



**Macleay Valley**  
Workplace Learning Centre Inc.  
P.O. Box 63  
West Kempsey NSW 2440

Phone: 6563 1790  
Fax: 6563 1791  
[crest@midcoast.com.au](mailto:crest@midcoast.com.au)

ABN: 65 544 907 437

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*Submission to:*

**THE HOUSE OF REPRESENTATIVES STANDING COMMITTEE ON  
EDUCATION AND TRAINING - INQUIRY INTO VOCATIONAL  
EDUCATION IN SCHOOLS**

**Terms of Reference**

The House Committee on Education and Training is to inquire into the place of vocational education in schools, its growth and development and its effectiveness in preparing students for post-school options, with particular reference to:

- *the range, structure, resourcing and delivery of vocational education programs in schools, including teacher training and the impact of vocational education on other programs*
- *the differences between school-based and other vocational education programs and the resulting qualifications, and the pattern of industry acceptance of school-based programs*
- *vocational education in new and emerging industries and*
- *the accessibility and effectiveness of vocational education for Indigenous students*

**Authorised by:**

The Macleay Valley Workplace Learning Centre Inc. &  
Macleay Vocational College  
Board of Management

**Submitted by:**

Jann Eason, General Manager & Principal  
31 October, 2002

**Introduction**

The Macleay Valley Workplace Learning Centre Inc. (MVWLCInc.) welcomes the opportunity to make this submission to the House of Representatives Education and Training Committee Inquiry Vocational Education and Training in Schools

The Macleay Valley Workplace Learning Centre Inc. is a not-for-profit Incorporated Association, community based education and training provider. It is a Registered Training Organisation and a non-systemic independent vocational high school, known as the Macleay Vocational College. The Macleay Valley Workplace Learning Centre Inc. has successfully delivered school-based and labour market programs for the past ten (10) years.

Our mission is to provide quality education and training for young people in NSW. We commit to:

- Programs based on knowledge and skills recognised by the industry and education sector
- Participants learning through a combination of workplace and school / tertiary based training
- Active involvement by participants throughout the programs
- All programs being competency based and delivered by appropriately qualified trainers

The Board of Management comprises of ten education, business and Indigenous community leaders.

The Macleay Valley Workplace Learning Centre Inc. provides the following vocational education and training services in the Macleay Valley as listed in Table 1. It is significant that the Macleay Valley Workplace Learning Centre Inc. has been able to build a range of programs which support local education and training providers and proffer a **safety net** for students who founder at some stage in their progression from child to adulthood and responsible citizenship. The Macleay Valley Workplace Learning Centre Inc. has received many Awards and credits for these successful programs over the past decade (see Appendix 1)

**Table 1: Programs**

LEAPFROG PROGRAM	OUT OF SCHOOL HOURS TUITION	STUDENT AT RISK EXTRALEARNING	VOCATIONAL EDUCATION	TRAINEESHIPS
Children aged from 3 - 12 years	Students aged from Year 3 to Year 12	Students from Year 9 - 10	Students in Year 11 and 12	School leavers and CDEP program
Each student has a LeapPad and an individually assigned sequence of highly engaging voice interactive books. Further information: leapfrog.com  * VEGAS funded project	After school literacy and numeracy tuition enables Indigenous children to improve their literacy and numeracy in an interesting and enjoyable way.  * VEGAS funded project	Highly successful (79%) education / employment outcomes 1995 - 2000 (250 participants) The program is for students who were suspended from school, truant from school, students bullied at school and students who were bullies at school and in the playground. * VEGAS funded project	Non-UAI Higher School Certificate program. Open entry for any student who chooses not to select University entrance on leaving school as the student's first career choice	AQF 2 to AQF 4 Traineeships and Existing Workers in: Agriculture Business Services Frontline Management Horticulture Hospitality Information Technology Retail Road Transport Warehousing Library Services Construction Children's Services Health

\*VEGAS funded project - Vocational Education Guidance for Aboriginal Students

\*\*CDEP - Community Employment and Development Program - Guri Wa Ngundagar Aboriginal Corporation, Kempsey

