TAFE NSW and support for participating students are further major additional costs.

2.3.9.4 *Partially Fixed or Integrated Costs*

A third group of costs is partially integrated, in that the education budget provides for part, but not all, of the cost of an activity. In some cases these are costs which were originally additional costs of VET in schools but which have been partially integrated into education budgets through deliberate policies and strategies in New South Wales.

A major example of this group of costs is the delivery of VET in schools courses by TAFE NSW and other external RTOs to government school students.

Up until 2000, payments for course delivery by external providers, including TAFE NSW, were an additional cost of VET in schools. From 2000, external delivery has been partially funded – for government school students only – by a teacher salary savings model. Under this model, a proportion of school staffing, based on the number of students in each school undertaking VET courses externally, is retained by the Department. The consequent salary savings are used to part pay the cost of external delivery. This part of the cost is therefore integrated into the school education budget and is not an additional cost of VET. The model results in a substantial cost saving and provides for sustainable growth in provision.

However, salary savings in schools do not cover the full cost of external delivery. To pay the extra cost, additional funds are provided to the government school sector. This is an additional cost of VET in schools over general education.

A second example of this type of cost is the ongoing professional development of VET teachers (as distinct from teacher retraining).

Programs and opportunities for ongoing professional development are provided for all teachers including VET teachers. However, VET professional development requires extra funding support because it is in addition to professional development activities in the teachers' general education faculty areas.

Effective VET professional development activities bring together teachers from a number of schools, with the attendant additional costs of travel and teacher time, especially in country areas. This has been addressed by significant additional funding for the establishment and support of teacher networks comprising both school and TAFE teachers.

Table 1 in the Appendix summarises the major costs of VET in schools in New South Wales including the location of cost impact and funding source.

2.3.9.5 *Cost Efficiencies*

New South Wales has vigorously promoted the integration of VET in schools costs into school and system budgets with a view to promoting sustainability. Significant cost efficiencies have been achieved through integration strategies including:

- the utilisation of existing TAFE NSW facilities and infrastructure for VET in schools delivery through TAFE NSW
- clustering of schools to "share" delivery of an extended range of VET in schools options especially through TAFE NSW
- coordination between schools and TAFE NSW at the district and institute level
- coordination of work placement organisation between schools and TAFE NSW colleges
- centralised development and cost of curriculum, curriculum support materials, teacher retraining programs, archiving, reporting and issuance of qualifications
- the introduction of pre-service VET teacher training with the eventual object of reducing or eliminating the need for in-service VET teacher training for existing school teachers
- the implementation of a teacher recruitment program whereby selected industry personnel are retrained as school teachers
- the use of existing TAFE NSW teachers to deliver VET courses in government schools.

However, despite these efforts, the additional cost of VET in schools over and above general education continues to be far in excess of funding provided through the ANTA VET in Schools Program.

3 Specific Dimensions of VET in Schools Delivery in New South Wales

New South Wales is leading the nation in the development and implementation of VET for school students. There are four factors contributing to the success of the NSW approach. These are:

- a focus on quality and meeting the standards of the AQTF and the HSC
- the range of VET course choices available to students through a mix of school and TAFE NSW delivery covering a range of industry areas
- the emphasis placed on industry engagement and the requirement that nearly all VET students undertake a work placement
- the tailoring of delivery and the support provided to students with specific needs such as Indigenous students, students with disabilities and students from language backgrounds other than English and rural and remote students.

3.1 Quality and Rigour

The NSW system is clearly meeting the requirements of the AQF, the AQTF and the stringent requirements of the HSC, which have been systematically negotiated with all key stakeholders. In addition, a significant financial investment has been made in the quality assurance arrangements underpinning the delivery of VET in schools in this state. An agenda of continuous improvement has been adopted by the Board of Studies and TAFE NSW to ensure continuous high quality appropriate delivery.

Compliance with national arrangements for assuring the consistent delivery of accredited training has been implemented systemically in New South Wales around four key areas of curriculum and qualifications; delivery; assessment and teacher training and professional development.

Industry Curriculum Frameworks are of particular value and high quality because they offer an AQTF recognised VET qualification, an internationally recognised HSC and can count towards university entrance. This combination of qualifications produces students with strong academic and underpinning skills and knowledge, which equips them for further education, training and employment in a variety of settings.

As mentioned previously, New South Wales has ensured the quality of delivery by putting in place the appropriate support mechanisms for school districts to achieve and maintain RTO status under the AQTF.

NSW industry has made a significant investment in time, goodwill and resources to support quality VET for all students.

