

**PRINCIPLES AND GUIDELINES FOR IMPROVING  
OUTCOMES FOR  
VOCATIONAL EDUCATION AND TRAINING  
(VET) IN SCHOOLS  
(2005 - 2006)**

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## 1 INTRODUCTION

The ANTA Ministerial Council in November 2003 agreed that the ANTA VET Special Purpose funds for VET in Schools should continue for 2005-6. Ministers agreed that \$20 million of VET funds, plus indexation (from 2002) would be provided to State Training Authorities in the two calendar years (2005-2006) for allocation to school authorities.

The Principles and Guidelines for 2005 - 2006 build on the arrangements in place for 2002 – 2004, take account of the funding areas agreed by Ministers in November 2003, aim to directly support the achievement of the National Goals relating to VET in Schools, the National Strategy for Vocational Education and Training (2004-2010) and address a range of factors which are critical to the success of the next stage of this key national initiative.

In recognition of the importance and contribution of VET in Schools programs to the skilling of Australia's workforce, these guidelines, for the first time, incorporate monitoring and reporting on VET in Schools into the Annual National VET Planning and Reporting processes. The planning process for vocational education and training culminates each year with a report to the ANTA Ministerial Council. In future this report will include a more comprehensive report on VET in schools.

Vocational education and training should be included as VET in Schools if programs are undertaken by school students as part of their senior secondary studies and contributes to a senior secondary certificate and a nationally recognised VET qualification within the Australian Qualification Framework (AQF). The training that students receive reflects specific industry competency standards and is delivered by Registered Training Organisations (RTOs) or by a school in partnership with an RTO.

## 2 PRINCIPLES

To ensure quality outcomes, funds will be provided to school authorities to support the development and delivery of VET in Schools programs that are delivered as part of a broad, general education that combines study towards a senior secondary certificate with nationally recognised vocational education and training, consistent with the principles outlined below.

These principles, originally agreed by Ministers in April 1998 and updated to reflect the Australian Quality Training Framework, provide the basis for the consistent application of the National Training Framework within Secondary Schools.

### *Recognising Training*

- Boards of Studies, in agreement with State/Territory Recognition Authorities, will recognise VET in Schools only where it is delivered by providers, which meet the registration requirements under the Australian Quality Training Framework, as from 1 July 2002.

#### *Meeting industry and/or enterprise standards*

- Boards of Studies, in agreement with State/Territory Recognition Authorities, will recognise as VET in Schools only that which delivers national industry and/or enterprise competency standards or accredited training where no relevant Training Package qualification/pathway exists, within the National Training Framework.

#### *Pathways through Senior Secondary Certificates*

- VET in schools will contribute to qualifications defined by the AQF, including Senior Secondary Certificates or equivalents, and will provide multiple pathways which will articulate with further training, education and where appropriate, employment.

#### *Ensuring dual outcomes*

- VET in Schools studies, undertaken within the Senior Secondary Certificate, should also contribute to a VET qualification defined by the AQF.

#### *Determining priorities for the delivery of VET in Schools*

- In determining priority areas for the development of VET in Schools programs, account will be taken of national and regional/local skill shortages, industry needs and student demand. Opportunities for all groups of students to participate should be maximised, especially those under-represented in education and training.

#### *Using Training Packages*

- Boards of Studies, in agreement with State/Territory Recognition Authorities, will develop recognition procedures consistent with the Australian Quality Training Framework and the requirements of Senior Secondary Certificates in each State and Territory, to enable Training Packages to be delivered.

The Principles and Guidelines for funding have been developed to reflect both school sector and VET sector requirements, including:

- **flexibility:** - within an approved allocation for each State and Territory and specific allocations within each State and Territory made to sectors for 2005, school authorities will be responsible for determining which activities are funded, subject to demonstrating that the activities meet these Principles and Guidelines
- **accountability:** - reporting mechanisms will focus on achievements and outcomes and ensure proper accountability, and
- **accessibility:** - streamlined administrative processes will ensure that all funds are accessible to school sectors, both Government and non-Government (Catholic and Independent).

### **3 GUIDELINES FOR FUNDING**

#### **3.1 Program purpose and outcomes**

The core purpose of the ANTA VET in Schools program is to contribute to an expansion in both the number of young people undertaking vocational education and training programs during their senior secondary years and the breadth and depth of VET in Schools programs offered (through the VET in Schools and School-Based New Apprenticeship pathways).

