Engaging early school leavers in VET pathways

A Resource Kit
Acknowledgements

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Using this Resource

Who is the resource for?

The Department of Education and Training funds community based organisations to assist young people who are at risk of leaving school early or who have withdrawn from school early and are experiencing difficulties re-entering structured learning pathways. This resource focuses on young people who have already withdrawn from school.

The potential users of the resource are:

- organisations funded under the Links to Learning Community Grants Program early leavers projects
- other community based organisations working with early leavers
- vocational education and training providers.

What does it do?

This document:

- presents information on the skills needed to prepare and support early school leavers for vocational education and training pathways
- provides a basic overview of the vocational education and training system focussing on entry level training
- looks at the options available to early leavers
- provides strategies to support early leavers in a vocational education and training context.

Why has the resource been developed?

This resource is a tool to help those working with early leavers to identify pathways into vocational education and training. It looks at both the general education and vocational training options that are available for early leavers making the transition to work.

It supports the resource kit Successful Outcomes for Youth at Risk which provides a reflective and useful framework for re-engaging early leavers into formal education pathways.

Link

Further information on the Links to Learning Community Grants Program at: http://detwww.det.nsw.edu.au/eas/youth

To download a copy of Successful Outcomes for Youth at Risk Kit go to: http://www.det.nsw.edu.au/eas/youth/publica/SuccessfulOutcomes.pdf

Young people who have left school early often have negative views of or experiences in learning but can respond well to supported vocational training opportunities.

Manager, Links to Learning
### Resource Structure

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Section 1: Who are early leavers?

This section looks at young people at risk/early school leavers and the way in which the Links to Learning projects are able to assist them.

Why are some young people ‘at risk’?

Current research has indicated that achieving a successful transition from school to work is difficult for early school leavers.

“A failed school to work transition is now recognised as an important risk factor in terms of propensity to long-term unemployment. An estimated one in five of Australia’s long term unemployed is connected to a failed school to work transition. There is more than doubled incidence of marginalised activity for early leavers compared to those who leave school at Year 12.”


“Fifteen per cent of all teenagers are engaged in what can be considered marginal activity; that is they are either unemployed, or working part-time but not improving their educational or skill qualifications through recognised study, or they have simply dropped out of the labour market altogether.”

Dusseldorp Skills Forum, The Deepening Divide — A Dangerous Age for Young Australians

Who are early leavers?

An early leaver is a young person aged 12-24 who has left school early and who is experiencing multiple barriers and significant difficulties accessing and participating in education, training and/or employment.

Why do young people leave school early?

Young people leave school early for a variety of reasons which can include:

- Homelessness — the young person may not have a place to stay or may only have short-term accommodation arrangements
Alcohol and other drugs — drug and alcohol use may be leading to health, behavioural and lifestyle problems

Violence — the young person may be experiencing violence within their home or community locale

Sexual abuse — the young person may be experiencing sexual abuse currently or seeking advice to prevent abuse from recurring

Poverty — some early leavers do not have money to buy food, clothes or other essential items

Discouraged and alienated learners — some early leavers have not had success as learners and their interest in education is low.

A wide range of needs and concerns has directly influenced young people to withdraw from the education system.

Why is it difficult for early leavers to access VET?

Whereas previously early leavers had easier access to Apprenticeships or Traineeships, the current market is attracting people with Year 12 qualifications and previous qualifications in VET gained at school. One consequence of this is that entry to education and training pathways for early leavers with lower educational levels is difficult.

Other barriers to learning

Many early leavers find it difficult to achieve their potential because they are facing barriers to learning such as difficult personal circumstances and negative experiences of learning. Some early leavers have special needs related to lack of finances and resources, disability, remoteness, health issues and family conflict.

Young people who leave school early can also have educational needs related to low literacy and numeracy skills, inadequate English language, lack of independent learning skills and unrealistic attitudes to career development.

How do Links to Learning projects prepare early school leavers to enter education and training pathways?

Opportunity to achieve minimum career entry qualifications

The Board of Vocational Education and Training’s NSW Strategic Plan 2002-2004 has identified that there is a need for improved opportunities for early leavers, including those ‘at risk’ to achieve minimum career entry qualifications (Year 12 schooling and/or equivalent training qualifications — Certificate II Level). The Links to Learning projects are one method of achieving this.

What are Links to Learning projects?