The Macleay Valley Workplace Learning Centre Inc. (MVWLCInc.) continues its quest to build a bridge to life long learning for all students. This bridge extends from pre-school (EXTRALearning LeapFrog) though primary school Yearning to Lean - After School Hours Tuition), junior high school (EXTRALearning CREST Program) and senior high school (HSC) through the Macleay Vocational College into post-school education and training - Traineeships (ATTP) including parents and mature workers through the Existing Worker Training Programs

The current outlook for the Macleay Valley including Kempsey is extreme even in relation to many rural and isolated townships. Kempsey Shire experiences 12.1% unemployment (June Qtr.2001 DEWRSB), considerably higher than the national (6.4%) and NSW (5.6% for the same year). Kempsey experiences a high level of youth unemployment (40%), twice the state average and 86% Indigenous unemployment (with CDEP) estimated to be much higher without the 'work for the dole' CDEP program.

The Macleay has a proportionately higher rate of single parent families with dependants (10.9 % in the Macleay compared to NSW 8%). Weekly income of between \$200 - \$499 (39.4%) compared to NSW (24.7%). However household earning of between \$1,200 - \$2,000 or more is significantly lower for the Macleay (5.9%) compared to NSW (19%).

The Indigenous population density of the Macleay Valley, rates significantly higher than other areas in the NSW North Coast Region and over 5% higher than the state's average. Both NSW State high schools were formerly (until 2000) identified by the NSW Department of Education and Training (DET) as '*disadvantaged schools*'. St. Paul's College rated as amongst the most disadvantaged in the Catholic school system. The Department of Education and Training estimate approximately 17% - 25% absenteeism / truancy daily, that is up to 300 high school students daily that are absent from school in Kempsey.

The Macleay Valley Workplace Learning Centre Inc. is in a unique position:

- (i) being registered as a Registered Training Organisation (RTO) and delivering vocational education and training from national training packages in an open market situation driven by demand for training and selection of the training provider as a consequence of industry preference

**AND**

- (ii) being registered as a school (Macleay Vocational College) delivering a series of state accredited pre-vocational programs (general education, literacy and numeracy etc.) and nationally accredited vocational education programs for the NSW Higher School Certificate for students who have made a choice not to enter University immediately on leaving school, but who have not ruled out university education as part of their life long learning pathway.

The Macleay Valley Workplace Learning Centre Inc. & Macleay Vocational College conducts a destination survey for all participants enrolled in education and training programs, in this environment, for the past ten years, 93% or more of the graduants from the innovative and integrated network of programs offered by the Macleay Valley Workplace Learning Centre Inc. have progressed to further education and training or employment. Many former students have remained in local employment and are now responsible for

assisting the Macleay Vocational College to train the current intake of vocational students, but perhaps more importantly, they are committed to life-long learning and this serves to reinforce for employers the value of ongoing training for staff, specifically the development of generic skills in addition to the technical skills required for success within their particular vocation.

**Focus of this submission**

This submission will attempt to address all four sections of the terms of reference, focusing in particular on the first, second and fourth points which relate more closely to the knowledge and experience of our organisation. In addition the Macleay Valley Workplace Learning Centre Inc. proposes to make recommendations to this inquiry in areas of particular interest or concern.

**SECTION 1**

**The range, structure, resourcing and delivery of vocational education programs in schools, including teacher training and the impact of vocational education on other programs**

The range of programs offered in NSW is limited to the VET Curriculum Framework courses in:

- Business Services
- Construction
- Entertainment Industry
- Information Technology
- Metals and Engineering
- Primary Industries
- Retail
- Tourism and Hospitality

**In our experience the most popular courses sought after by participants are:**

- Automotive \*\*
- Business Services
- Children's Services \*\*
- Construction
- Creative and Performing Arts \*\*
- Hairdressing \*\*
- Health Services \*\*
- Horticulture
- Hospitality
- Marine \*\*
- Media \*\*
- Retail
- Security \*\*

*\*\* denotes not available in NSW as a VET Curriculum Framework course*

Our Registered Training Organisation arm has approximately 20 nationally accredited Training Packages registered (or currently under registration processes) all of which have been sought by employers for employment opportunities for school leavers and as potential training opportunities for existing staff.