The funding is to expected to assist States and Territories achieve the outcomes of:

- high quality VET in schools program delivery and outcomes
- sustainability of program delivery, and
- the further integration of VET in Schools programs into the resourcing, operations and culture of the school systems and schools.

#### **3.2 Priority for the use of funds**

Schools will have some flexibility to complete and carryover initiatives already in train. However it is expected that the majority of funds will be put towards the outcomes outlined above with emphasis on the specific areas listed below.

The specific areas identified as priority areas for action and for reporting by State and Territory Training Authorities to ANTA include, at least, a mix of:

- the establishment of VET in Schools by schools not previously involved in the delivery of VET in schools
- expanding the range and spread of VET in Schools courses offered across industry sectors by schools already involved in the delivery of VET in Schools
- the establishment of VET in Schools courses in new industry areas and in industry areas currently not well subscribed in VET in Schools
- increasing participation in VET in Schools by particular student groups that are difficult to reach and/or service, for example, improving access for students in rural and remote areas and for educationally disadvantaged students including Indigenous students and students with a disability, and
- developing strategies to maintain quality standards in VET in Schools including professional development
- addressing areas of skills shortage.

### 3.3 Allocation and distribution of funds

Funds will be distributed by ANTA to State and Territory Training Authorities according to the formula below. The total allocation of \$20 million annually is to be subject to indexation in line with the Commonwealth budget relating to vocational education and training since 2002.

Statistics used for the allocation of funds in 2005 are based on those collected by the Australian Bureau of Statistics in 2003 and reported in 2004. The indicative allocation of funds to each State and Territory for 2005 reflects a base allocation of \$4m plus \$17.35 m (plus indexation) allocated according to their relative proportion of the 15-19 year old population in Australia. Sectoral allocations within jurisdictions are based on the full-time equivalent of full-time and part-time student enrolments in Years 11 and 12 in 2003.

Indicative allocations for 2005 are indicated in the table below: *(please note: allocations for 2005 will not be available until late 2004)*

State/ Territory	Allocation to States and Territories	Allocations to Sectors within each State and Territory		
		Government	Catholic	Independent
NSW				
VIC				
QLD				
SA				
WA				
TAS				
NT				
ACT				
<b>TOTAL</b>	<b>\$21,350,000</b>			

Confirmed allocations will be provided for States and Territories when the level of indexation is determined by the Australian Government in 2005.

The State and Territory Training Authorities will be responsible for distributing funds to each school sector, or, with the agreement of those sectors, to the Government schools sector for further distribution to the Catholic and Independent sectors.

The first payment from ANTA to the State and Territory Training Authorities will be included in the ANTA first normal quarterly payment in mid-February 2005. Subsequent payments will be quarterly.

### 3.4 Funding to schools sectors

Funding will primarily be available to schools and school clusters to implement VET in Schools, through the appropriate school authority (or where alternative arrangements are agreed by school authorities and State or Territory Training Authorities). All funded activity must meet the industry competency standards specified in Training Packages, be consistent with the National Training Framework (NTF) and compliant with the Australian Quality Training Framework (AQTF).

In addition, Government, Catholic and Independent school authorities will be eligible for funding for system-level activities to support implementation within their sector (eg the development of programs in particular industry areas applicable to a large number of schools within a system). It is expected that funding would also be available to contribute to cross-sectoral activities which may involve Boards of Studies, acknowledging that there is a need for:

- the development of an increased range of programs for students derived from Training Packages to ensure industry acceptance of the qualification
- the incorporation of Training Package qualifications within senior secondary certificates, with particular reference to the quality assurance of assessment and the delivery of programs
- the collection of data that is AVETMISS compliant for reporting in line with the June 2003 MINCO/MCEETYA decision on data collection
- the collection of data on student destinations and longitudinal data on VET in schools outcomes, and
- the evidence of alignment between end of school and VET qualifications and recognition of VET achievements, including for tertiary entrance.

Funds will be allocated by school authorities to schools or school clusters in the form of a contribution to support course or program delivery where this relates to the priority areas outlined in section 3.2. This should contribute to meeting:

- delivery costs, where limited funds for each additional hour of course delivery are made available (figure to be agreed per Annual Hours Curriculum [AHC]) as an encouragement to a school to increase provision and to increasingly utilise recurrent school resources for vocational education and training, particularly for units of competence which relate to apprenticeships and traineeships, and

- new developmental purposes such as once-off costs of professional development at the school level, the purchase of consumable materials or education materials to support delivery (eg Training Packages).

