VCE VET Continuum of Practice: Building practice excellence

The school’s documented VET program plan is informed by strategic and annual implementation planning. It is regularly reviewed and updated by the school’s leadership team and teams of teachers. The school allocates time and resources for a VET Coordinator and teachers to share VET pedagogical knowledge about VET program training delivery, the implementation and monitoring of effective training programs, and the planning of training and assessment programs. They provide scored assessment for all VCE VET programs for VCE and VCAL students, where available. VET teachers use formative assessment to identify gaps in students’ learning and to monitor the progress of each student.

Documented VET program delivery, training and assessment practices and shared pedagogical approaches

|  | Emerging | Evolving | Embedding | Excelling |
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| **School** | The school:   * adds the VET course to the overall course offering * selects VET courses to offer students a broader curriculum * promotes the VET courses to students * is aware that the VET courses may contribute to a student’s Australian Tertiary Admission Rank (ATAR).   The school:   * arranges an RTO to deliver the course without considering the quality of resources * expects a registered training organisation (RTO) to provide VET teachers to deliver the VET course * may engage with business and employers in delivering VET courses * has an agreement in place with an RTO to deliver the VET course and is aware of the requirements for VCE VET scored assessment.   The school:   * informs staff at an all-staff meeting that a VET course will be delivered * has a communication process in place to inform students, parents and the broader school community about VET course delivery. | The school:   * adds the VET course to the overall course offering with some integration into the broader curriculum * takes into account the student’s profile to select VET courses to offer students a broader curriculum * promotes the VET courses to students targeted as suitable to undertake VET * is aware that the VET courses may contribute to a student’s ATAR and refers staff to VTAC for information.   The school:   * arranges an RTO to deliver the course and specifies in an agreement that the RTO must provide appropriate resources * expects an RTO to provide VET teachers to deliver the VET course and specifies in an agreement that VET teachers have the necessary qualifications and experience * engages with business and employers in the delivery of VET courses * selects the RTO and ensures an agreement is in place to deliver the VET course according to the course requirements and makes scored assessment available for VCE VET programs.   The school:   * informs staff at an all-staff meeting that a VET course will be delivered and provides progress reports at subsequent all-staff meetings * has ongoing communication processes in place to inform students, parents, employers and the broader school community about VET course delivery. | The needs of the students are considered when the school selects VET courses and the structure of VET programs.  The school:   * adds VET to the broader curriculum, including through flexible timetabling and language, literacy and numeracy (LLN) support * is aware that the VET courses support each student’s career and employment pathways. The school requires students to select the VET course that will help them pursue their chosen pathway to employment or further education and training * is aware of the recognition arrangements for VET in the VCE and how it may contribute to a student’s ATAR * provides VET students with access to the appropriate facilities, equipment and staff to successfully undertake a VET course and satisfy the training and assessment requirements of the course. Consideration will extend to a third party if engaged as the RTO to deliver training and assessment on behalf of the school.   The school:   * checks that teachers engaged in VET training and assessment possess appropriate training qualifications (Certificate IV in Training and Assessment or its successor), vocational competence with current industry experience and ongoing professional development in VET. Consideration will extend to a third party if engaged as the RTO to deliver training and assessment on behalf of the school * collaborates with business and employers when planning, and implementing training and assessment for VET students * has its own RTO or has a process in place to select and engage the most appropriate RTO to deliver VET training and assessment on their behalf. The school understands the conditions they must follow to ensure the VET program, including scored assessment, is delivered to students.   The school:   * conducts whole of school information sessions to raise teacher awareness across VCE and VET curriculum, with the aim of promoting a whole of school approach to support VET delivered to secondary students * has robust communication processes in place and a range of supporting information to communicate to students, parents, employers and the broader school community about the VET courses on offer. | The needs of the students inform the school’s selection of VET courses and the structure of VET programs.  The school:   * has a clear understanding of how its VET courses support each student’s career and employment pathways. The school helps students to select the right VET course and pursue their chosen pathway to employment or further education and training * integrates VET into the broader curriculum, including through flexible timetabling and LLN support * has a clear understanding of the recognition arrangements for VET in the VCE and how it may contribute to a student’s ATAR * provides VET students with access to the right high-quality facilities, equipment and staff to successfully undertake a VET course and satisfy the training and assessment requirements of the course. Consideration will extend to a third party if engaged as the RTO to deliver training and assessment on behalf of the school.   