3.2 Range of Choice in VET in Schools Programs

In New South Wales, a central tenet of our policy approach to VET in schools is to make it accessible to and appropriate for, the full range of senior school students. We have developed a system characterised by a coherent, integrated pattern of senior studies that does not drive students, implicitly or explicitly, into pre-determined post-school pathways.

The range of VET courses available is outlined in Section 2.

Access to the full range of industries is facilitated by the use of both school and TAFE NSW systems as RTOs. In this way student choice is enhanced. Through the provision of central support (e.g. curriculum, infrastructure and teacher training) to schools, both schools and TAFE NSW can deliver high demand courses in large industries. TAFE NSW has also taken the responsibility of developing and delivering VET programs in areas of industry and student demand that are not covered by Industry Curriculum Frameworks.

3.3 Work Placement as a Crucial Element of the NSW system

Since the early 1990s, structured work place learning has been used in NSW government schools as an effective tool to enhance the educational, vocational and social development of students. Work placement is a mandatory component of all Industry Curriculum Framework courses. It helps underpin the smooth transition of students from school to further education, training and employment and independent young adulthood.

Structured workplace learning assists students to gain both generic skills valued in the workplace, and the opportunity to practise, develop and achieve industry-specific competencies and is strongly supported by industry.

On the advice of industry, and in line with nationally agreed principles for VET in schools, each framework course has a mandatory work placement component to allow for the development, practice, and in some cases, assessment of competency in a work environment.

Table 2 shows enrolments in courses with a mandatory work placement component and work placement hours associated with these courses.

Table 2: Student Enrolments Year 11 and 12 and Work Placement Hours (Courses with a Work Placement Component) 2001

Student Enrolments Year 11 and 12 and Work Placement Hours (Courses with a Work Placement Component) 2001		
Sector	Student Enrolments	Total Workplace Learning Hours
Government	28,554	978,172
Catholic	9,785	337,069
Independent	2,096	71,375
TAFE NSW	7,493	288,350
TOTAL	47,928	1,674,966

3.4 Delivery for Indigenous Students and Other Special Needs Groups

New South Wales provides additional support to improve participation and achievement for specific communities of students. The NSW Government has implemented a range of innovative strategies to target the general education and vocational education and training needs of Indigenous students and other special needs groups.

These include:

- implementation of the HSC Special Program of Study for students with disabilities, including Access Programs for HSC VET courses. Through these programs, identified students enrol in mainstream HSC VET courses but are able to attempt fewer units of competency, selected through an individual transition plan, than other students. Through this strategy students with disabilities have the opportunity to achieve AQF VET credentials.
- funding support for students with disabilities was provided by the Department to government schools and TAFE NSW colleges. The Department provided \$1.6 million for this purpose. As a result of these programs the number of government school students with learning disabilities who were undertaking VET in schools rose from 358 in 2000 to 1,124 in 2001 (an increase of 214 per cent).
- expansion of programs to meet the specific needs of Indigenous students with VET in schools funds allocated to specific district projects. Indigenous students also have preference for entry to TVET courses.
- provision of courses delivered by TAFE NSW and Adult and Community Education (ACE) to school students in juvenile justice centres. The Department allocated \$400,000 to these courses 2001.
- the on-line delivery of industry curriculum framework courses to rural and remote and other isolated students especially targeting Indigenous students in these areas (BYTES Project). This project commenced in 2000 with the on-line delivery of the AQF Certificate II in IT to Year 11 students who proceeded to Year 12 in 2001. Programs for the on-line delivery of courses in Retail and Business Services (Administration) commenced in 2001.
- research on the patterns of participation and the needs of equity groups in VET in schools programs.
- production and distribution of the resource *VET Courses and the New HSC: An Information Package for Students and Parents from Language Backgrounds Other than English* to assist parents and students of non-English speaking backgrounds to make informed decisions about VET courses in the HSC.

In addition to the support provided for special needs groups undertaking VET in schools courses, the NSW Government has implemented the following innovative strategy to target the VET needs of Indigenous students.

3.4.1 Learning Works for Indigenous Students

The *Learning Works* program for Indigenous students is a two-year \$250,000 Commonwealth funded initiative. Grants to government high schools and TAFE NSW institutes of up to \$20,000 are available in 2002.

Learning Works focuses on the work and enterprise education needs and aspirations of Indigenous students from Years 9-12. The program is designed to retain and re-engage Indigenous young people in education and training. Additionally *Learning Works* aims to link the development of students' communication, literacy, and numeracy skills with a number of other equally important learning goals, including key competencies in the context of vocational learning and enterprise education.

Learning Works has been developed by the Department in collaboration with the Commonwealth Department of Education, Science and Training (DEST) who have

made funds available under the Vocational Education Guidance for Aboriginals Scheme.