School authorities must identify this additional delivery in their Agreement to receive these funds and show that funds have not been used to replace existing expenditure. The increase must be measured against set benchmarks using 2001 as the base line year for data purposes, in order to allow for measurement.

Funds must be used to expand nationally recognised vocational education and training at the school level and should not be used for overhead costs incurred in distributing funds.

### **3.5 Consultation**

These Principles and Guidelines have been developed by ANTA following consultation with key stakeholders at the national and State/Territory levels, including Government education and training authorities, the National Catholic Education Commission and the National Council of Independent Schools' Associations. A national level committee (the MCEETYA Task Force on Transition from School) is responsible for coordinating information exchange across States and Territories.

## **4 AGREEMENTS BETWEEN SCHOOL AUTHORITIES AND STATE/TERRITORY TRAINING AUTHORITIES**

### **4.1 The Agreement**

An Agreement is to be developed between school authorities and State and Territory Training Authorities for the two years (2005 – 2006) focussing on plans to address the core purpose, outcomes and priority areas for action (refer section 3), with provision for an annual revision to the proposal.

To receive funds in 2005 the school authority must develop an Agreement with the State or Territory Training Authority. Agreement on the use of funds in 2006 will be required through an annual variation to the Agreement and in line with the relevant ANTA Agreement. Where the school authority receives its funds from the Government schools sector, it must enter into a similar arrangement with the Government schools authority.

The Agreement for the 2005 school year should be agreed by the end of August 2004 to ensure that State and Territory Training Authorities can report on activity to be undertaken during 2005 in the VET Plans submitted to ANTA by September 2004.

School authorities must include in their 2006 variation to their Agreement with the State and Territory Training Authority:

- how the funds are directed to achieve the core purpose, outcomes and priority areas for action outlined in section 3 of these principles
- base-line data (using 2001 as the base line year) as agreed by MCEETYA and ANTA MINCO and based on AVETMISS compliant data and as requested by the MCEETYA Taskforce on Transition from School on current VET provision and projected activity for the following year; and
- plans and expected outcomes for the expansion of VET in Schools for the following year.

The Agreement might reflect total activity within States and Territories, where appropriate, and the contribution of ANTA funding to overall effort.

## **5 PLANNING, REPORTING AND ACCOUNTABILITY**

Planning and reporting on VET in Schools activity will be incorporated into the Annual National VET Planning and Reporting processes. VET in Schools activity is currently included in the Annual National Priorities

### **5.1 Planning arrangements for 2005**

State and Territory Training Authorities will report on planned activity to be undertaken during 2005 in the VET Plans submitted to ANTA by September 2004. This activity will be included in the report from the ANTA Board to the ANTA MINCO on Directions and Resource Allocations for 2005.

### **5.2 Reporting and accountability arrangements for 2005**

State and Territory Training Authorities will report on outcomes of the 2005 program in the 2005 Annual National Report prepared for consideration by MINCO in 2006. Information for this report is required to be provided to ANTA by April 2006.

Expenditure of funds will be reported by State and Territory Training Authorities as part of their audited statements of expenditure of Australian Government VET Funding Act funds.

The arrangements and timelines for 2006 will be similar.

In each State and Territory, Government and non-Government schools authorities will, where appropriate, jointly determine and report progress on expenditure and progress towards achieving the outcomes on an annual basis through State and Territory Training Authorities to ANTA. This information will also be forwarded to the MCEETYA Taskforce on Transition from School to facilitate its responsibility for coordinating information exchange.

## **6 EVALUATION, INFORMATION EXCHANGE AND IMPROVEMENTS**

The MCEETYA Taskforce on Transition from School will provide a comprehensive annual report on VET in Schools to MCEETYA, which takes into account all VET in Schools activity across the jurisdictions.

Milestones and outcomes, as outlined in the Agreements will form the basis of evaluation. The purpose of evaluation, in addition to the accountability arrangements as described above, will be to assess the program's effectiveness and inform further policy and program development in vocational education and training in senior secondary schools. The evaluation strategy in each State/Territory is to be developed at the State/Territory level as an agreement between State Training Authorities and Government and non-Government schools authorities. The MCEETYA Taskforce on Transition from School will consolidate information on these evaluations in its annual report to MCEETYA and make recommendations on improvements to the Council.