Funding is available through the NSW Department of Education and Training for projects under the Links to Learning Community Grants Program. The Department funds 94 community based organisations to assist young people who are at risk of leaving school early or who have withdrawn from school early and are experiencing difficulties re-entering structured learning pathways.
What do young people learn at Links to Learning projects?

Links to Learning projects support early leavers to develop personal and general education skills and introduce them to vocational pathways. The community organisation works with the young people to design course activities which focus on the industry and educational areas which reflect their interests. The project based learning approach can provide a learning environment that resembles the workplace to develop the skills required for work and basic industry skills.

The early leavers projects provide a component of personal support through case management and pathway planning. This style of project has been developed over a number of years and has proven successful in attracting early leavers.

Fig 1: Links to Learning projects preparing early leavers to enter VET pathways

Links to Learning Community Grants Program early leavers projects

- Making community connections
- Case management
- Coordinating intensive training and education support
- Planning pathways
- Building lifelong learning skills and key competencies

Pathway opportunities

- General Education Certificates
- Language, literacy and numeracy courses
- Vocational Certificates
- Traineeships and Apprenticeships

Fig 2: Skills developed in Links to Learning projects

What young people can do in a Links to Learning project

A Links to Learning project activity may cover some of the following topics:

- reading, writing and basic maths
- arts and crafts
- computer, multimedia and video skills
- music and theatre
- photography
- sport and recreation
- study skills
- negotiation and conflict resolution
- cultural awareness
- environmental activities
- life skills
- driver education

Communication skills

By participating in these activities young people can gain a broad range of valuable skills such as:

- using technology
- planning and organising activities
- working with others and in teams
- solving problems
- collecting, analysing and organising information
- using mathematical ideas and techniques
- understanding other cultures

Throughout the activity, young people are also encouraged to think about their ‘next step’ by looking at education and training options with support from the Links to Learning Coordinator.

Note: All activities incorporate building key competencies, communication skills, confidence, curiosity, motivation & self esteem
For further information on the *Links to Learning* Community Grants Program early leavers projects visit:

**Sheep husbandry training at Trangie Agricultural Research Station**

Photo courtesy Brewarrina Shire Council Links to Learning Community Grants Program early leavers projects
Section 2: What skills do early leavers need for education and training?

This section looks at the changing nature of the workplace and the skills required for vocation education and training pathways.

How has the changing nature of work affected early school leavers?

Key competency skills

Employability skills

Communication skills

> How has the changing nature of work affected early school leavers?

Early leavers need to develop a set of personal attributes and skills that will prepare them for further learning and employment. These skills include:

> Key competencies
> Employability skills
> Communication skills

It is recognised that the ongoing employability of individuals is dependent on having a set of relevant skills as well as a capacity to learn how to learn new things.

Employability Skills for the Future, Commonwealth of Australia, 2002 p.1
There have been fundamental shifts in the workplace, the economy and society in general. The key shifts are:

- the emergence of the knowledge-based new economy
- the impact of new technologies
- the consequent pressure on lifelong learning and maintaining employability
- the change in workplace initiatives to foster an enterprise culture and innovation.

The changing nature of work means that people need to continue learning throughout their working life in order to adapt to changing industry contexts and demands.

The current employment market for young people reflects a growth of part-time and casual work in entry-level jobs in the service industries. While this makes it easier for young people to pursue study and to gain valuable workplace skills, it has also eroded the stock of available full-time jobs.

What do employers see as desirable skills? In the marketplace, knowledge, skills and creativity are needed above all to give a competitive edge. The new economy emphasises building an entrepreneurial spirit and a culture of enterprise.

Some of the key points are:

- a foundation concept focussed on learning how to learn
- creativity skills that are linked to the concept of adaptability
- empowerment, personal development and employability.

**Fig 3: Generic Skills for a Changing Workplace**

### Changing Work Context

- Knowledge-based economy
- Impact of new technology
- Pressure of lifelong learning
- Focus on enterprise culture & innovation

### Skills valued by industry

- **Empowerment** – Learning how to learn, creativity, innovation, lateral thinking
- **Personal development** – Self esteem, motivation, goal setting
- **Employability** – Communication, team skills, problem solving ability, flexibility, adaptability, ability to cope with change
The Key Competencies are generic competencies which are the key to learning and form a solid base for all industry training. They are transferable to technical competencies and are incorporated into the design, customisation, delivery and learning of all vocational education and training programs.