The aims of the *Learning Works* Program are consistent with the best practice findings from the most recent Vocational Education and Enterprise Education research. Additionally, this program enacts strategies contained within the *New Partners, New Learning, New South Wales State Indigenous VET Plan 2001-2005*.

In specific terms *Learning Works* aims to:

- improve attendance and retention rates for Indigenous students in secondary and senior secondary schooling
- re-engage those young Indigenous people currently outside the education, training and employment sectors
- increase the number of indigenous students:
 - undertaking traineeships
 - accessing VET in school programs
 - completing school based vocational learning programs
 - completing the School Certificate or equivalent
 - completing the HSC or equivalent
 - enrolling in and completing TAFE NSW programs and modules (between the ages of 15-19 years).

Recommendation 1

Quality

To ensure quality and industry acceptance, VET in schools programs must:

- be recognised by both secondary and vocational education accreditation authorities
- result in a VET qualification under the Australian Qualifications Framework as well as a senior secondary certificate
- meet identified industry skills needs
- link with post-school destinations including university, further education, training and employment
- be developed in collaboration between the secondary education sector, TAFE and the VET sector and industry
- include structured workplace training to allow for competencies to be developed and assessed in the workplace

4 Policy Challenges and Emerging Issues

The problem is not that of making the school an adjunct to manufacture and commerce, but of utilizing the factors of industry to make school life more active, more full of immediate meaning, more connected with out of school experience. John Dewy 1916.¹³

There are a number of policy challenges and significant new issues, which have emerged since the introduction of limited Commonwealth funding for VET in schools in 1997 and the national approach to VET in schools.

4.1 Principles for Future Funding to Support Growth and Quality

The ability of jurisdictions to achieve quality outcomes for students and industry that reflect agreed national policy relies on the provision of realistic and equitable funding.

As an issue of national significance, the Commonwealth has an obligation to assist systems and schools to increase the already substantial investment and effort being put into VET in schools. VET in schools is the fastest growing component of the national VET system.

The ANTA Principles and Guidelines¹⁴ state that *the directions for funding aim to assist states and territories set in place conditions for achieving the level of quality that will deliver outcomes of value on a sustainable basis into the future.*

With the NSW government committing significant recurrent funding to support VET in schools, an appropriate Commonwealth commitment is needed to ensure growth and quality demands are met.

In 2001, New South Wales committed extensive recurrent resources to implementation of VET in schools. For the NSW government sector, the total is conservatively calculated at \$58 million (excluding all capital costs). Of this amount \$34 million is integrated costs and \$24 million is additional costs of VET.

These calculations are conservative because they do not include estimates of the cost to schools and individual teachers of the time spent in organising and supervising work placement nor do they include any component of the considerable cost to industry of accommodating work placement students. The calculations also exclude the cost of work placement insurance and “hidden costs” including TAFE NSW infrastructure costs such as record keeping and issuing credentials. As mentioned above, they deliberately exclude all capital costs.

At \$3.89 million, the NSW government schools component of the ANTA VET in Schools Program for 2001 provided less than 20 per cent of the calculated additional cost of VET in schools for government school students and approximately eight per cent of the calculated total cost of VET in schools for government school students.

¹³ Quoted in Vinson, T, 2002, “Connecting Schools and TAFE”, Chapter 10, Public Education Inquiry, Sydney, NSW.

¹⁴ Principles and Guidelines for Improving Outcomes for VET in schools (2002-2004)

To meet such costs on a national level, the funding available annually for growth and quality improvements through the ANTA VET in schools program should increase from the current \$20 million to \$60 million per annum as proposed by New South Wales to ANTA MINCO¹⁵. This would still by no means provide for all additional costs but may provide for approximately half of these.

The original \$20 million allocated for VET in schools was drawn from funding that otherwise would have been allocated to post school VET. The increase in funds for VET in schools should be additional to funding for growth in the post-compulsory VET sector.

New South Wales is committed to providing young people with quality VET. Since the implementation of ANTA funding for VET in schools, the school sector has made significant advances to confirm the place of VET as an integral component of post compulsory schooling. However, the capacity of schools to pursue an agenda of continuous improvement, to strive for quality and provide young people with real and valued vocational opportunities cannot be sustained under the current funding arrangements.