The school   * assures that teachers engaged in VET training and assessment possess appropriate training qualifications (Certificate IV in Training and Assessment or its successor), vocational competence with current industry experience and ongoing professional development in VET. The school supports teachers to develop high-level capabilities to deliver training and assessment. Consideration will extend to a third party if engaged as the RTO to deliver training and assessment on behalf of the school * collaborates on a regular planned basis with business and employers when planning, and implementing training and assessment for VET students * has a high-performing RTO, or a process in place to select and engage the most appropriate RTO, to deliver VET training and assessment on their behalf. The school has a clear and detailed agreement with the RTO that describes the conditions they must follow to ensure quality VET programs, including scored assessment, is delivered to students * meets the RTO at least four times per year to monitor VET delivery.   The school:   * conducts whole of school information sessions and professional development to raise teacher awareness across VCE and VET curriculum, with the aim of promoting a whole of school approach to support VET delivered to secondary students * has a proven communication strategy and processes in place, and a range of detailed supporting information, to communicate to students, parents, employers and the broader school community about the VET courses on offer and the opportunities they provide. |
| **School leadership team** | The school leadership team:   * ensures VET courses are offered and delivered * provides minimal career and learning support on an ad-hoc basis to individual students * is aware of the Australian Qualification Framework (AQF) and how it relates to VET courses delivered to its students * timetables the VET course in a weekly time slot and minimises training hours to control costs.   The school leadership team:   * team expects the RTO to inform the VET teacher of VET news and developments * ensures that parents/guardians and students are informed about the VET courses on offer. | The school leadership team:   * implements processes to ensure VET courses are offered and delivered * provides the opportunity for Structured Workplace Learning Recognition (SWLR) only where it is mandated in the VET course and arranged by the RTO * is aware of the AQF and considers the appropriateness of the AQF level of VET courses delivered to its students * timetables the VET course in a weekly time slot to minimise training hours and any disruption to the VCE timetable * provides the opportunity for SWLR only where it is mandated in the VET course and arranged by the RTO * provides minimal career and learning support to all students undertaking a VET course.   The school leadership team:   * expects the RTO to inform the VET teacher of VET news and developments. The school leadership team ensures the RTO receives the *VCAA Bulletin*. * works closely with the RTO to ensure that parents, guardians and students are informed about the VET courses on offer from the school. | The school leadership team:   * ensures that VET courses delivered provide possible pathway opportunities to further education and training for students and practical skills to support pathways to careers. The pathway considers apprenticeship or traineeship opportunities * provides SWLR for VET students, quality training and assessment and school-based apprenticeship and traineeship (SBAT) opportunities * has in place a supportive timetabling arrangement to help students get the most out of integrating VET within the VCE * provides VET courses, including scored assessment programs, at an appropriate AQF level for the student cohort. The VET course delivered to secondary students can be a qualification, skill-set or selected units of competency * provides career education so that VET students have a pathway plan for a career and further education * has a process in place to support the individual learning needs of students.   The school leadership team:   * has processes in place to ensure up-to-date VET information is communicated across the school and with any partnering RTO (e.g. changes to qualifications) * provides information to parents/guardians and students about: * the options within VCE, VCAL and VET * VET programs – VET qualifications, VCE VET courses, SBATs, SWLR opportunities * how the VET program will affect ATAR scores. | The school leadership team:   * makes evidence-based decisions to shape the VET courses delivered and ensure they provide a clear pathway to further education and training or employment for students and practical skills to support pathways to careers relevant to the student’s interests. The pathway considers apprenticeship or traineeship opportunities * identifies the most appropriate level of employer engagement to provide quality SWLR for all VET programs, quality training and assessment and SBAT opportunities * has in place a supportive timetabling arrangement to help students integrate VET within the VCE. Ensures the hours allocated to the VET course in the timetable take into account the quality of training and assessment, and recommended volume of training * consults with the VCAA, RTO, local employers and staff to ensure it provides VET courses, including scored assessment programs, at an appropriate AQF level. The VET course, normally at Certificate II or III level, delivered to secondary students can be a qualification, skill-set or selected units of competency * provides career education so that VCE/VCAL students consider including VET in a pathway plan for a career and further education * has a process in place to support the individual learning needs of students and to provide access to support services to meet the requirements of their VET program.   The school leadership team:   * has quality processes in place to ensure up-to-date VET information is communicated across the school and with any partnering RTO (e.g. changes to qualifications) * ensures a process is in place that provides high-quality information to parents, guardians and students about: * the options within VCE, VCAL and VET * VET programs – VET qualifications, VCE VET courses, SBATs, SWLR opportunities * how the VET program affects ATAR scores. |