Cultural understanding was initially considered a key competency, but it was decided that cultural understanding underpins all of the key competencies.

### Key Competencies

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collecting, analysing and organising information</td>
<td>The capacity to locate information, sift and sort information in order to select what is required and to present it in a useful way, and evaluate both the information itself and the sources and methods used to collect it.</td>
</tr>
<tr>
<td>Communicating ideas and information</td>
<td>The capacity to communicate effectively with others using the range of spoken, written, graphic and other non-verbal means of expression.</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>The capacity to plan and organise one’s own work activities, including making good use of time and resources, sorting out priorities and monitoring one’s own performance.</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>The capacity to interact effectively with other people both on a one-to-one basis and in groups, including understanding and responding to the needs of a client and working effectively as a member of a team to achieve a shared goal.</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>The capacity to use mathematical ideas, such as number and space, and techniques such as estimation and approximation, for practical purposes.</td>
</tr>
<tr>
<td>Solving problems</td>
<td>The capacity to apply problem solving strategies in purposeful ways both in situations where the problem and the solution are clearly evident and in situations requiring creative thinking and a creative approach to achieve an outcome.</td>
</tr>
<tr>
<td>Using technology</td>
<td>The capacity to apply technology, combining the physical and sensory skills needed to operate equipment with the understanding of scientific and technological principles needed to explore and adapt systems.</td>
</tr>
</tbody>
</table>

*Source: Australian Education Council, Mayer Committee 1992, pp 8-9*

The development of the Key Competencies enables people to transfer and apply the knowledge and skills developed in classrooms and other learning situations to the workplace.

The Key Competencies are not new and have always been valued. Key competencies are often used as key selection criteria by employers.
Key competencies are not only essential for effective participation in work but are also essential for effective participation in further education and in adult life more generally. (Mayer 1992).

Key competencies in workplaces

The key competencies are relevant to all workplaces. By applying them to workplaces people are able to:

> integrate work tasks and to undertake them as a meaningful whole rather than a number of discrete actions
> better understand the social, cultural and organisational forms and complexities of the workplace
> transfer skills across different work tasks, functions and workplaces.

Competency Performance Levels

In 1992 the Mayer committee established three levels of performance for each of the competencies:

> **Performance Level 1** — competence needed to **undertake activities** efficiently
> **Performance Level 2** — competence needed to **manage activities**
> **Performance Level 3** — competence needed to **evaluate & reshape processes**.

What level is relevant to early leavers?

Performance level I is relevant to the participants of *Links to Learning* projects — demonstrating the skills to undertake tasks effectively. **Performance levels II and III** are difficult to develop outside of the industry or workplace context.

Checking Key Competencies to be Developed in a Links to Learning activity

First, check the extent to which planned learning activities develop the key competencies:

> insert content sections in the left column of a table as shown in Figure 4.
> analyse each section.

Within each section, note which key competencies are developed within the planned learning activities.

Fig 4 shows an example of how key competencies were mapped for a *Links to Learning* multimedia program.

Next, describe how the key competencies are to be developed within each section. The matrix shown in Fig 5 can be a valuable planning tool.
### Fig 4: Key Competencies Covered in a Links to Learning Multimedia Program

<table>
<thead>
<tr>
<th>Activity</th>
<th>Collect, analyse &amp; organise information</th>
<th>Plan &amp; organise activities</th>
<th>Communicate ideas &amp; information</th>
<th>Work with others in teams</th>
<th>Use mathematical ideas &amp; techniques</th>
<th>Solve problems</th>
<th>Use technology</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Video production</strong></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Audio production</strong></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Research skills</strong></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Interview skills</strong></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Presentation skills</strong></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
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</tr>
<tr>
<td><strong>Multimedia for computer</strong></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
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</table>

Source: Planning Programs for Young People, CCC Project, ANTA, Catherine Down, 2001

### Fig 5: Key Competencies Covered in a Video Production Learning Activity

<table>
<thead>
<tr>
<th>Activity</th>
<th>Collect, analyse &amp; organise information</th>
<th>Plan &amp; organise activities</th>
<th>Communicate ideas &amp; information</th>
<th>Work with others in teams</th>
<th>Use mathematical ideas &amp; techniques</th>
<th>Solve problems</th>
<th>Use technology</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Video production</strong></td>
<td>Prepare a table detailing required props, their source, date to be used, responsibility for collection etc</td>
<td>Analyse script to develop a storyboard for how the video will be produced</td>
<td>✓</td>
<td>Work with production team to produce video</td>
<td>✓</td>
<td>Use computer to prepare credits</td>
<td></td>
</tr>
</tbody>
</table>

Source: Planning Programs for Young People, CCC Project, ANTA, Catherine Down, 2001
There is a need to differentiate between technical skills, job specific skills and more general skills, and personal attributes related to employment. Employers now place priority on personal attributes and an expanded skill set.