Recommendation 2

Resourcing

Recognising the national significance of VET in schools the Commonwealth Government must significantly increase recurrent funding through a resourcing model that:

- supports growth in participation in schools and TAFE
- recognises the greater cost of quality VET delivery over general education
- strengthens workplacement co-ordination
- increases professional development and industry experience for teachers of VET in schools
- provides specific incentive for Indigenous 15-19 year olds to remain in education and training

4.2 Industry and Business Investment in VET in Schools

The main area of industry and business engagement in VET in schools, as outlined earlier in this submission, is the crucial role they play in providing work placement opportunities for students. There is significant financial investment involved for businesses in providing these opportunities.

At a broader policy level, there has not been sufficient incentive for business and industry involvement in a direct financial investment in the system of VET in schools. If employer and industry support is to continue and to grow, a quality VET in schools product is critical. This needs to be based on the essential elements of quality outlined in this submission in Recommendation 1.

In 2001, DEST funded a project by the Australian Chamber of Commerce and Industry (ACCI) and the Business Council of Australia (BCA) on *Employability Skills for the Future*. The project identified an “Employability Skills Framework” containing

¹⁵ ANTA Minco, Agenda Item 19, 24 May 2002

the 'skills required not only to gain employment, but also to progress within an enterprise so as to achieve one's potential and contribute successfully to enterprise strategic directions' (2002 p xi).

The Framework identifies eight generic "employability skills" which individuals should have, together with 13 "personal attributes"¹⁶.

Education Ministers at the July 2002 MCEETYA, asked ANTA to coordinate a collaborative cross-sectoral approach to assessing the feasibility of implementing an employability skills framework in an integrated and phased manner across the formal education and training sectors as well as the broader community. A collective report to ANTA MINCO and MCEETYA will be provided in mid 2003.

There are three main issues with the ACCI/BCA approach:

- the eight "employability skills" are a mixture of competencies such as planning and organising and problem solving and attributes including initiative and enterprise and self-management;
- the set of personal attributes are problematical. They are inherently subjective and have the potential for discrimination and cultural bias. They also have the potential to distract from the more crucial knowledge and skills, which the young person would bring to employment. It would be better to express the personal attributes as a set of characteristics which employers see as desirable rather than a prescribed set of attributes that young people must develop in the context of their education; and
- the report leaves open the question of whether employers want VET qualifications or employment skills from schools.

New South Wales sees the relevance of the delivery of qualifications and of students being given an understanding of the types of characteristics employers see as important. It is worth noting that in NSW schools a number of programs that address these issues and career education in general are in place in the compulsory years. Business and industry will also need to take a more direct financial responsibility in this area if they view the implementation of the *Employability Skills Framework* as such a significant priority.

The commitment of industry to workplacement, while notable, in some areas is sporadic. In particular industry areas further commitment is necessary. In some geographic areas access problems exist. Enhancement of industry participation in these areas is paramount to achieve the quality of learning experience potentially available through structured workplace learning.

4.3 University Recognition of VET in Schools Courses

As mentioned earlier, although progress has been made both in New South Wales and nationally through the national project funded by ANTA on *Greater University*

¹⁶ The generic skills identified are: communication, team work, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. The personal attributes identified are: loyalty, commitment, honesty and integrity, enthusiasm, reliability, personal presentation, commonsense, positive self- esteem, sense of humour, balanced attitude to work and home life, ability to deal with pressure, motivation and adaptability.

and Industry Recognition of Achievement in VET in Schools Courses, there remain issues to be negotiated with universities.

In the last two years the national project has:

- gained the agreement of 20 universities to expand recognition of VET in schools achievements
- initiated the development of an approach to assessment that meets the requirements of both higher education and the VET sector
- engaged the full range of organisations across the country that have a role or interest in education in grappling with the issues of VET in schools recognition
- initiated a number of processes to better inform the community at large of the value of VET in schools and the gains made in its recognition.

A major task will be to follow through on the undertaking of universities to consider expanded recognition of VET in schools achievement and to complete the develop of information sources about the benefits and options it leads to for students.

Recognition for university entrance impacts greatly on students' subject choices for years 11 and 12. The best combination of subject choices may be denied by restrictions imposed by universities. Gaining greater recognition of VET in schools courses in universities admissions policies and processes will open critical opportunities for young people.

The profile of students taking school-based VET courses is becoming more varied. Some students take VET courses to help them get work when they leave school but an increasing number of VET in schools students are scoring higher universities admission indexes and going on to university. Professor George Cooney, Macquarie University in a recent report noted that 'data from the HSC 2001 shows that students who completed VET courses performed relatively well. The range of performance of those who did complete the VET examination courses, as judged by the patterns of UAI, was similar to that of students in other courses and of those who applied for university almost 60% were offered a place'¹⁷.

