Industry Pathways

 Information for Schools

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Purpose

This document provides additional information to schools seeking to establish and deliver Industry Pathways programs. It should be read in conjunction with the Industry Pathways program description document (available from the VCAA website), which sets out the rules for Industry Pathways and the study options for each industry.

Establishing an Industry Pathway program in your school

Industry Pathways have been developed in consultation with schools, industry and tertiary providers. They provide additional recognition for students who have completed a program designed to provide a strong foundation for further learning and skill development in a particular vocational field.

A school is delivering an Industry Pathway if students can access the appropriate study options, complete the VCE or Senior VCAL and meet the workplace learning requirements.[[1]](#footnote-1) This may require little more than providing appropriate information to students. However, a more holistic approach, in which external partners, teachers from different discipline areas, careers practitioners and school leaders cooperate in the planning and delivery of the Industry Pathway, will increase the benefits for both students and schools. This might require some planning and coordination, particularly in the initiation phase.

Planning

Schools considering Industry Pathways should first establish that they have the capacity and commitment to provide an Industry Pathway program and be mindful that normally it will take students a minimum of two years to complete the program. In the planning phase, schools should establish a small working group and conduct an assessment of:

* potential demand for each Industry Pathway
* internal resources available to provide the Industry Pathways
* potential external partners
* other resources that might be accessed.

Partnerships

Delivering a good Industry Pathway will require a number of partnerships. Schools already involved in VET as part of their senior secondary offerings may be familiar with some of these. A focus on one or more Industry Pathways also provides an opportunity to strengthen these relationships and to include new partners.

Key partners might include:

* Registered Training Organisations (RTOs) delivering or auspicing the VET component of the Industry Pathway.
* Other tertiary providers, including dual-sector institutions and higher education providers delivering post-school qualifications that can form part of the student’s on-going education and training pathway.
* Industry partners who can be engaged in the careers aspect of the program, provide workplace learning opportunities or give advice on aspects of the delivery of the Industry Pathway program.
* Local Learning and Employment Networks may also be able to assist with developing partnerships and linkages.
* Other community based organisations and local government may also be useful partners.

Timetabling

The main consideration in timetabling is making it possible for students to access and complete the Industry Pathway study and workplace learning requirements.

| **Case Study**A Catholic girls’ school involved in piloting an Industry Pathway in Community Services and Health encountered the timetable as a barrier to students undertaking the relevant VET studies. With some effort the school reorganised its timetable to provide a window for VET studies within the school day. This increased the number of students who could undertake VET. With positive word of mouth from students who had undertaken VET and workplace learning, VET enrolments continued to increase enabling the school to move from a cluster arrangement to its own partnership with an RTO. |
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Contextualised learning

It is recommended that some Industry Pathway studies outside the student’s VET program contain some contextualisation to the industry. As a benchmark this should be a learning activity that makes up approximately one week of teaching time. Contextualised learning activities may be longer in duration but activities of lesser duration make it difficult to establish a context. Contextualised learning should meet the requirements of the VCE study design or the VCAL unit and address skills required in the industry and the context in which they are used.

| **Case Study**Three pilot schools working with a dual-sector university organised to undertake a tailored set of outreach activities at the university’s college of sport and exercise science. In one activity Industry Pathway students undertook a VCE Biology prac on homeostasis in the exercise science laboratory under the supervision a graduate student. A data set on the physical performance under different conditions was generated during this exercise and recorded on a spread sheet. This data set was then also used as the basis for a contextualised activity in General Maths. |
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Industry Pathway resources for contextualising English and Mathematics to the four Industry Pathway industry themes will be available on the VCAA website in 2015.

Careers learning

Careers learning that introduces the industry, its many occupations and the Industry Pathway program is strongly recommended for students considering an Industry Pathway. As students often select some senior secondary studies in Year 10 it is recommended that this careers learning begins in Year 9 and continues throughout the Industry Pathway program. See the Post-school pathways section of this document for more careers learning resources.

| **Case Study**The Speed Careers Expo was organised by a pilot school to profile the breadth of job opportunities in the industries of Community Services and Health.The event provided Year 9 and 10 students with the opportunity to meet representatives from various tertiary providers and industry specialists from different occupations.The school’s gymnasium was set out with a different employer or tertiary provider representative at each table. Staff from the different organisations conducted an interactive activity with the students for 10 minutes where they:* talked about their career history and the skill set for employment in their role,
* answered questions,
* taught a skill that reflected the job role
* gave information about the training programs or opportunities available in the field.