For whatever reason it is generally accepted that vocational education and training in schools is more successfully implemented and more widely accepted within the industry and education sectors in the country areas of NSW. I suspect it has a great deal to do with good communication between the stakeholders, education institutions, participants and employers. Fundamental to our

philosophy for delivering vocational education and training in schools or to existing workers is the belief that ***if you choose to live in a rural or remote location, and even if you are the only person who seeks a particular career choice - if you are willing to make the effort and able to achieve the outcome, you must be given the opportunity to succeed.***

#### **RECOMMENDATION 1**

That Nationally Accredited Training Packages be the only vocational curriculum offered in any Australian school, and that communities be the entity to decide what will be offered within their community according to locally perceived needs, taking into account participant's education and training pathway, employment opportunities and the ability for the RTO to deliver, assess and certificate the Training Package

The structure of programs offered in NSW is limited to the VET Curriculum Framework courses offered by the NSW Board of Studies. It is of great concern to our organisation, which delivers both for HSC purposes and the labour market that such artificial barriers exist. Fundamentally every Registered Training Organisation ought to be able to deliver, assess and certificate the Training Package it offers to participants even if they be school students.

The NSW Department of Education and Training (DET) through its agreement with the NSW Board of Studies appears to be simply duplicating and limiting available resources. Some of which until recently were available to DET through TAFE and the JSST /TVET mechanism and Private Providers.

As a independent non-systemic school with an RTO function, our organisation is theoretically able to provide access to all 20 national training packages on our 'Scope for Delivery' to enrolled school students at the Macleay Vocational College and to part-time students who may be substantially enrolled at other schools both government and non-government, systemic and non-systemic. The criteria for enrolment in any particular course ought to be governed by courses sought after by participants as 'first choice' career choices and training opportunities sought by employers for employment opportunities for school leavers and as potential training opportunities for existing staff.

#### **RECOMMENDATION 2**

The concept of VETAB accreditation for courses based on the Registered Training Organisations ability to deliver, assess and certificate the Training Package should be consistent for government entities ie. the Department of Education and Training (DET) and Private Providers. Quality of delivery and assessment ought to remain a focus and a significant issue for statutory bodies.

This is of particular relevance to students who choose a non-UAI pathway.

#### **Resourcing and delivery of vocational education programs in schools**

Our organisation, delivers both for HSC purposes and the labour market and has access to resources designed specifically for both sectors. The process for accessing a new training program to add to our 'Scope for Delivery' is thus:

- (i) the need for an additional program is articulated by a potential participant or an employer
- (ii) MVWLCInc. carries out a 'feasibility study' to ascertain the social and / or economic basis for such a request
- (iii) MVWLCInc. researches the availability of suitably qualified trainers
- (iv) MVWLCInc. contacts the Industry Training Accreditation Board and seeks further information on both Training Packages and 'best practice' initiatives
- (v) MVWLCInc. purchases the relevant Training Packages

- (vi) MVWLCInc. advertises by tender for suitably qualified trainers / assessors and undertakes a rigorous selection process
- (vii) MVWLCInc. registers the Training Package and trainer / assessor with VETAB
- (viii) MVWLCInc. offers the new program

All of the above actions are at the expense of the Training Provider and no funding to support the program will be in place for three or more months after the first participant is contracted into the program.

Clearly under the current provisions it is not economic for the NSW Board of Studies and the NSW Department of Education and Training (DET) to offer very many courses to students enrolled in NSW schools. The current system almost requires a 'double co-incident of wants' for each individual school to provide a relevant vocational training program and a suitably qualified teacher at the same location.

VETAB is the statutory body entrusted with the registration and monitoring of all RTOs in NSW, with the introduction of the new Australian Quality Training Framework (AQTF) government either has confidence in the ability of VETAB to satisfactorily regulate and monitor the system or it does not.