Some students may combine a vocational course with other courses that will prepare them for particular university courses (eg. IT or engineering). Others want to continue VET studies. Not only has the number of VET school students grown exponentially, but the outcomes these students want from these courses has broadened. The national recognition project being led by New South Wales seeks to make all these outcomes available.

A balance needs to be negotiated between the demands of competency assessment for industry needs with what universities want for their course selection to ensure students have the widest possible choices available in their post-school years. At the same time more VET in schools students are seeking access to universities, universities themselves are increasing the vocational content of their courses.

Promotion of recognition is an important area for on-going development. Successes in terms of students undertaking VET in schools courses and achieving very high universities admission indexes need to be promoted to dispel notions that VET in schools courses may hinder this achievement.

¹⁷ Cooney, G. *The HSC VET Students 2001*, Conference Paper Sydney, August 2002.

This is clearly an issue in which the Commonwealth should be taking a more active leadership role to encourage the universities to make this issue a priority.

4.4 Professional Development for Teachers and Teacher Workload

New South Wales recognises the significant amount of commitment, good will and hard work put into the system by teachers of VET in schools. It has been a particularly demanding process since the introduction of Industry Curriculum Frameworks and the attainment of RTO status in 2000.

New South Wales has invested significant resources to support teachers in their new and expanding roles in delivering VET in schools. This has been, however, in a context of limited support from the Commonwealth who are a key partner in the national system all states and territories are committed to implement.

There remains a significant recurrent resourcing issue for the professional development of teachers of VET in schools in order that they meet the national quality standards under the AQTF. VET in schools teachers in schools and TAFE NSW need to be supported to:

- return to industry to keep up to date with current industry practice
- upgrade their qualifications as needed to ensure that they continue to meet training package and AQTF requirements
- ensure that they are able to meet the compliance requirements around assessment validation.

Further support is needed from the Commonwealth to address the ongoing maintenance of currency of qualifications in the context of the changing nature of the national VET agenda and the ongoing compliance with the AQTF.

4.5 Expanded Curriculum Options for Indigenous Students in the Compulsory Years

In its regional consultations and demonstration projects, BVET has received consistent requests for VET in schools to be made available to students in Years 7-10. These requests have been particularly strong in Indigenous communities, many of whom see VET in schools as a learning model that may encourage their young people to remain at school beyond Year 8.

This is not just a NSW issue, it is a national trend. The retention rate for Indigenous students compared to non-Indigenous students nationally to year 10 was 86.2% for Indigenous students and 98.2 for non-Indigenous students. The rate falls even further in year 12 to 36.3% for Indigenous students and 74.5% for non-Indigenous students.¹⁸

The link between early disengagement from education and training and long-term unemployment is convincingly demonstrated in education and labour market

¹⁸ From Schools Australia 2001 ABS 4221 – derived from Table 13.

research and the ANTA Blueprint (p.16)¹⁹. This document put the national cost of income support for Indigenous people who cannot find work at \$0.8 billion in 1996, rising to \$1.1 billion by 2006.

While a range of initiatives has contributed to improved school retention for Indigenous students, a significant gap remains between Indigenous and non-Indigenous students. This gap increases with each year of schooling from Year 8 to Year 12. A more coordinated and systematic approach across agencies, communities and businesses at local, regional, state and national level is needed to provide better targeted strategies and more consistent retention for Indigenous students to complete their secondary education to Year 12 or equivalent.

In the context of both New South Wales and national policy which supports VET in schools courses as an option appropriate only for the post-compulsory years of schooling, BVET wants a thorough understanding of the reasoning behind these calls for VET to be available in Years 7-10. Such calls may rest on a perception that VET is an experiential learning model and therefore well suited to young people at risk of early disengagement from school. They may also be based on a perception that motivation for students to remain at school will be improved if schooling is linked more clearly at an earlier stage with employment opportunities.

Calls for earlier introduction of VET in schools from Indigenous communities may underpin an overarching need for expanded curriculum choices for Indigenous students in Years 7-10. This may include more flexible content and delivery mechanisms that engender learning experiences that are more experiential, linked with the student's community context and broader community activities, culturally appropriate in learning content and delivery mode and directed to goals that have meaning for and align with those of the student.

VET in schools programs may be one of a number of strategies for encouraging at risk Indigenous students to remain in education or training and achieve an HSC or equivalent qualification. Other initiatives such as "joined up" whole of government service provision particularly benefit regional communities. VET in schools is well placed to facilitate this community interaction and improve outcomes.

There is evidence that broader curriculum choices would also benefit other 'at risk' groups in the 15-19 year old age group. Some pilot programs conducted between local schools and TAFE NSW colleges have targeted groups at risk of leaving school prior to the completion of Year 10 and provided a 'pre-apprenticeship' type program to encourage students to either remain at school or TAFE NSW and take up VET in school subjects or enter a traineeship.