After 10 minutes the students rotated to the next table. |
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Recognition

From 2016 students meeting the requirements of the Industry Pathway will have this recorded on their senior secondary certificate indicating they have successfully completed the VCE or the Senior VCAL and met the requirements of the Industry Pathway program.

Schools with students who are interested in gaining an Industry Pathway need to ensure that a student’s study selections will enable them to complete the Industry Pathway and their VCE or Senior VCAL certificate.

Sample programs of study

The following sample programs are intended to illustrate how an Industry Pathway might fit into a student’s program of studies. It should be noted that the sample programs:

* include a careers component that while highly recommended is not mandatory
* do not illustrate the requirement for 80 hours of workplace learning, which students must complete to be eligible for an Industry Pathway.

Many other combinations are possible. Please refer to the Industry Pathways Program Descriptor on the VCAA website for the rules and full range of options for each Industry Pathway.

Sample programs have been provided for the Industry Pathways on the following pages.

Building and Construction, VCE page 4

Building and Construction, VCAL page 4

Community Services and Health, VCE page 5

Community Services and Health, VCAL page 5

Manufacturing and Engineering, VCE page 6

Manufacturing and Engineering, VCAL page 6

Sport and Recreation, VCE page 7

Sport and Recreation, VCAL page 7

Industry Pathway in Building and Construction

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| **Sample VCE Program** |
|  | Industry Pathway studies | Other studies |
| Year 9 | Careers learning tailored to the industry | AusVELS Level 9 |
| Year 10 | VCE VET Building and Construction Units 1, 2, and 1 | AusVELS Level 10 |
| Year 11 | VCE VET Building and Construction Units 3 and 4 | General Mathematics Units 1 and 2 | English Units 1 and 2 | VCE VET Building and Construction Units 1 and 2 | Physical Education Units 1 and 2 | Business Management Units 1 and 2 |
| Year 12 |  | Further Mathematics Units 3 and 4 | English Units 3 and 4 | Industry and Enterprise Units 3 and 4 | Physical Education Units 3 and 4 | Business Management Units 3 and 4 |
| **Sample VCAL Program** |
|  | Industry Pathway studies | Other studies |
| Year 10 | Careers learning tailored to the industry | AusVELS Level 10 |
| Year 11 | VCE VET Building and Construction2 Credits | Numeracy Skills Intermediate1 Credit | Literacy Skills Intermediate Reading and WritingLiteracy Skills Intermediate Oral Communication2 Credits | VCE VET in Building and Construction2 Credits | Personal Development Skills Intermediate Units 1 and 2Work Related Skills Intermediate Unit 13 Credits |
| Year 12 | VCE VET in Building and Construction 2 Credits | Numeracy Skills SeniorAdvanced Numeracy Skills Senior2 Credits | Literacy Skills Senior Reading and Writing Literacy Skills Senior Oral Communication2 Credits | VCAL Work Related Skills Senior Unit 1 VCE VET in Building and Construction2 Credits | Personal Development Skills Senior Units 1 and 22 Credits |

Industry Pathway in Community Services and Health

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| **Sample VCE Program** |
|  | **Industry Pathway studies** | **Other studies** |
| Year 9 | Careers Learning tailored to the industry | AusVELS Level 9 |
| Year 10 | VCE VET in Health Units 3 and 4 | AusVELS Level 10 |
| Year 11 | VCE VET in Health Units 3 and 4 | General Mathematics Units 1 and 2 | English Units 1 and 2 | Biology Units 1 and 2 | Health and Human Development Units 1 and 2 | Italian Units 1 and 2 |
| Year 12 |  | Further Mathematics Units 3 and 4 | English Units 3 and 4 | Biology Units 3 and 4 | Health and Human Development Units 3 and 4 | Italian Units 3 and 4 |
| **Sample VCAL Program** |
|  | **Industry Pathway studies** | **Other studies** |
| Year 10 | Careers learning tailored to the industry | AusVELS Level 10 studies |
| Year 11 | VCE VET Health 2 Credits | VCE Foundation Mathematics Unit 1 and 22 Credits | Literacy Skills Intermediate Reading and WritingLiteracy Skills Intermediate Oral Communication2 Credits | VCE Health and Human Development Units 1 and 22 Credits. | Personal Development Skills Intermediate Units 1 and 22 Credits |
| Year 12 | VCE VET Health2 Credits | Numeracy Skills SeniorAdvanced Numeracy Skills Senior2 Credits | Literacy Skills Senior Reading and Writing Literacy Skills Senior Oral Communication2 Credits | VCAL Work Related Skills Senior Units 1 and 22 Credits | Personal Development Skills Senior Units 1 and 22 Credits |