Employers have indicated that a range of personal skills are important including: loyalty, commitment, honesty and integrity, enthusiasm, reliability, personal presentation, commonsense, positive self-esteem, sense of humour and a balanced attitude to work.

Early school leavers generally have very little knowledge of what is expected of them in the workplace. To assist early leavers achieve their pathway options, access to hands-on, practical courses; learning about work; work experience; work placements and part-time jobs will prepare them for their preferred career options.

**How to Get the Most Out of a Work Placement**

To make the most of work experience and work placements assist the young people to:

>- do the groundwork for setting up a work placement
>- prepare and present reports on work experience
>- explain what they feel they have achieved
>- work with a workplace mentor to improve communication skills
>- solve problems and see how decisions are made at work
>- chart their progress towards a qualification
>- take responsibility for their role
>- understand occupational health and safety
>- do training which prepares them for work and structured workplace learning through Apprenticeships and Traineeships.
Language, literacy and numeracy skills play a key role in achieving access to vocational education and training and are the major underpinning skills required to gain key competency outcomes.

The most at risk group are the 15–18 year old early school leavers who have not achieved literacy and numeracy and have social issues that prevent them from continuing their schooling and education.

Byron Youth Services

A number of early leavers appear to be in a cycle where low literacy and numeracy is an important reason for leaving, as well as the anxiety about coping with school workloads as Year 12 approaches. But increasingly low levels of literacy and numeracy will be an impediment to attaining sustainable employment and economic well being in post school life.


Language, literacy and numeracy skills are used in situations with different purposes and in a variety of contexts. The complexity of a task and the learner’s familiarity with the demands of a task will affect their skill level. Language, literacy and numeracy development are lifelong processes.

Language, literacy and numeracy courses are found through TAFE NSW, Adult and Community Education organisations, the Adult Migrant English Program provided by AMES and ACL and other providers who access Commonwealth funds for language, literacy and numeracy courses.

Contact providers in the local area to discuss innovative ways to incorporate the use of language, literacy and numeracy support into the project design for early leavers.

If unsure who to contact ring or email the Reading and Writing Hotline, a national telephone literacy referral service for adults who want to improve their reading and writing. Contact details are in Appendix 1: Resources.

The NSW Adult Literacy and Numeracy Council produces a magazine called Literacy and Numeracy Exchange providing information on issues and innovative approaches to teaching literacy and numeracy in the community. Refer to Appendix 1: Resources.
Section 3: How can early leavers enter education and training pathways?

This section looks at how the competencies developed through participation in a Links to Learning project help young people enter education and training pathways.

Starting on education and training pathways

Components of VET qualifications

How does the development of competencies build VET pathways?

Early leavers tend to follow a non-linear pathway. If the various activities early leavers explore connect to vocational education and training, it will give young people more options for the future.

Qualifications gained in one sector can be recognised in another sector with similar skill needs and can help early leavers to show employers what they can do.

> Starting on education and training pathways

How can early leavers prepare for VET?

The Vocational Education and Training sector (VET) can open doors to lifelong learning opportunities. Early leavers can prepare for VET through a range of education and training options.

Early leavers are prepared for VET entry through an integrated approach, which combines:

> individual support to address educational barriers

> access to a network of agencies that can assist them with their personal support needs
access to projects that develop key competencies, generic industry competencies such as occupational health and safety, and work readiness skills as the basis of early leaver’s training

access to work experience and structured workplace learning.

‘An early school leaver’s aspirations can become a reality by exploring the Vocational Education and Training (VET) Pathway options and breaking them down into achievable steps.’

Rob Gair, South Sydney Youth Services

Components of VET Qualifications

The Australian Qualifications Framework (AQF) covers a wide range of industries and vocational qualifications. These qualifications link with each other in a range of learning pathways between schools, vocational education and tertiary education (See Fig 6: The Australian Qualifications Framework).