The Macleay Valley Workplace Learning Centre Inc. finds it particularly disconcerting that there are resources allocated to developing the national Training Packages, and the Australian National Training Authority (ANTA) is funded to provide resources that support national Training Packages, ie. learning guides etc. and then this allocation of resources is duplicated by the NSW Board of Studies re-writing the national Training Packages adding additional units which are additional to the AQF qualification (ie. RET001, ENV001 etc.) and other commercial interests write material, in the form of 'Textbooks' specifically for use in schools, when in most cases better quality resources are available 'copyright' free through ANTA.

### **RECOMMENDATION 3**

That the national Training Packages remain the central component of the national training agenda and the ANTA continue to be funded to provide reasonably priced, quality copyright exempt training support materials.

### **RECOMMENDATION 4**

Given that vocational education delivery in schools is AQF 2 / 3 and that VETAB is the registering and monitoring body all Registered Training Organisations (RTOs) be funded at the same rate whether they be school, TAFE or Private Provider.

### **Teacher training**

The qualifications for the delivery of vocational education is clearly stated in each nationally accredited Training Package. Trainer / assessors are required to have:

- Between three to five years of recent industry experience or equivalent
- BSZ98 Certificate IV Assessment and Workplace Training
- Formal qualifications equal to, or in excess of the qualification being delivered

This combination of qualifications ought to be a standard for all trainer / assessors whether they be school, TAFE, Private Provider etc.

In 1995 the Macleay Valley Workplace Learning Centre Inc. was contracted by the NSW Department of Education and Training (DET) to deliver teacher training for

vocational education teachers. By all accounts this training was well received. The Macleay Valley Workplace Learning Centre Inc. has been delivering vocational education and training for schools for more than a decade and has played a leading role in the development and delivery of training for Workplace Trainer / Assessors.

For this organisation a major concern and significant inhibiting factor is the tension that exists between various sections of government departments delivering vocational education and training. Too much emphasis has been placed on CONTROL over the process and not enough emphasis on maintaining QUALITY and CONSISTENCY of outcomes for participants.

#### **RECOMMENDATION 5**

VETAB is charged with the duty to monitor the national training agenda, it ought to be funded and staffed appropriately to perform this statute duty.

#### **The impact of vocational education on other programs**

NSW schools have a recognised staffing formula. Schools must accept vocational education as a part of the regular curriculum offering and / or they must be funded to access 'expert' vocational education delivery externally.

Schools are generally expected to provide a general education for youth as a basic foundation for citizenship and work readiness, it is not fair nor reasonable to expect that schools will react to each and every crisis in the community to provide a divisive and lasting solution ie. drug education, smoking, teenage pregnancy, job skills etc.

Vocational education focuses on approximately 80% of the school population which assume they will not proceed directly from school to university and a further 5% - 15% who realise that vocational education is about 'life experiences'. It is logical that schools would provide in some way for these students.

#### **RECOMMENDATION 6**

It is recommended that a specific position be created in schools / clusters of schools, called Vocational Co-ordinator for a person who facilitates:

- the linkage between schools
- enhances the support given by the Career Advisors
- enhances the support given by providers of vocational education
- enhances the support given by Industry

This position ought to be a legitimate part of the career path for teachers and available by interview to suitable qualified personnel.

#### **SECTION 2**

#### **The differences between school-based and other vocational education programs and the resulting qualifications, and the pattern of industry acceptance of school-based programs**

Schools have issues to resolve relating to timetables. Schools need to focus on whether they are aiming to provide a

- University Entrance program or
- An alternate pathway which may embrace a 'School to Work' philosophy

In our experience neither are mutually exclusive, but each or a combination of each, require TOTAL school commitment.

At present, there is great confusion about what an AQF 2 qualification signifies. Many vocational education school teachers are more focused on whether the participant will sit for a Higher School Certificate exam at the conclusion of the course and use the result for university entrance. Many vocational education

school teachers in fact, have not seen a nationally accredited Training Package and do not understand the breadth and scope of training provision which is possible when considering the 'full' Training Package.

The NSW Board of Studies selects only a limited number of Units of Competency from each nationally accredited Training Package, thereby severely limiting the diversity of training options which are available to participants and denying vocational education students in schools an opportunity to customise their training to fit their particular needs or interests.