Industry Pathway in Manufacturing and Engineering

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| **Sample VCE Program** |
|  | **Industry Pathway studies** | **Other studies** |
| Year 9 | Careers learning tailored to the industry | AusVELS Level 9 |
| Year 10 | VCE VET Engineering Units 1 and 2 | AusVELS Level 10 |
| Year 11 | VCE VET Engineering, Units 3 and 4 | General Mathematics Units 1 and 2 | English Units 1 and 2 | Product Design and Technology Units 1 and 2 | Physics Units 1 and 2 | Business Management Units 1 and 2 |
| Year 12 |  | Further Mathematics Units 3 and 4 | English Units 3 and 4 | Product Design and Technology Units 3 and 4 | Physics Units 3 and 4 | Business Management Units 3 and 4 |
| **Sample VCAL Program** |
|  | **Industry Pathway studies** | **Other studies** |
| Year 10 | Careers learning tailored to the industry | AusVELS Level 10 studies |
| Year 11 | VCE VET Engineering2 Credits. | VCE General Mathematics Unit 1 and 22 Credits | Literacy Skills Intermediate Reading and WritingLiteracy Skills Intermediate Oral Communication2 Credits | VCE Visual Communications and Design Units 1 and 22 Credits | Personal Development Skills Intermediate Units 1 and 22 Credits |
| Year 12 | VCE VET Engineering2 Credits | Further Mathematics Units 3 and 42 Credits | Literacy Skills Senior Reading and Writing Literacy Skills Senior Oral Communication2 Credits | VCAL Work Related Skills Senior Units 1 and 22 Credits | Personal Development Skills Senior Units 1 and 22 Credits |

Industry Pathway in Sport and Recreation

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| **Sample VCE Program** |
|  | **Industry Pathway studies** | **Other studies** |
| Year 9 | Careers learning tailored to the industry | AusVELS Level 9 |
| Year 10 | VCE VET Sport and Recreation Units 1 and 2 | AusVELS Level 10 |
| Year 11 | VCE VET Sport and Recreation Units 3 and 4 | General Mathematics Units 1 and 2 | English Units 1 and 2 | BiologyUnits 1 and 2 | Media Units 1 and 2 | Physical Education Units 1 and 2 |
| Year 12 |  | Further Mathematics Units 3 and 4 | English Units 3 and 4 | Biology Units 3 and 4 | MediaUnits 3 and 4 | Physical Education Units 3 and 4 |
| **Sample VCAL Program** |
|  | **Industry Pathway studies** | **Other studies** |
| Year 10 | Careers learning tailored to the industry | AusVELS Level 10 studies |
| Year 11 | VCE VET Sport and Recreation2 Credits | Numeracy Skills IntermediateVCE Foundation Mathematics Unit 12 Credits | Literacy Skills Intermediate Reading and WritingLiteracy Skills Intermediate Oral Communication2 Credits | VCE VET Sport and Recreation2 Credits | Personal Development Skills Intermediate Units 1 and 22 Credits |
| Year 12 | VCE VET Sport and Recreation2 Credits | Numeracy Skills SeniorAdvanced Numeracy Skills Senior2 Credits | Literacy Skills Senior Reading and Writing Literacy Skills Senior Oral Communication2 Credits | VCAL Work Related Skills Senior Units 1 and 22 Credits | Personal Development Skills Senior Units 1 and 22 Credits |

Post-school pathways

The Industry Pathways approach provides a balance of hands-on skills and industry experience and other skills that will support further learning. This is a strong preparation, but making the next step to dealing with employers and the tertiary education system can be quite complex.

The notes in the following tables provide guidance on seeking further information on post-school pathways in each industry. The first column covers the transition from school to certificate level VET courses and employment, including traineeships and apprenticeships. The second column focuses the transition from school to higher level VET qualifications, while the third looks at pathways to a degree. The tables provide some guide to processes that don’t involve the normal round of ATAR selection. They are not comprehensive but do provide some advice on where to start looking for further information. Personal contacts made through workplace learning and VET studies can also be important sources of advice for students.

Information provided by tertiary providers (both VET and higher education) is also important. Information about entry requirements for diploma level and above is included in the annual Victorian Tertiary Admissions Centre (VTAC) guide. Other entry arrangements outside the VTAC process are usually accessible on a provider’s website. These processes can vary by institution, so it pays to check with the institutions concerned.