The case for an integrated approach to explore successful strategies in the broadest possible context is consistently and strongly advocated as a basis for improving retention rates for Indigenous students beyond Year 8. New initiatives will have to take into account the complex social, cultural, economic and geographical issues for young Indigenous students that may contribute to their disengagement from learning and, ultimately, to their restricted access to meaningful and sustained employment.

¹⁹ (2000) *Partners in a Learning Culture: A blueprint for implementing the national Strategy for Aboriginal and Torres Strait Islander People in vocational education and training*, Australian National Training Authority.

Funding for initiatives to improve outcomes for Indigenous students at risk of early disengagement from education and training is ad hoc, being derived from a combination of state and federal Indigenous programs across many government agencies. A more coordinated approach would make distribution of funds more efficient and better targeted.

BVET is planning consultations in New South Wales to facilitate broad engagement across agencies and to provide a platform for comprehensive discussion. However, this is clearly an issue which needs to be addressed on a number of policy fronts including at the national level. It is an issue of national significance for Indigenous students. It would therefore be appropriate that expanded curriculum choices for Indigenous students in years 7-10 be investigated nationally.

In addition it is recommended that the Commonwealth provide \$6 million nationally on an annual recurrent basis expand the *Learning Works* project referred to earlier being piloted by New South Wales to support Indigenous 15-19 year olds to remain in education and training.

Recommendation 3

Indigenous Education and Training

As a matter of national priority the Commonwealth Government should work with the States and Territories to:

- **investigate the potential to expand curriculum choices for Indigenous students in the compulsory years**
- **explore the feasibility of a national expansion of the NSW Learning Works Pilot project.**

4.6 Availability of Work Placements

On the advice of industry, and in line with agreed national principles for VET in schools, each industry framework has a mandatory work placement component to allow for the development, practice, and where possible assessment of competency in a work environment.

This builds upon a requirement for workplace training in the major school delivered VET courses over recent years. The introduction of the industry frameworks under the new HSC has extended this requirement to TAFE NSW where it is delivering framework courses.

This has led to increased learning opportunities for students and a rise in the overall demand for work placement opportunities. This growth in demand has raised issues around the capacity of employers to accommodate student work placement and the need for coordination between schools, TAFE NSW, other RTOs and employers to ensure that quality work placement programs are maintained.

Availability of work placements is a more serious issue in some industry areas than in others. For example, the implementation of the IT framework has posed significant issues assuring work placements for students. In 2001 approximately 9,000 students required a work placement in IT. The industry has identified a number of barriers to

finding work placements including client and business confidentiality and the potential for inadvertent damage.

This sensitivity compounded by the rapid growth in enrolments in this framework over a short time has challenged the capacity for NSW schools to meet student demand. The rapid growth has not enabled work placement co-ordinators to develop the kinds of employer partnerships that have developed in other industries. It has meant coordinators must look outside the IT industry for work placement opportunities that will meet student needs and ensure that the IT market is not saturated.

Coordination is the single issue most often identified by schools in relation to work placement. In this context the additional funding provided by BVET for the coordination of work placement has proven invaluable. This supplements Commonwealth funding provided through the Enterprise and Career Education Foundation (ECEP) and is used by local and regional networks of schools, TAFE and industry to employ dedicated work placement coordinators to arrange and organise work placements on their behalf. However, many network groups are of the view that further support is required.

Other strategies available to fulfil work placement requirements include the use of students' part-time work and the use of placements in related industries, in primary schools and in community based organisations. The use of simulated work environments has also been promoted in some quarters. Simulation is providing an alternative in the IT and entertainment industries.

Given the Commonwealth has made a significant investment in this area through the ECEP whose primary role up to now has been to fund work placement coordination across jurisdictions, the availability of workplaces and further support of coordination, are clearly issues of national interest.

The ECEP has been negotiating over the past year with states and territories with a view to increasing state and territory capacity to manage work placement coordination and youth transition processes. While this process has been welcomed by New South Wales, the State is concerned that it may indicate the Commonwealth's intention to withdraw future funding in this area.

It is important to evaluate the role of the ECEP to build on its important work in facilitating work placement coordination. This needs to occur in a nationally agreed and consistent manner.

A more open dialogue between the Commonwealth and states and territories is needed on the future directions for the ECEP in relation to how it might continue to effectively assist states and territories deliver on the *National Goals of Schooling in the 21st Century* and on the *MCEETYA Framework for VET in Schools*.