**The Macleay Valley Workplace Learning Centre Inc. considers the following Key Features and Quality Features a 'best practice' mechanism for delivery of vocational education in schools**

**KEY FEATURES:**

Specifications and quality standards for programs delivered in conjunction with the Macleay Valley Workplace Learning Centre Inc.

- the majority of learning and assessment occurs in the workplace
- delivery of a curriculum based on national industry standards where available and endorsed by local employers
- the quality control process is agreed by all parties
- the contracted trainer / assessor is approved by education and industry
- the course is formally recognised by both education authorities and by employers
- the program is linked to career options

**QUALITY FEATURES:**

Training programs delivered in conjunction with the Macleay Valley Workplace Learning Centre Inc. are also required to incorporate the following:

- participants are to be selected by the employer - students apply for a work placement
- the contracted trainer / assessor will manage the participant's learning
- the contracted trainer / assessor will hold a full Certificate IV in Assessment and Workplace Training BSZ40198
- business involved will select an employee to be a dedicated Workplace Supervisor / mentor for the participants
- participants and Workplace Supervisors will be inducted into the program
- Workplace Supervisors will be encouraged to undertake Train Small Groups BSZ401A and Workplace Assessor BSZ402A - 404A during the course of the program
- participants and employers will receive regular feedback on the participants progress

**MACLEAY VALLEY WORKPLACE LEARNING CENTRE INC. WILL:**

- assist the contracted trainer / assessor wherever possible
- provide guidance to the contracted trainer / assessor when introducing new VET curriculum
- act as a catalyst for regular and relevant communication and maintenance of Mentoring networks
- ensure the availability of additional resources and curriculum
- ensure resources and curriculum are available to current industry standards
- ensure accreditation through industry and education



- build and maintain effective links with the Vocational Education and Training Accreditation Board (VETAB), each Industry Training Accreditation Board (ITAB) and the Department of Education and Training (DET)
- ensure contracted trainer / assessor understand and implement the quality features of this agreement
- conduct and publish destination surveys annually to track student employment and education outcomes

It is extremely important for students to select and pursue their individual career choices, and it is equally important for those students to have sufficient exposure in the workplace in 'structured work placement' to develop a realistic appraisal of the occupation and ascertain their aptitude / interest in pursuing a career in their chosen field on leaving school.

**A well developed 'structured work placement program' provides an extremely successful method of entry for school leavers into the workforce and high retention rate in traineeships.**

Schools continue to experience difficulties in:

- appropriately timetabling for vocational education subjects
- offering access to more than ONE vocational subject per student
- offering vocational training programs (training plans) which offer sufficient choice to reflect participants needs and interests
- offering vocational education electives based on student interest, they tend to rely on teacher qualifications available at the school at the time
- offering structured work placement, as opposed to work experience
- co-ordinating work placement within and between schools
- understanding the national training agenda, ie. AQF levels, Training Packages, Traineeships, Apprenticeships etc.
- maintaining staff trained to deliver vocational education - due to staff transfers etc. each year, some schools find them selves with too many teachers trained on one vocation an none in other vocational areas
- providing adequate facilities ie. commercial kitchens and suitably qualified and experienced staff to deliver vocational programs at the required standard
- co-ordinating concessional bus travel within and between schools, TAFE and work placements

Traineeships were designed to be delivered with a significant workplace component, schools need to mirror the industry standard, take more advantage of the goodwill of employers, their suitably qualified and experienced staff and on-site training facilities. Employers need to continue the trend toward formally training an onsite trainer / assessor in order to strengthen the 'underpinning knowledge' component of the training program and access traineeship incentives. In a perfect world the education and industry sectors would naturally move closer together and meld to become indistinguishable ...

#### **RECOMMENDATION 7**

That vocational education in schools mirror more closely the national training qualification ,ie. traineeship and that students have sufficient exposure in the workplace in 'structured work placement' to develop a realistic appraisal of the occupation and ascertain their aptitude / interest in pursuing a career in their chosen field on leaving school.