| **VET coordinators** | VET coordinators:   * are allocated minimal time to organise students to commence and participate in the VET course. * provide ad-hoc support to individual VET students * defer any OHS, licensing and regulatory matters to the RTO that is delivering the VET course. * are aware of some structured workplace requirements. * expect the RTO to liaise with local businesses about possible work placement opportunities. | VET coordinators:   * are allocated adequate time to organise students to commence and participate in the VET course, and monitor student progress. * provide support to all VET students * liaise with the RTO on any OHS, licensing and regulatory matters regarding delivering the VET course. * are advised by the RTO of any structured workplace learning that students must undertake as part of the VET course. * work alongside the RTO to liaise with the local business about possible work placements and SWLR opportunities. | VET coordinators:   * are appointed to guide students to select the most appropriate VET course, including courses with scored assessment. * provide support to students for career planning. * provide general support to students and has a process in place to identify gaps between a student’s LLN proficiency and the LLN requirements in the VET programs. Provides ongoing support to those students where LLN gaps are evident * ensure VET students meet OHS, licensing and other regulatory requirements when undertaking a VET course (e.g. OHS in the construction industry, first aid certificate) * provide VET students with work placement opportunities and a SWLR program to enable them to gain VCE / VCAL credit and takes the necessary steps to prepare students for any work placement activity and SBAT. * facilitate and support employers to help deliver SWLR opportunities to VET students. Provide employers in the school’s catchment area with information about the VET programs on offer to students, opportunities for providing work placement and SWLR, and SBATs. | VET coordinators:   * are appointed to guide the student to select the most appropriate VET course, including courses with scored assessment. * provide students with information and a structured program of support to make informed career choices. * provide support for all VET students and has a structured process in place to identify gaps between a student’s LLN proficiency and the LLN and other special requirements in the VET programs. Provide further ongoing and high-quality support to those students where LLN and special requirement gaps are evident. * work closely with the RTO to ensure VET students meet OHS, licensing or other regulatory requirements when undertaking a VET course (e.g. OHS in the construction industry, first aid certificate) * have a clear process in place to provide VET students with work placement opportunities and a high-quality SWLR program to enable them to gain VCE/VCAL credit. Take the necessary steps to prepare students for any work placement activity and SBAT * with support of the LLENS/Clusters – * facilitate and support employers to help deliver high-quality SWLR programs for each VET course * provide employers in the school’s catchment area with information about the VET programs on offer to students, opportunities for providing work placement and SWLR, and SBATs * provide information to students on industries and occupations in demand and the skills required by employers to support their selection of a VET program. |
| **VET teachers** | VET teachers:   * possess current training and industry certification * possess current Teacher Registration and/or Permission to Teach status if teaching at the school, in compliance with the standards for RTOs * are provided with some support with learning and assessment resources from the RTO * deliver material provided by others for scored VCE VET courses. | VET teachers:   * possess current training and industry certification; have the training qualifications (Certificate IV in Training and Assessment or its successor), vocational competence and current industry experience. This is checked on from time to time by the school * have current Teacher Registration and/or Permission to Teach status if teaching at the school, with the RTO informing the teacher of the standards for RTOs * are provided support with learning and assessment resources by the RTO on a regular basis * deliver scored assessment material developed by them and/or provided by others for scored VCE VET courses. | VET teachers:   * possess current training and industry certification, the training qualification (Certificate IV in Training and Assessment or its successor), vocational competence with current industry experience, and ongoing professional development in VET * possess industry currency and have a record of ongoing professional development that supports training and assessment * have current Teacher Registration and/or Permission to Teach if teaching at the school * are aware of the Standards for RTOs 2015 * in partnership with the RTO, plan, develop and deliver consistent training and assessment * interpret the requirements of a VET qualification and units of competency to develop and deliver training and assessment * develop assessment tools for the units of competency they deliver * are skilled at developing and delivering scored assessment for scored VCE VET courses. They satisfy the requirements of the VCAA audit. | VET teachers:   * possess current training and industry certification; have the training qualification (Certificate IV in Training and Assessment or its successor), vocational competence with current industry experience, and ongoing professional development in VET * possess extensive and proven industry currency; they have a record of ongoing professional development that supports training and assessment * hold current Teacher Registration and/or Permission to Teach, if teaching at the school * are aware of the VET regulatory framework and are familiar with the Standards for RTOs 2015 and their impact on teaching and assessment * in partnership with the RTO, plan, develop and deliver consistent, high-quality training and assessment, and regularly validate assessment * interpret the requirements of a VET qualification to develop and deliver training and assessment that aligns to appropriate competency standards * are expert at developing assessment tools for the units of competency they deliver and are adept at assisting colleagues to develop appropriate assessment tools * are expert at developing and delivering scored assessment for scored VCE VET courses. They satisfy the requirements of the VCAA audit with material of an exemplary nature. |