The qualifications framework covers a wide range of industries — arts, automotive, communications, community services and health, construction, electro-technology, engineering and related services, food, forestry, information technology, light manufacturing, manufacturing, mining, primary, process manufacturing, property services, public sector, sport and recreation, tourism and hospitality, transport and distribution, utilities, wholesale/retail and personal services.

Fig 6: The Australian Qualifications Framework

Higher Education Sector
Doctoral Degree, Masters Degree, Graduate Diploma, Graduate Certificate, Bachelor Degree, Advanced Diploma, Diploma

School Sector
Senior Secondary Certificate of Education – Year 11 and 12

A percentage of early school leavers leave school prior to gaining Year 10

Vocational Education & Training Sector
Statement of Attainment

VET entry level

For more information on the Australian Qualification Framework go to http://www.aqf.edu.au
What are Training Packages?

Each industry has a Training Package which outlines the skills and knowledge required by that industry at different levels of qualifications. These areas of skills and knowledge are called competencies.

What is a competency?

A competency is defined as:

“specification of knowledge and skill, and the application of that knowledge and skill, to the standard of performance required in the workplace.” (ANTA, 1997, p. 13).

Competencies are combined or ‘packaged’ to develop the skills that build qualifications and skill levels required by different industries. Training packages set industry standards and support quality training.

Fig 7: Components of Training Packages

Setting standards
- competency standards
- assessment guidelines
- national qualifications

Supporting materials design and delivery
- learning strategies
- assessment materials
- professional development materials

What is Assessment?

Assessment means the process of collecting evidence and making judgements on whether competency has been achieved. An individual will need to demonstrate skills and knowledge to the standard expected by industry.

Fig 8: Assessment – Judging whether skills and knowledge meet required standards
What is a Qualification?

A Qualification means that a person has achieved all the requirements (Units of Competency) for a qualification as specified in an endorsed national Training Package or in an accredited course.

The formal certification is issued by a Registered Training Organisation under the Australian Qualifications Framework (AQF).

What is a Statement of Attainment?

A Statement of Attainment means a record of recognised learning (Units of Competency) which may contribute to an Australian Qualifications Framework (AQF) qualification.

To gain a Statement of Attainment the young person has to be assessed as competent for the particular industry competency(ies).

What are Units of Competency?

Registered Training Organisations use qualified assessors to check an individual’s skills against the industry requirements outlined in the Unit of Competency.

Assessors and trainers refer to Units of Competency in each training package to guide the training and assessment process.

Case study

Links to Learning Program

Workers Education Association – Hunter Limited

The Workers Education Association, Newcastle (WEA) provides a 10 week program offering competencies in First Aid during the Links to Learning program and also basic computer courses.

The Links to Learning Coordinator, Ms Cox commented that:

“This allows the young person to experience competency based learning. Their re-orientation involves moving from having to memorise as in school based learning to demonstrating that they can do a task in industry based learning. The young people get very enthusiastic when they get an understanding of competency based training processes.”

Link

Training package details are available from National Training Information System (NTIS) at: http://www.ntis.gov.au/

GoVET at http://www.govet.nsw.gov.au


What are the components of a competency?

Understanding the components of a competency can assist trainers and assessors develop appropriate learning strategies and assessment processes.

The layout shown in Fig 9 has been designed by Australian National Training Authority (ANTA) to promote the national consistency of training and assessment.
Competencies are the building blocks that lead to qualifications. Each competency can be combined to build qualifications for different jobs in a range of industries. The skill level required is determined by different industries.

Why are competencies important?

> Who can deliver VET Qualifications?

Registered Training Organisations (RTOs)

There are now more than 1,000 Registered Training Organisations (RTOs) recognised nationally through registration with the NSW Vocational Education and Training Accreditation Board (VETAB).

Each RTO has a Scope of Registration specifying the qualifications or Unit(s) of Competency that they can deliver.

Links to Learning Community Grants Program early leavers projects have developed relationships with a number of RTOs including:

- TAFE NSW
- Community based RTOs including Adult and Community Education (ACE) organisations
- Private/Industry Training Providers.
> How does the development of competencies build VET pathways?

Early leavers are often comfortable in a practical learning environment. They can learn general work skills and enter the VET framework at AQF Level I or II depending on the industry requirements. There are no formal prerequisites for entry to Certificate I or II courses.

The use of competency-based training from the Certificate courses increases the early leaver's confidence and ability to succeed. Competency-based training allows participants to continue learning a skill until they are competent and doesn’t set time limits on completion. The modules (or Units of Competence) that were used for the course were from the National Training Packages for Agriculture and Horticulture.