### **SECTION 3**

#### **Vocational education in new and emerging industries**

The Macleay Valley Workplace Learning Centre Inc. has an enormous Scope for Delivery **NTIS 6849**. The breadth of this scope has emerged as a direct response to industry demand.

Our experience with the introduction of new national Training Packages has generally been excellent. Some industries are notably better prepared for the introduction of a new training package than others, for example, Automotive (in particular the support material distributed through Software Publications), Transport and Distribution and Retail. Most of the training support material developed by the Australian National Training Authority (ANTA) is good quality, affordable and not subject to copyright provisions - this is critical when consideration is given to the funding level of ATP Traineeships and the delivery of VET in schools.

#### **RECOMMENDATION 8**

That the Australian National Training Authority (ANTA) continue to provide quality training support material for the national training packages at an affordable price and not subject to copyright provisions.

Our Organisation has experienced some extremely difficult situations recently notably when:

- Training Packages have been revised and / or new Training Packages have been released before suitable resource support material has been developed
- State ITABs have shutdown or been under serious threat of closure and unable to deliver the service for which they have been renown
- Individuals or organisations who may have been involved in some way with the development of the Training Packages have released support materials which have turned out to be substandard, expensive and subject to copyright provisions, for example the support material released by Open Learning Institute of TAFE for the revised Business Services Training Package (even the publisher Prentice Hall carries a disclaimer for accuracy and editorial quality)

In relation to vocational education in new and emerging industries, schools unfortunately, are even further disadvantaged than the general population in that only some Training Packages are selected for exposure in NSW schools and even then the flexibility to customise training to meet the trainee's need is further reduced when only a small selection of the existing Units of Competency are available for selection by school students (not the case for traineeships)

### **SECTION 4**

#### **The accessibility and effectiveness of vocational education for Indigenous students**

Vocational education and training in NSW is primarily located in the senior years of schooling (Stage 6, year 11 & 12). Too often in NSW schools, Indigenous students have left the system or are attending school irregularly. In order to be successful, vocational education needs to be accompanied by average to good literacy and numeracy, punctuality and reliability of attendance.

A survey of Australian Employers conducted by the Centre For Workplace Learning Inc. found that employers seek the following attributes (in order of importance) in potential employees:

- What employers are looking for in order of importance
  - attendance & punctuality
  - appearance & presentation
  - honesty & trustworthiness
  - working with others
  - communication & interpersonal skills
  - reliability
  - time management skills
  - attitude to the job
  - ability to follow directions and instructions
  - show initiative
  - ability to learn
  - positive self attitude
  - quality of work

The Macleay Valley Workplace Learning Centre Inc. has been actively involved in the development and delivery of vocational education to a significant proportion of Indigenous participants for over twelve years. In our experience, vocational education enjoys significantly greater participation rates and less absenteeism than for mainstream education.

#### **RECOMMENDATION 9**

That vocational education in schools mirror more closely the national training qualification, ie. traineeship. That students have similar choices in developing a training plan as that for trainees.

Vocational education allows Indigenous students who experience generational unemployment more flexibility in their learning. It caters more readily for:

- Variation of Teaching & Learning Styles
- Curriculum content - learning continuum
- Flexible work based - experiential learning
- Structured work placement with Indigenous Employers / Indigenous Organisations
- Part-time work or volunteer work
- Many career choices and many work placements over the two year period
- Outcomes can be more heavily weighted toward the end of the course allowing a poor start in the program to be easily overcome

#### **IN CONCLUSION:**

It is of significant concern to our Organisation, that students who live in rural or isolated locations can be further penalised by not being permitted to use their current bus passes to travel between schools who share enrolment and rationalise subject offerings within and between country high schools or TAFE and / or work placements which are mandatory for Higher School Certificate eligibility. Our students are often denied the opportunity to alight a bus in the central business district to attend work placement and travel on a concession school bus pass. Similarly, if a student is enrolled part-time in the Macleay Vocational College and is required to attend the College on average one day per week, that student is denied travel on a concession school bus pass for that one day per week.