4.7 VET in New and Emerging Industries

Training Packages do not specifically cater for new and emerging industries. New South Wales has taken the quality approach by offering students training package qualifications in established industries to ensure that the skills obtained are current and relevant and have the best opportunity to be used in a vibrant and successful industry sector.

New South Wales has attempted as far as practicable under the current training package regime to embed generic and transferable skills into the curriculum so as not to tie students down to a specific industry qualification, which may become redundant. (Refer to the McGaw principles accepted by the NSW government on page 2 of this submission). The key competencies and generic skills being acquired through those qualifications and through their general education studies will, however, provide students with a solid foundation for working in new and emerging industry contexts.

The broad approach taken to work placement in New South Wales in some industry frameworks areas, could allow students to work in emerging industries such as certain sectors of the IT industry.

Of more fundamental concern, however, is the appropriateness or otherwise of training package qualifications for school students future employability and social participation. Training Packages have not been developed with the purpose of providing VET in schools. It would be very timely and appropriate for the recently announced evaluation of Training Packages by ANTA MINCO²⁰, to also include evaluating their effectiveness in meeting the objectives of the MCEETYA Framework for VET in Schools. This will ensure that schools, as one of a range of providers of VET, can effectively deliver training package qualifications of the highest quality.

²⁰ ANTA MINCO Meeting Sydney, November 2002.

5 Appendices

TABLE 1 – Major costs of VET in schools – NSW Government Sector

COST	LOCATION	FUNDING SOURCE	COMMENT
Course Delivery (Schools) – (“SVET ²¹ ”) includes VET teacher salaries, school administration and utilities.	System ²²	NSW education budget.	VET course delivery is funded in the same way and using the same staffing formula as other HSC courses. Integrated cost.
Course delivery (TAFE) – (“TVET”) – Fee for service includes teacher and ancillary salaries and consumables. Does not include capital or infrastructure costs.	System	1. General education budget. 2. NSW ANTA funds 3. Effective TAFE NSW subsidy of “hidden” infrastructure costs	In the Department, the cost of delivery at the school level “follows” the student to TAFE NSW but does not fully cover the cost of TAFE NSW delivery/TAFE NSW charges. Each school sector also receives an allocation of NSW ANTA funds for TVET. Partly integrated, partly additional cost of VET in schools (VETIS).
School VET teacher retraining – includes initial industry specific training and AQF Certificate IV in Assessment and Workplace Training. Includes relief cost to schools.	System	1. ANTA VET in schools funds 2. School education, Commonwealth and State professional development funds	The Department retrains teachers on behalf of all sectors to ensure delivery and assessment to AQTF and industry standard. Retraining for additional teachers and Certificate IV paid from ANTA VETIS funds. Retraining for replacement teachers and ongoing professional development paid from education funds. Partly integrated, mainly additional cost of VETIS.
Capital and equipment costs	System	1. Education budget 2. TAFE NSW budget (ANTA capital funds) – capital costs for TVET not included in TVET charges 3. Skill Centres ²³ funding 4. Industry and business	Capital costs are subsumed in school global budgets and TAFE NSW budget. One criterion for the development/approval of HSC VET courses is the capacity for effective delivery within existing facilities in schools, TAFE NSW and the workplace. Where access to specific industry facilities is required these are accessed through TAFE NSW or in the workplace. Regarded as an integrated cost.
Local support/coordination including the Department’s District VET Consultants (DVECs) ²⁴ and TAFE NSW Institute Consultants (TICs) ²⁵ .	System allocation to school districts	Education budget	Funds for curriculum and implementation support at local level diverted from general education purposes. Additional cost of VETIS.

²¹ VET courses delivered wholly by the school

²² The Department

²³ Industry or enterprise-based training facilities offering a range of accredited training to enterprise employees, industry groups and individuals. Skills centres may be in-plant or standalone, or may be linked with a school.

²⁴ The Department has 40 school district offices across the State. District offices provide many services, including curriculum and professional support. DVECs oversee delivery of VETIS.

²⁵ TAFE NSW has 11 Institutes across the State, as well as the Open Training and Education Network-Distance Education. Each Institute engages a consultant (TIC) to oversee delivery of VETIS.