Comments from the Narrandera Shire Council and Murrumbidgee College of Agriculture Links to Learning project coordinators.

Once the young person has gained a Statement of Attainment from an industry Training Package it demonstrates their ability to achieve within the national training system.

A Statement of Attainment can be used to:

> show an employer the skills and commitment of the early leaver and/or
> demonstrate prior learning to a training provider to complete a Certificate I or II in that or related industries

The AQF Level I and II competencies are very similar. Each industry nominates their entry level. What distinguishes the two levels is the degree of difficulty. The Level II competencies are slightly more complex. Figure 10 shows how the competencies are articulated at different AQF Levels in the Administration Training Package.
Some industries have nominated their entry level at AQF Level II as shown in this example.

A young person who has developed the generic competencies *Work with Colleagues and Follow Health, Safety and Security Procedures* can gain credit for these competencies for the Certificate II.

A young person who has developed the industry competencies *Organise and Prepare Food and Present Food* can gain credit for these competencies for the Certificate II.
Most training packages include general workplace communication skills. These competencies are described as:

- gather, record and convey simple and routine information
- give and follow simple and routine instructions
- participate in small informal work groups
- deal with clients about simple, routine matters.

All the Training Packages refer to communication competencies at AQF Level 1 and at AQF Level 2 depending on industry entry point. Communication skills are emphasised through:

- the ability to work as a member of a team
- good customer skills
- skills in interpersonal relationships particularly with fellow employees.

Most Training Packages emphasise the ability to follow designated procedures and the importance of personal presentation.

In some industries such as Hospitality and Tourism the importance of being able to deal with customers and colleagues from diverse social backgrounds and deal with cross cultural misunderstandings is explicitly recognised.

**Entertainment Industry Training Package**

**Byron Youth Service & ACE**

The Byron Youth Service delivered competencies from the Entertainment Industry Training Package to early leavers attending their Links to Learning Project. The training was organised to lead into the peak tourist time in the North Coast.

The course was organised to lead into the peak tourist time in the North Coast.

The course included the following competencies:

- Working With Others
- Respond Positively To Patrons
- Usher Patrons.

ACE North Coast and ACE Mullumbimby were the RTO’s involved.
This section looks at assisting early leavers to select their next step option which leads into vocational education and training pathways.

- **Investigating early leaver’s choices, interests and needs**
- **Investigating industry skill needs**
- **Finding out about providers and courses**
  - The Open Training Market
  - TAFE NSW
  - Adult and Community Education
  - VET in Schools
  - Community Organisations Linked With Training Providers

**> Investigating early leavers’ choices, interests and needs**

A component of the *Links to Learning* projects focuses on case management and individual pathway planning. This process assists early leavers to identify their skills and interests and a next step option leading to VET pathways.

The *Successful Outcomes for Youth at Risk* provides strategies to engage early leavers who are alienated from learning.

Early leavers often have unrealistic ideas about their career options. In *Links to Learning* programs:

- early leavers identify their own skills and areas of interest
- activities are developed that assist early leavers to examine where further skill development may be beneficial.
> Investigating industry skill needs

What are Industry Training Centres (ITCs)?

Industry Training Centres (ITCs) play a central role, promoting and supporting open training market options at a local level. They provide a VET advisory service and management and support for the apprenticeship and traineeship system.

Who are Program Field Officers?

Program Field Officers provide advice on training options and work closely with training organisations and industry bodies to ensure training is relevant and responsive to industry.

Industry Training Advisory Boards

Industry Training Advisory Boards (ITABs) provide information to the Department on the training requirements of their industry. This information is used to allocate training resources to specific industry areas to address skill needs.

Fig 10: NSW Industry Skill Needs 2001

An example of an industry initiative is the GROW project which aims to link training and employment opportunities for unemployed people in the community. GROW is Sydney's Area Consultative Committee, part of the Federal Government’s key regional consultation network.

The 2001 Career Track brochures provide information about skill needs training available in the following industries:

- Hospitality
- Call Centre
- Retail
- Transport and Distribution
- Information Technology
- Automotive
- Office Administration
- Community Services and Health
- Sport and Recreation
- Hairdressing.