In addition to the website links in the tables, the following may be useful resources:

* My Future: <[www.myfuture.edu.au](http://www.myfuture.edu.au)>.
* Victorian Careers Curriculum Framework: <<http://www.education.vic.gov.au/school/teachers/teachingresources/careers/carframe/pages/framework.aspx>>.
* Victorian Tertiary Admissions Centre: <[www.vtac.edu.au](http://www.vtac.edu.au)>.
* Victorian Skills Gateway: <<http://www.education.vic.gov.au/victorianskillsgateway/Pages/home.aspx>>.

Industry Pathway in Building and Construction – pathways notes

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| **Certificate Level Entry** | **Diploma Level Entry** | **Degree Level Entry** |
| ***General***The VCE VET Building and Construction program includes options that provide pathways into the following trades: carpentry; bricklaying; painting and decorating; wall and ceiling lining; wall and floor tiling; solid plastering; and stonemasonry.The program provides pre-apprenticeship knowledge and skills relevant to the corresponding apprenticeship.Students undertaking the VCE VET Building and Construction program with the aim of gaining entry to an apprenticeship will be advantaged by completing the entire VET certificate (equal to seven VCE units).Students who do not complete the pre-apprenticeship prior to completing their senior secondary certificate may continue their training upon leaving school.Students who undertake a School-based Apprenticeship may continue their apprenticeship, normally on a full-time basis, upon completing school.***Apprenticeships and traineeships***Apprenticeships are an important pathway for young people entering this industry. General information on apprenticeships and traineeships is available at: <[www.education.vic.gov.au/training/learners/apprentices/Pages/default.aspx](http://www.education.vic.gov.au/training/learners/apprentices/Pages/default.aspx)>.Apprenticeships and traineeships available in the industry are listed by the VRQA under ‘Construction and Plumbing’ at [www.vrqa.vic.gov.au/apptrain/Pages/schemes.aspx](http://www.vrqa.vic.gov.au/apptrain/Pages/schemes.aspx)Qualifications at certificate IV level may have prerequisites. | ***General***Entry requirements for courses at this level may be completion of the VCE or equivalent.Entry for school leavers is generally through the Victorian Tertiary Admissions Centre (VTAC). However direct entry may be possible. An ATAR may be required in some cases. VET qualifications and experience may also contribute to meeting entry requirements.***Other requirements***Students should check with providers about specific entry requirements required for a particular qualification.***Industry recognition***Specific qualifications are also relevant to different categories of registration in the industry. See the Victorian Building Authority (VBA) website: <[www.vba.vic.gov.au](http://www.vba.vic.gov.au)>. Experience requirements may also apply.***Articulation to degree***Diploma qualifications commonly (but not necessarily in all cases) provide articulation into like degree qualifications. Check with the diploma provider and the degree provider to confirm articulation arrangements prior to enrolling in the lower qualification. Pathways may also include other qualifications such as advanced diplomas.***Traineeships***Traineeships are available for some diploma qualifications. See Apprenticeships and traineeships in the Certificate Level Entry column. | ***ATAR entry***Selection based on the Australian Tertiary Admission Rank (ATAR) applies to school leavers entering most degree qualifications. However, other entry systems may also apply (see below).Some entry arrangements targeted to equity groups may use modified ATAR selection criteria. Schools may also have specific relationships with some providers.Requirements additional to the ATAR, such as prerequisite units and/or aptitude tests and/or interviews, may apply in some instances. Prerequisites are listed by VTAC in the *Victorian Tertiary Entry Requirements* (VICTER). ***Other entry***Other entry processes to degree qualifications may also apply. These include direct and early entry processes, where ATAR is not the primary consideration.Entry via diploma, advanced diploma and/or associate degree with credit may also be possible. See Articulation to degree in the Diploma Level Entry column.***Industry recognition***Some degree qualifications are also relevant to different categories of registration in the industry. See the VBA website: <[www.vba.vic.gov.au](http://www.vba.vic.gov.au)>. Experience requirements may also apply.***Professional recognition***For some degrees it is important to check that courses meet the standards for professional recognition. For example recognition by the Australian Institute of Building. |

