

Resource

NATIONAL QUALITY COUNCIL PUBLICATION






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Partnerships for VET in Schools

A good practice guide for schools and RTO's to working in partnership to deliver VET in schools programs

See website for other publications

Quick reference guide for partnership tools

Stage	Tool name	Who is the tool for? RTO or enterprise/ industry or both	Page
	Getting ready for a partnership	BOTH	9
	Skills need analysis for RTO's	RTO	19
	Skills need analysis for schools	SCHOOL	23
	Trainer and Assessor competency	BOTH	27
	Choosing an RTO	SCHOOL	33
	Steps for negotiating the partnership	BOTH	39
	Implementing the partnership	BOTH	43
	Key contacts	BOTH	47
	Maintaining the partnership	BOTH	49
	Developing a training and assessment strategy	BOTH	52
	Planning an Assessment tool <ul style="list-style-type: none"> • Details of Assessment • Evidence requirements • Evidence, knowledge and skills • Assessment mapping 	BOTH	56
	Identifying language, literacy and numeracy (LLN) requirements of units of competency	BOTH	63
	Evaluating the outcomes of training and assessment	BOTH	73
	Reviewing the partnership	BOTH	76

(Excerpt Pages 10 – 16)

Key questions	Considerations for the school	Considerations for the RTO
<p>Why VET in schools?</p> <p>What are the motivations for offering VET in schools?</p>	<ul style="list-style-type: none"> • Increased learning pathways and employment opportunities for students • Opportunity for greater student retention • Greater understanding of the workplace and industry 	<ul style="list-style-type: none"> • Opportunity to train and assess a new learner group and share knowledge and experience • To promote industry standards
<p>What are the objectives or outcomes from VET in schools?</p>	<ul style="list-style-type: none"> • What outcomes are you expecting for students, staff, and the school? Are these all attainable through VET in schools? 	<ul style="list-style-type: none"> • What outcomes are you expecting for trainers, assessors, the learners, RTOs, etc?
<p>What are the pathways for students from studying a VET in schools qualification?</p>	<ul style="list-style-type: none"> • Will the qualification lead to job opportunities, future VET studies, employability skills? • How does industry view the qualifications being offered? • What other pathways or outcomes are there as a result of VET in schools? E.g. increased language, literacy and numeracy skills, desire to continue study, interest in new career or industry opportunities? 	

Key questions	Considerations for the school	Considerations for the RTO
<p>What type of arrangement will best suit your needs?</p>	<ul style="list-style-type: none"> • School as RTO (including where the school delivers to students from other schools) <p>School and RTO Partnerships</p> <ul style="list-style-type: none"> • Shared delivery - combination of school and RTO delivery and assessment; RTO provides certification. • Auspicing arrangement - school delivers and assesses; RTO provides certification • RTO delivers (onsite or externally), assesses and provides certification • Other (eg – workplace based delivery and assessment in the workplace) <p>School and VET Cluster partnerships</p>	
<p>Costs and funding</p>	<p>Refer to your own policy and guidelines</p>	
<p>What resources can you bring to the partnership?</p>	<ul style="list-style-type: none"> • Staff with VET and vocational competency (or willing to gain competency with guidance) • Experience and expertise with the learner group, including individual needs 	<ul style="list-style-type: none"> • Staff with VET and vocational competency • Venues for training and simulated work environments • Assistance with meeting LLN requirements • Mentoring and professional development for staff at school involved in delivery and assessment • Links with industry • Training and assessment resources

Key questions	Considerations for the school	Considerations for the RTO
Who needs to be involved?	<ul style="list-style-type: none"> • Principal • Teachers • VET student coordinators (for day to day interactions with the RTO) • School counsellors (assisting students with managing work experiences and travel between school, work placements, etc.) • Student representatives (for consultation) • Local industry or enterprise contacts (e.g. from pre established relationships with the school) • School accountants or financial staff • Administrative staff 	<ul style="list-style-type: none"> • Business development manager • Trainers and assessors • VET student coordinator or equivalent • Industry contacts • Language, literacy and numeracy specialist staff • Campus manager • Administrative staff • Account managers and financial staff
What are your staffing needs?	<ul style="list-style-type: none"> • Do they have the appropriate qualifications and industry experience under the AQTF? • How will delivery of VET in schools fit with your staff's existing teaching responsibilities 	<ul style="list-style-type: none"> • Can your staff provide mentoring to school staff wanting to deliver and assess VET in schools?
OHS and insurance	Refer to your own policy and guidelines	
How will you resolve conflict or disagreement?	<ul style="list-style-type: none"> • Can you agree with the RTO to raise issues and concerns as soon as they arise and agree to a dispute resolution process with an external, independent decision maker for significant concerns? 	<ul style="list-style-type: none"> • Can you agree with the school to raise issues and concerns as soon as they arise and agree to a dispute resolution process with an external, independent decision maker for significant concerns? • Do you have a conflict resolution process the school can utilise?

Key questions	Considerations for the school	Considerations for the RTO
<p>How will you measure and assure quality?</p>	<ul style="list-style-type: none"> • Do you have appropriate reporting and monitoring processes in place? • How will VET in schools subjects impact on your student's non VET studies (e.g. senior certificate of education subjects)? • What other quality standards does your school have that need to be communicated and catered for by the RTO? • What do you need to do to comply with the AQTF/National VET Framework? 	<ul style="list-style-type: none"> • Do you have the structures in place required by the Australian Quality Training Framework (AQTF), e.g. staffing, recordkeeping, required units, or qualifications on scope of registration? • What work needs to be done with the school to ensure your RTO complies with registration requirements? (VRQA/ASQA)
<p>Quality assurance and measures</p>	<ul style="list-style-type: none"> • What monitoring and reporting measures does the RTO have in place to ensure compliance with the AQTF? • Will the RTO work with you to evaluate the training and assessment for continuous improvement? 	<ul style="list-style-type: none"> •

(Note: Not all content in this table has been reproduced)