Career Track brochures are available from Job Network members and community organisations.
To successfully support early leavers’ re-entry into education and training pathways, community organisations, education providers and local industry need to work together to enable early leavers to:

> identify available and achievable next step options
> develop education and training pathway plans.

To assist in the identification of appropriate providers of programs/courses for early leavers information has been included on relevant education and training options.

The following providers/programs can provide opportunities to assist early leavers to select a pathway option for achieving their goals and meeting current industry training priorities:

> Industry Training Programs
> TAFE NSW Programs
> Adult and Community Education Programs
> VET in schools
> Community organisations linked with training providers.

Early leavers can select pre-vocational or vocational courses to help them achieve their goals. Access to good information sources and support will assist them to make the right decisions to make their next step options a reality.

The tables in the following sections list pre-vocational and/or vocational courses offered by different providers. Key contact people and information sources are also listed. Case studies present course options which have been developed for early leavers.

There are more than 1,000 Registered Training Organisations (RTOs) recognised nationally through registration. To find out more about RTOs in your area go to:

> NSW Vocational Education and Training Accreditation Board (VETAB) at http://www.vetab.nsw.gov.au
> National Training Information Service’s (NTIS) at http://www.ntis.gov.au
> Board of Vocational Education and Training (BVET) at http://bvetnsw.gov.au
> The Open Training Market

**What is the Open Training Market?**

The NSW DET Open training Market includes the:

> The Apprenticeship and Traineeship Training Program
> Contracted Training Provision Program
> The Skills Gap Training Program.

**Apprenticeships & Traineeships (ATTP)**

Both apprenticeships and traineeships combine work and structured training which leads to nationally recognised qualifications.

Apprenticeships & Traineeships are available in a range of industry areas. Traineeships usually take 1 year to complete and Apprenticeships take 4 years.

The Industry Training Centres have a New Apprenticeships Centre service for employers which provides information and advice on apprenticeships and traineeships, training agreements, and Commonwealth incentives and allowances.

**Link**

*Everything You Need to Know about Apprenticeships and Traineeships in NSW* can be found at:

http://apprenticeship.det.nsw.edu.au

**Apprenticeships & Traineeships (ATTP)**

Group Training Companies (GTCs) employ apprentices and trainees and manage the provision of their on-the-job training by the host employers, usually from small to medium sized enterprises.

They do this by:

> arranging and monitoring the on- and off-the-job training
> acting as consultants and trouble-shooters for both host employers and apprentices or trainees throughout the entire period of employment and training
> arranging rotations of workplace
> providing a range of training opportunities
> arranging alternate work placements when required
> counselling and caring for the apprentices and trainees.

**What additional services can they provide?**

Many Group Training Companies can:

> provide registered training
> act as employment placement agencies
> supply qualified workplace assessors
> employ specialist staff from the Aboriginal community, ethnic groups, or staff trained to work with people with disabilities.
The Skills Gap Training Program provides short-term intensive courses that respond to industry need and which are designed to create employment and further training opportunities where there is a real likelihood that employment or further training will eventuate.

Contracted Training Provision provides training places in courses addressing specific industry skill needs. The courses can be directly related to immediate job opportunities or may be the first stage of a broader program of training.

Pre-vocational training provides entry level training to prepare for Apprenticeships and Traineeships where there is a real likelihood of employment after the training. Courses usually include the introductory competencies from the industry training package.

For RTOs to be eligible to deliver training for the ATTP, Skills Gap and CTP courses they must tender to be placed on the Approved Providers List (APL). Registered Training Organisations (RTOs) on the APL have courses on their scope of registration which meet open training market and industry training needs.

Further information
Program Field Officers at your local Industry Training Centres can provide information on local industry skill needs and priorities and available training places.

> TAFE NSW

Links to Learning & TAFE NSW
A majority of Links to Learning Community Grants Program early leavers have developed a relationship with their local TAFE Institute, mainly through the Outreach and General Education Sections and Counselling Units.

Year 10 at TAFE
Some early leavers wish to complete year 10 or an equivalent. TAFE Counsellors and the Outreach and General Education Sections can provide advice about what programs are available and what preparation is required.

TAFE Course Options
TAFE NSW provides a range of courses to assist early leavers to enter educational and training pathways.

> TAFE NSW Access courses can address their education needs, such as English language or literacy, and provide pathways to further education
> Industry courses, including Training Package Qualifications provide pathways into specific careers.
TAFE institutes have developed resources in response to the ongoing influx of early leavers entering TAFE.