If vocational education in schools aspires to mirror the AQF 2 and AQF 3 qualifications which can be achieved by undertaking the identical Units of Competency under the ATTP Traineeship system, and schools are prepared to

share resources and rationalise resources, then there needs to be a significant amount of additional flexibility built into the system.

**RECOMMENDATION 10**

That schools who have 'rationalised' their delivery of Vocational Education no longer be penalised by the current provision for subsidised bus transport currently in place for NSW school students. That students who have dual enrolment in two schools and / TAFE and who regularly attend authorised work placement be permitted to use their current bus passes to reach the school or the work placement they are required to attend in order to meet Higher School Certificate requirements under the 'pathways' initiative.

## RECOMMENDATIONS

### RECOMMENDATION 1

That Nationally Accredited Training Packages be the only vocational curriculum offered in any Australian school, and that communities be the entity to decide what will be offered within their community according to locally perceived needs, taking into account participant's education and training pathway, employment opportunities and the ability for the RTO to deliver, assess and certificate the Training Package

### RECOMMENDATION 2

The concept of VETAB accreditation for courses based on the Registered Training Organisations ability to deliver, assess and certificate the Training Package should be consistent for government entities ie. the Department of Education and Training (DET) and Private Providers. Quality of delivery and assessment ought to remain a focus and a significant issue for statutory bodies

### RECOMMENDATION 3

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### RECOMMENDATION 4

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### RECOMMENDATION 5

VETAB is charged with the duty to monitor the national training agenda, it ought to be funded and staffed appropriately to perform this statute duty

### RECOMMENDATION 6

It is recommended that a specific position be created in schools / clusters of schools, called Vocational Co-ordinator for a person who facilitates:

- the linkage between schools
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### RECOMMENDATION 7

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### RECOMMENDATION 8

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## WORKPLACE LEARNING CENTRE INC.

### AWARDS AND CREDITS

This partnership has achieved the following credits:

- **1994** recognised as the '**Centre of Excellence**' for TRAC by Dusseldorp Skills Forum
- **1995** received the **Sydney Morning Herald Australia Day District Award Community Service** for TRAC and CREST
- **1996** one of seven national programs chosen to support the successful Dusseldorp Skills Forum entry in the '**Skills for Life**' **Global Partnerships Awards** in Toronto Canada
- **1997** Macleay Valley Workplace Learning Centre became the **NSW TRAC Core Program**
- **1998** National **Finalist in the Learning Community Award**
- **1999** A **NSW Finalist in the Australian National Training Awards for Excellence in VET in Schools** the Booroongen Djugun Certificate III Community Care Services (Nursing Assistant) course. Providing Health related courses for Year 9 – 12
  
- **2000** **WADU Project** for the Booroongen Djugun Certificate III Community Care (Nursing Assistant) course
- **2000** Recognised by the **Prime Minister's Taskforce Identifying Good Practice in Supporting Youth Transitions to Independence**
- **2000** A Finalist in the **NSW Training Awards for Excellence in VET in Schools** - the Booroongen Djugun Certificate III Community Care Services (Nursing Assistant) course providing Health related courses for Year 9 – 12
- **2000** The **NSW VET in Schools Retail Excellence Awards** for 2000
- **2000** **John Mawson Access Award Commendation** awarded by the Kempsey Shire Council's Access Committee in recognition of the contribution made by this organisation in increasing student awareness of the needs of the disabled during their work placement program
  
- **2001** Awarded the **Rotary International Vocational Excellence Award** by the Rotary Club of Kempsey West Inc.
- **2001** **MACLEAY VOCATIONAL COLLEGE NSW Board of Studies** Registration and Accreditation (**Stage 6 - Year 11 and 12**)
  
- **2002** **MACLEAY VOCATIONAL COLLEGE NSW Board of Studies** Registration and Accreditation (**Stage 5 - Year 9 and 10**)
- **2002** **LeapFrog EXTRA Learning Project** established in Kempsey – first program inside Australia

Comments to: The Secretary of the Committee on PH: (02) 6277 4573 or  
FAX: (02) 6277 4427 or e-mail: [edt.reps@aph.gov.au](mailto:edt.reps@aph.gov.au)