 Industry Pathway in Community Services and Health – pathways notes

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| **Certificate Level Entry** | **Diploma Level Entry** | **Degree Level Entry** |
| ***General***The Industry Pathway includes both VCE VET Health which has pathways into health support and health assistance and VCE VET Community Services which has pathways into community services and early childhood education and care.Students can continue their training after completing their senior secondary certificate to complete a traineeship or otherwise complete a VET certificate commenced at school.Entry level qualifications are mandated by industry regulators in some areas of community services and health (see Professional recognition in the Degree Level Entry column). Experience in the industry may also be required.Entry to higher level VET qualifications may require completion of a lower level certificate and or experience in the industry.***Traineeships***There are a large variety of possible traineeships in Community Services and Health at certificate III and certificate IV levels. These are listed by the VRQA under ‘Community Services’ and under ‘Health’ at: <[www.vrqa.vic.gov.au/apptrain/Pages/schemes.aspx](http://www.vrqa.vic.gov.au/apptrain/Pages/schemes.aspx)>.Students interested in seeking a traineeship should refer to the general information on traineeships available at: [www.education.vic.gov.au/training/learners/apprentices/Pages/default.aspx](http://www.education.vic.gov.au/training/learners/apprentices/Pages/default.aspx) | ***General***The entry requirement for qualifications at this level is often completion of VCE or equivalent. Admission for school leavers is mainly through VTAC but direct application to the institution may also be possible. An ATAR requirement may apply to some courses. VET qualifications such as those undertaken in the VCE VET program may provide credit for entry.***Other requirements***Some courses may require experience in the industry and/or previous VET qualifications. Industry regulators may also mandate prerequisites for entry to some required diploma courses. Professional recognition may also be subject to experience requirements. (See Professional recognition in the Degree Level Entry column).***Articulation to degree***Articulation arrangements providing advanced standing from like diploma to like degree qualifications are strong in some areas of both community services (including early childhood education) and health. Students seeking to enter the diploma as a pathway to a degree should inquire at the diploma and the degree provider to validate the specific credit and entry requirements that apply.***Traineeships***Traineeships may apply to diploma and advanced diploma level qualifications in Community Services and in Health. Refer to the information on traineeships in the first column. | ***ATAR eligibility***Selection based on ATAR applies to most degree qualifications. Some entry systems targeted to equity groups may use modified selection criteria. In some instances entry by direct application to the institution is also possible. Schools may also have specific relationships with some providers. Requirements additional to the ATAR such as prerequisite units and/or aptitude tests and/or interviews apply in some instances. Prerequisites are listed by the VTAC in VICTER.***Other entry***Other entry processes to degree qualifications may also apply. These may include articulation from lower level qualifications (see Articulation in the Diploma Level Entry column).***Professional recognition***It is also important to check that where relevant, courses meet the standards for professional recognition or regulatory requirements that pertain to the industry. These include:ACECQA: <[acecqa.gov.au](http://acecqa.gov.au/)>. (early childhood)DHS: <[www.dhs.vic.gov.au/home](http://www.dhs.vic.gov.au/home)>. (community services)AHP: <[www.ahpra.gov.au](http://www.ahpra.gov.au/)>. (health) |

 Industry Pathway in Manufacturing and Engineering – pathways notes

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| **Certificate Level Entry** | **Diploma Level Entry** | **Degree Level Entry** |
| ***General***Students who complete the VCE VET Engineering program will have a good preparation for undertaking an apprenticeship inthe engineering, manufacturing or other related industries.Students who undertake a school based apprenticeship can continue the apprenticeship usually on a full-time basis upon completing their senior secondary certificate.***Apprenticeships and traineeships***Apprenticeships are an important pathway for young people entering this industry at the certificate level.Apprenticeships and traineeships relevant to the industry are listed by the VRQA under ‘metal and engineering’ and under ‘manufacturing’ at: <[www.vrqa.vic.gov.au/apptrain/Pages/schemes.aspx](http://www.vrqa.vic.gov.au/apptrain/Pages/schemes.aspx)>.Students interested in seeking an apprenticeship or traineeship should refer to the general information on apprenticeships and traineeships available at: <[www.education.vic.gov.au/training/learners/apprentices/Pages/default.aspx](http://www.education.vic.gov.au/training/learners/apprentices/Pages/default.aspx)>.***Articulation***Certificate III holders with appropriate industry experience may be able to enter and gain credit towards related higher level VET qualifications. | ***General***The entry requirement for school leavers to qualifications at this level is often completion of VCE or equivalent. Admission may be through VTAC or by direct application to the institution. Admission requirements can vary by institution and recommended or prerequisite studies may apply to some diploma or advanced diploma qualifications. An ATAR requirement may apply to some courses. Relevant VET qualifications may provide credit for entry.***Articulation to degree***Articulation arrangements providing advanced standing from like diploma and advanced diploma qualifications to like degree qualifications may apply. Students seeking to enter the diploma as a pathway to a degree should inquire at the diploma and the degree provider to validate the specific credit and entry requirements that apply.***Other requirements***Some courses may require experience in the industry and/or previous VET qualifications.***Traineeships***Traineeships and in some instances apprenticeships are possible in some diploma and advanced diploma qualifications. Refer to the information on apprenticeships and traineeships in column one.***Professional and industrial recognition***Recognition by the professional body may be relevant to some courses at this level. Recognition in industrial awards may also be relevant. | ***ATAR entry***Selection based on the ATAR applies to most degree qualifications. Some entry systems targeted to equity groups may use modified ATAR selection criteria. In some instances entry by direct application to the institution is also possible.Requirements additional to the ATAR such as prerequisite units may apply. Prerequisites are listed by the VTAC in VICTER.***Other entry***Entry via other pathways such as articulated diploma, advanced diploma and/or associate degree with credit may also be possible. In some cases industry experience is relevant to these pathway qualifications.***Professional recognition***Recognition of qualifications by the relevant professional body such as Engineers Australia is important in the field of engineering. |

