

Review of years 9-12 in Tasmania

Site Public Submission Response

❖ Site: Claremont College

❖ Number and range of qualifications delivered and assessed in 2016;

16 VET courses, as below;

Program Name
Certificate I in Automotive Vocational Preparation
Certificate II in Automotive Vocational Preparation
Certificate II in Business
Certificate II in Community Services (Children's Services)
Certificate II in Community Services (Aged Care/Disability)
Certificate II in Construction
Certificate I in Defence Force Cadets
Certificate I in Skills for Vocational Pathways
Certificate II in Skills for Work & Vocational Pathways
Certificate III in Health Services Assistance (SoA)
Certificate II in Hairdressing
Certificate II in Sport & Recreation
Café Ops Certificate II in Hospitality (SoA)
Certificate II in Electrotechnology
RSA
First Aid

❖ Number of enrolments in VET programs (2016): Approximately 250 students

❖ Industry engagement and industry partnerships – VET coordinators at this college work closely with industry and have long standing relationships with local industry. All Certificate II programs have a work placement component of a minimum of 2 weeks per student. Students make fantastic links with local industry through this, which is often something our students don't have access to. Many come from long term unemployment, so don't have this network unless we provide it for them.

Structured work placement allows students to make informed decisions on their career and study pathways. Placements are not ad hoc – they are organised based on a good fit for student and workplace and contribute greatly to student learning.

Further industry links are formed by VET Coordinators through mandatory industry validation, where industry are annually asked for advice on program content. Coordinators keep their industry skills up to date and relevant through the mandatory teacher in industry program, where meaningful industry teacher placement occurs, that relates directly to the VET Units being taught (a very valuable PL and directly beneficial for students and teaching practices).

❖ Claremont College has a range of up to date resources and equipment for VET programs;

- a large construction workshop, fully equipped with up to date tools and equipment. This workshop was built with assistance from the local building industry.
- A new Electrotech workshop, built at the end of 2016 to cater for demand from industry for potential electrical apprentices.
- A new hairdressing and beauty salon, built in 2015, to fill a training void in the Northern Suburbs.
- A Defence Force Cadets program, where students work alongside local Defence Force Personnel.
- Commercial Kitchen and operating café.

❖ Outcomes - In 2016 students have gained apprenticeships in areas such as construction, electrical, hairdressing, auto, and traineeships in business, aged care and child care as a direct response to their enrolment in VET courses at this college. This is not unusual. Employers value the students and the skills they bring. The relationships the VET Courses build with local industry cannot be underestimated. Students in this geographical area do not have these relationships through family network. They simply don't exist.

Example – 1016 Certificate II in Construction student. From a very low socio economic area, with a high degree of unemployment and a social stigma from the business end of town. This is a very good student, who happens to live in this area, so was finding it hard to break into the employment market. Was given the opportunity of a work placement with a upmarket local building firm, through his construction course. This allowed him to show his employability skills in an environment where his background was not questioned – this is not always the case in traditional employment applications. A few weeks later the student was offered a carpentry apprenticeship – the director of the company met the student for coffee and put the offer on the table. This is not a one off- it happens on a weekly basis at our college, thanks to the suite of VET programs available to students.

Outcomes where students go into further training, such as apprenticeships or traineeships, are currently seen as a non-completion by DOE stats. These are positive outcomes and should be viewed as such. As it is possible to complete your TCE through undertaking this type of post school training, why is it seen as a non-completion? This makes no sense. It is undertaking further training at a different institution, not “dropping out of college”.

- ❖ The value of the combined VET/TCE option for years 11/12 cannot be underestimated. Students are able to study complementary courses, as a full time student, to either assist them with their VET studies or to give them a range of options if plan A doesn't work out. Students are able to relate the TCE subjects they are completing to the Vet work they are doing in in a simulated work environment or on work placement.
- ❖ As students are studying VET subjects in a **college environment**, they enjoy the same pastoral care as non-VET students. Attendance is followed up, parents are contacted on a regular basis, progress is monitored, and relevant opportunities are passed on. Students have access to social workers, relationship counsellors, career counsellors, tuition support, job application support, assistance with work placement costs, course selection counselling and advice on further training.

- ❖ Management and Costs of TSC RTO
 - 3 regional based Executive Officers (2.0 FTE) managing day to day processes of the RTO on behalf of the Board of Management (8 College Principals, one of which is the Executive Officer),
 - QM at each site who supports the implementation of the quality management system, most of whom are also VET Coordinators
 - VET Coordinator at each site responsible for the delivery and assessment of the qualification
 - MoU costs

Other comments:

VET in Schools delivery, at a college level, is under constant scrutiny from the RTO auditors and ASQA. As such, the coordinators, training and assessment methods and facilities are top notch and are a fantastic opportunity for the students to access relevant VET training at little cost. This is not a user pays system, it is part of the DOE structure – low socio economic students, as full time college students, are able to access the Student Assistance Scheme, ensuring they get equitable access to these programs. This may not be available for them under another system.