TABLE 1 – Major costs of VET in Schools - NSW Government Sector

COST	LOCATION	FUNDING SOURCE	COMMENT
AQTF compliance including RTO registration	System plus system allocation to school districts	1.ANTA VET in schools funds 2.Education budget.	The 40 school districts are registered as RTOs encompassing all school delivery of VET. Additional cost of VETIS.
Curriculum (common to schools and TVET)	State ²⁶	ANTA VET in schools funds	The Board of Studies develops NSW HSC VET curriculum based on Training Packages. in consultation with sectors, industry and TAFE NSW. Regular revisions required. Additional cost of VETIS.
Curriculum (TVET only)	State	1. NSW ANTA funds 2. Effective TAFE NSW subsidy of “hidden” TAFE NSW curriculum development costs	The Department constructs TVET curriculum from mainstream TAFE NSW curriculum. This is endorsed by the Board of Studies for the HSC. The cost of TAFE NSW curriculum development is not included in TVET charges.
Implementation of school based part-time traineeships	System plus system allocation to school districts	ANTA VET in schools funds	Negotiation with industry/employers and training authority, organisation and monitoring of trainees, liaison with non-school RTOs. Additional cost of VETIS.
Work placement coordination	State plus ECEF allocation to local cross sectoral groups	1.NSW ANTA funds 2.ECEF funds 3.Schools/teachers devote additional time – a “hidden cost”	The huge task of organising and coordinating work placement for all school VET and most TVET students is subsidised by central funding provided through BVET and ECEF but costs are also borne by schools and teachers. Additional cost of VETIS.
Work placement assessment/supervision	School plus System	1.School district support funds (limited) 2.ANTA VETIS funds used for assessor training	While some education funds may be available through district support funds in the form of teacher relief, the major cost in additional time is not funded but is borne by teachers (in their own time) or by schools (through releasing VET teachers from some other duties). All school teachers undergo training/assessment in the Certificate IV in Assessment and Workplace Training, the cost of which is paid by the system. Additional cost of VETIS.

²⁶ Cross sectoral cost

TABLE 1 – Major costs of VET in Schools - NSW Government Sector

COST	LOCATION	FUNDING SOURCE	COMMENT
Disability Support	System	Education budget	Schools and TAFE NSW colleges receive additional funds from the Department to support quality VET delivery to students with disabilities. Funding is determined on a student by student basis. This is a significant additional cost, which is growing rapidly. Additional cost of VETIS.
World Skills	System	ANTA VETIS Funds	Promotes consistent, industry standard assessment. Promotes excellence. The school component of this program is not funded nationally by ANTA. Through its role organising the national competition, New South Wales subsidises other jurisdictions. Additional cost of VETIS.
Policy and central coordination	System plus State	1. Education budget 2. ANTA VETIS funds	Includes policy and implementation guidelines, coordination and support for School Districts and TAFE NSW Institutes, training for DVECs and TICs, curriculum support materials, AQTF compliance, allocation/distribution of funding, accountability, liaison with industry, the Board of Studies, BVET, ANTA, etc, cross sectoral coordination, state and national reporting.
Archiving and credentialling – establishment of system - schools	State	ANTA VETIS funds	eBOS Vocational Credentialling System developed by the Board of Studies under contract to sectors records and archives course and competency achievement and issues AQF credentials for all school delivered courses. Additional cost of VETIS.
Archiving and credentialling – maintenance of system and issuance - schools	State	NSW Treasury	Recurrent costs have required the NSW Government to allocate additional funds to the Board of Studies. Additional cost of VETIS.
Archiving and credentialling - TAFE NSW	System	TAFE NSW budget – a “hidden” cost	There is no contribution to TAFE NSW for the use for VETIS students of the TAFE NSW Student Information System.
Insurance for work placement	System plus schools/ parents for non-government	NSW Treasury	Insurance of students and employers for injury, damage and public liability. Additional cost of VETIS.

6 Glossary

ACCI	Australian Chamber of Commerce and Industry
ACE	Adult and Community Education
AHC	Annual Hours Curriculum
ANTA	Australian National Training Authority
AQF	Australian Qualifications Framework
AQTF	Australian Quality Training Framework
BCA	Business Council of Australia
BDC	Board (of Studies) Developed Course
BEC	Board (of Studies) Endorsed Course
BVET	(NSW) Board of Vocational Education and Training
CEC	Content Endorsed Course
DEST	(Commonwealth) Department of Education, Science and Training
DVEC	(School) District VET consultant
ECEF	Enterprise and Career Education Foundation
HSC	(NSW) Higher School Certificate
IT	Information Technology
MCEETYA	Ministerial Council on Education, Employment, Training and Youth Affairs
MINCO	ANTA Ministerial Council
NTF	National Training Framework
RPL	Recognition of Prior Learning
RTO	Registered Training Organisation
SVET	School delivered VET courses
TIC	TAFE NSW Institute VETIS consultant
TVET	TAFE NSW delivered VET courses
UAI	Universities Admission Index
VET	Vocational Education and Training
VETAB	(NSW) Vocational Education and Training Accreditation Board
VETIS	VET in schools