 Industry Pathway in Sport and Recreation – pathways notes

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| **Certificate Level Entry** | **Diploma Level Entry** | **Degree Level Entry** |
| ***General***Students have multiple options within the VCE VET Sport and Recreation program.Students may commence training in the Outdoor Recreation, Fitness or Sport and Recreation sectors of the industry.Students can continue their training after completing their senior secondary certificate to complete a traineeship commenced as a school based traineeship or otherwise complete a VET certificate commenced at school.Entry to certificate IV level qualifications may require completion of a lower level certificate and or experience in the industry.Students are advised to seek current and realistic information on employment prospects in the industry by referring to the latest labour market information listed under Arts and Recreation services at <[www.education.vic.gov.au/training/employers/industry/Pages/arts.aspx](http://www.education.vic.gov.au/training/employers/industry/Pages/arts.aspx)>. and inquiring with prospective employers before enrolling in a post-school training course.Specific competencies and experience are required to undertake some roles such as aquatics instructor.***Traineeships***Traineeships relevant to the industry are listed by the VRQA under ‘sport, fitness and recreation’ at: <[www.vrqa.vic.gov.au/apptrain/Pages/schemes.aspx](http://www.vrqa.vic.gov.au/apptrain/Pages/schemes.aspx)>.Students interested in seeking a traineeship should refer to the general information on traineeships available at: <[www.education.vic.gov.au/training/learners/apprentices/Pages/default.aspx](http://www.education.vic.gov.au/training/learners/apprentices/Pages/default.aspx)>. | ***General***The entry requirement for qualifications at this level is often completion of VCE or equivalent. Applications may be made through VTAC or direct application. Relevant lower level VET qualifications may also provide entry.***Articulation to degree***Articulation arrangements providing advanced standing from like diploma to like degree qualifications are possible. Students seeking to enter the diploma as a pathway to a degree should inquire at the diploma and the degree provider to validate the specific credit and entry requirements that apply.***Other requirements***Some courses may require experience in the industry and/or previous VET qualifications.***Traineeships***Traineeships apply to some diplomas see information under traineeships in column one. | ***ATAR entry***Selection based on the ATAR applies to most degree qualifications. However, other entry systems also apply. Some entry systems targeted to equity groups may use modified ATAR selection criteria.Requirements additional to the ATAR such as prerequisite units and/or aptitude tests and/or interviews may apply in some instances. Prerequisites are listed by the VTAC in VICTER.***Other entry***Other entry processes to degree qualifications may also apply. These include direct entry processes, including early entry and other direct entry where ATAR is not the primary consideration. Schools may also have specific relationships with some providers.Entry via other pathways such as articulated diploma, advanced diploma and/or associate degree with credit may also be possible. In some cases industry experience is relevant to these pathway qualifications. |

Reporting on the workplace learning requirement

The Industry Pathways have a minimum workplace learning requirement of 80 hours in total. The workplace learning must be directly related to the Vocational Education and Training (VET) component of the Industry Pathway. It may also contribute to other units of study where workplace learning is required such as VCE Industry and Enterprise and VCAL Work Related Skills.

Schools will need to attest that a student has met the workplace learning requirement before an Industry Pathway can be awarded and have records to substantiate this claim. Students can be involved in the documentation process through logbooks, reflective journals, online portfolios and similar activities. Ideally these records should outline how the workplace learning activity contributes to the development of the skills outlined in VET units in the student’s Industry Pathway program.

Existing records such as those already required to establish and manage Structured Workplace Learning (SWL) or School Based Apprenticeships and Traineeships (SABATs) may also be used by the school to assist in validating that the workplace learning requirements has been achieved.

The workplace learning can comprise:

* Structured Workplace Learning (SWL)
* employment through a School-Based Apprenticeship or Traineeship
* other employment in the industry
* School Community Work (SCW) or similar arrangements in the Catholic and independent sectors
* other community or volunteer work undertaken by the student
* relevant experience in simulated work environments or workplace visitation
* other equivalent arrangements.

Structured Workplace Learning

SWL is a formal arrangement for on-the-job training during which a school student is expected to master a set of skills or competencies related to their VET studies. Information on Structured Workplace Learning is provided on the VCAA website at: <[www.vcaa.vic.edu.au/Pages/vet/swl.aspx](file://VCAAFS01/Curriculum%24/VET/Industry%20Pathways/IPs%20spec%20and%20guide/Industry%20Pathways%20%E2%80%93%20Information%20for%20Schools/www.vcaa.vic.edu.au/Pages/vet/swl.aspx)>.

This also includes links to the Department of Education and Training set of resources on Structured Workplace Learning.

School-based Apprenticeships and Traineeships

School Based Apprenticeships and Traineeships (SBAT) require formal arrangements that involve the student, their parents, the school, an employer and a registered training organisation. Information on SBATs and a range of resources is provided on the DET website at: <[www.education.vic.gov.au/school/principals/curriculum/pages/apprentice.aspx](http://www.education.vic.gov.au/school/principals/curriculum/pages/apprentice.aspx)>.

Employment under an SBAT will count towards the workplace learning requirement.

Other employment

Other employment, such as part-time work or holiday employment undertaken by a student, may count towards the Industry Pathway workplace learning requirement where the school can verify that through the employment the student is exercising a set of skills or competencies related to their VET studies.

School Community Work (SCW) or similar arrangements in the Catholic and Independent sectors

SCW is voluntary community work directly related to a student’s studies. For Industry Pathways purposes this must be the student’s VET studies. Normally students involved in an Industry Pathway will undertake SWL rather than SCW. However, School Community Work may be relevant in some instances. Information on School Community Work is available at:

<[www.education.vic.gov.au/school/teachers/teachingresources/careers/work/Pages/communitywork.aspx](file://VCAAFS01/Curriculum%24/VET/Industry%20Pathways/IPs%20spec%20and%20guide/Industry%20Pathways%20%E2%80%93%20Information%20for%20Schools/www.education.vic.gov.au/school/teachers/teachingresources/careers/work/Pages/communitywork.aspx)>.

SCW arrangements are only available to government schools. Similar arrangements in Catholic or independent schools can be used provided the same relevance requirement is met.

Simulated work environments and workplace visits

Simulated work environments and workplace visits may contribute to the workplace learning requirement in cases where it is not possible to otherwise access sufficient workplace learning or where students only have the opportunity to demonstrate a limited range of skills through other workplace learning. In these cases, up to 20 per cent of the workplace learning requirement may be achieved through experience in simulated environments or through workplace visits. This must be additional to normal training activities. Simulated work environments may be operated by RTOs and industry associations or other appropriate industry organisations. They can include activities such as building structures at a school or RTO and workplace learning in an industry-level facility, such as a practice hospital ward. Workplace visits include activities such as work shadowing, tours of work sites and attending industry expos.

Other equivalent arrangements

Other equivalent arrangements are those that do not fall into one of the categories above but can be demonstrated by the school to provide equivalent types of exposure to the appropriate industry, meet the test of relevance to the student’s VET studies, be additional to normal teaching and instruction, and be subject to appropriate supervision.

Balance of different types of workplace learning

Some exposure to an actual workplace is essential for students to gain an appreciation of the industry they are seeking to enter, however access to a range of workplace learning opportunities may be required to underpin the full range of skills covered in the VET program. It is also recognised that different circumstances pertain to each industry. In Sport and Recreation employers have emphasised skills required to interact with clients. In Building and Construction, Engineering and Manufacturing, opportunities to consistently exercise skills over a period of time are important. In Community Services and Health there is significant competition for access to clinical environments and access to workplaces may be limited. A variety of workplace learning environments can be accessed to ensure appropriate volume and diversity of learning. For example, a student can gain customer services skills at the front desk of a sports centre and coaching and instructing skills at a primary school.

Recording that the workplace learning requirement has been met

Schools must indicate on VASS (a facility will be made available for this) that the Workplace Learning Requirement has been met before a student’s Industry Pathway can be recognised. This will only need to be done once for the full 80 hours. In making this attestation schools will need to be satisfied that the workplace learning is relevant to the VET component of the Industry Pathway and of sufficient duration (at least 80 hours in total) and have documentation to support this claim.

The following table outlines options for meeting this requirement. In some cases documentation that outlines the volume of workplace learning undertaken by a student will already exist; examples of these are outlined in the following table. In addition students are encouraged to keep a log of their workplace learning and demonstrate relevance to their VET studies. A sample log sheet is also provided.

|  | **Existing documentation** | **Relevance to Student’s VET program** | **Contribution to the SWL requirement** |
| --- | --- | --- | --- |
| **Structured Workplace Learning (SWL)** | SWL documents such as the Structured Workplace Learning Arrangement form(s) | Required as part of the SWL process | 80 hours of SWL will provide 100% of the requirement |
| **School-based Apprenticeship and Traineeships (SBATs)** | SBAT documents such as the Training Plan | Required as part of the SBAT process | Satisfactory progress through an SBAT will provide 100% of the requirement |
| **Other Employment** | Payslips or other documents related to employment | The school will need to substantiate that the employment is relevant to the student’s VET | Up to 100% if documented and relevant |
| **School Community Work (SCW)** | School Community Work documentation | The school will need to substantiate that the volunteering is relevant to the student’s VET  | Up to 100% if documented and relevant |
| **Virtual work environments and workplace visits** | Records kept by the school | School must substantiate relevance, which should occur prior to the activity being organised | Up to 20% of the total |
| **Other equivalent arrangements** | Records kept by the school | School will need to substantiate equivalence and relevance | Varies according to what the activity is deemed equivalent to |

Connecting workplace learning to studies within the Industry Pathway

It is desirable for students to connect their workplace learning to a range of studies within the Industry Pathway. This can occur in a number of ways:

* Through a clear mapping of workplace activities undertaken to VET units of competency contained within their VCE VET program or apprenticeship/traineeship.
* Structured workplace learning and employment can contribute directly to the completion of options such as VCE Industry and Enterprise and VCAL Work Related Skills.
* As outlined in the following sample student log, health and safety activities and use of tools and equipment in a workplace can be used to demonstrate competence in a student’s VET program.
* Workplace learning provides an opportunity to contextualise other studies For example, Mathematics and Numeracy teachers can ask students to provide actual work examples to illustrate mathematical techniques used in the workplace or a written report on workplace activities can be used as an English or Literacy piece.

Sample student log

|  |  |
| --- | --- |
| **Student Name** | Jane Redact |
| **Employer/~~Other~~ (Nominate)****Name****Address** | Bonza Construction Pty LtdJohn White, Site Manager77 White Street, Reedville |
| **Dates** | 7 July 2014 |
| **Type of workplace learning** | Structured Workplace Learning |
| **Time spent at the workplace learning site** | 35 hours |
| **Qualification** | 22216VIC Certificate II in Building and Construction Pre-apprenticeship |
| **Unit/Module** | VU20955 Workplace safety and site inductionVU20958 Prepare for work in the construction industryVU20963 Safe handling and use of plant and selected portable power tools |
| **Relevant Elements/Learning Outcomes** | **Description of activity** |
| * Determine work options in the construction industry
* Describe OHS procedures
* Operate general construction plant.
* Use selected portable power tools.
* Maintain plant and selected portable power tools.
 | I researched the construction industry and applied for the SWL placement as a carpenter.Before starting work, I completed Construction Induction (CI) training and received my CI card. I arrived on time at the site dressed for work in overalls and safety boots. My task for the day was to assist in the construction of a stud wall section. In class I had reviewed the OHS procedures and the company’s OHS policies. In preparation for going on site I listed the tools I was likely to use, what they were used for and investigated the safety measures associated with their use.I discussed the job I was going to work on and safety procedures with the site manager and one of the carpenters. I then selected safety glasses, hard hat, tool belt, tape measure, set square, spirit level, hammer, cordless drill, drill bits and a hand saw from the tool store and completed SWMS for the for plant and tools I was going to use. I also collected lengths of 90 mm x 45 mm F5 Pine and 75 mm bullet-head nails and 75 mm wood screws.I used a wheelbarrow to move the tools and materials to the correct location.I then measured the wall length, determined the correct lengths for the timber and checked these with the carpenter. I then cut timber for the top and bottom plates, studs and noggins.I assisted in assembling the wall, positioning the studs between the plates at a distance of 450 mm and using the set square to ensure they were at right angles. I then screwed the studs to the plates and nailed in the noggins.We then put the frame in position and used the spirit-level to make sure it was vertical before securing it to the floor and ceiling joists.At the end of the work I returned and safely stored all the tools and equipment, set the drill to recharge, removed and stored the drill bits and used the wheelbarrow to take the timber offcuts to the skip. |

1. Industry Pathways are two year programs and will be awarded from 2016. [↑](#footnote-ref-1)