TAFE institutes provide a range of courses that could be appropriate to meet the needs of particular early leavers who are experiencing barriers to education. These include:

> Outreach courses
> General Education courses
> HYPAR programs
> OTEN – distance education courses
> Pre-Apprenticeship courses in a range of industry areas such as Carpentry, Joinery and Hairdressing.

Outreach Sections in TAFE Colleges provide flexible, responsive, needs-based vocational education and training programs to break down barriers to learning and to support students in accessing future pathways. Outreach Coordinators customise Outreach umbrella courses and can include a broad range of modules from TAFE courses to suit the needs of the group. The courses include:

- Outreach (Statement of Attainment)
- Outreach Access (Statement of Attainment)
- Certificate 1 in Access to Work and Educational Opportunities

Mentoring in the Community can be delivered in conjunction with the above courses to provide mentors throughout the course.

Outreach Coordinators work in partnership with community groups, government and industry to meet the needs of learners who have experienced barriers to successful completion of their vocational education and training.

Modules within General Education courses assist students to gain skills in reading and writing, numeracy, English language, mathematics, science, humanities and communication modules. In addition they prepare students for a range of vocational areas such as tourism & hospitality, business and computing, horticulture and child care.

Pre-vocational Skills Development

Statement of Attainment from the Certificate in General and Vocational Education (CGVE) – develops pre-vocational skills through a negotiated project based learning activity.

Vocational Skills Development

Certificate II in General and Vocational Education – (CGVE) Year 10 equivalent for adult learners.

Statement of Attainment in General Education Orientation – develops industry related competencies and key competencies at Yr 10 level.

Foundation and Vocational Education – Certificate I (FAVE) – literacy and numeracy and introductory level computer skills focus.
HYPAR program is an initiative of the NSW Government to provide funding for TAFE Institutes to assist the most disadvantaged young people at risk in the community to re-engage in education and training and build pathways into further education or employment.

The program targets early leavers aged from 15-18 years (and those under 15 who have exemption from schooling) and who are significantly at risk.

**Case study**

*‘Computing, Hospitality & Trade for early leavers of Non English Speaking Background’*

**Ultimo TAFE & Marrickville Community Training Centre**

A HYPAR program ‘Computing, Hospitality & Trade for early leavers of Non English Speaking Background’ was delivered at Ultimo TAFE.

The *Links to Learning* provider, Marrickville Community Training Centre (MCTC), referred 5 participants as part of their next step pathway plan.

These early leavers were interested in enrolling at TAFE and trying out the ‘taster’ modules offered.

“The early leavers enjoyed the course, particularly the fact that they were attending TAFE, which they perceived as a huge achievement. It was a valuable project for the early leavers who wanted to enrol in TAFE but felt intimidated or unsure of which course to study.”

This program introduced the early leavers to TAFE programs and a number enrolled in their mainstream courses. Those who had left school before completing Year 10 and those under 16 years focused on gaining a Year 10 qualification.

**TAFE NSW Business Development Section**

Each TAFE NSW Institute has a Business Development Section which manages government and business programs. They can provide advice on courses and programs in the local area.

**OTEN – Distance education**

Distance Education targets students whose learning objectives are restricted by distance, disability, isolation or other life circumstances to provide educational experiences flexibly, using appropriate distance learning methods.

Pre-vocational and vocational skills can be developed through OTEN courses. This is also an option for early leavers to gain Year 10.
**Case study**

**Certificate in General Education**
**OTEN, Byron Youth Service & JPET**

A number of early leavers attending the Byron Youth Service (BYS) enrolled to complete Year 10 through the Certificate in General Education via distance education at OTEN.

This project was a 3-way partnership between OTEN, Byron Youth Service and the Job Placement Employment and Training (JPET) service. The JPET service worked in partnership with the BYS and provided the financial support for a tutor to work with the early leavers on site.

The success of the OTEN-Distance Learning approach is attributed to the course being delivered at the Byron Youth Services where the staff addressed the early leaver’s personal needs in an environment where they felt comfortable and where they had access to educational support from the OTEN tutor to assist them to complete their course.

**TAFE Equity Units**

Early leavers are often eligible for a range of support elements from a number of TAFE equity units. These units specialise in educational support programs from special courses to initiatives that address barriers to education and training.

- **Aboriginal Program Unit** — courses are specifically designed for Aboriginal and Torres Strait Islander people and may include tutorial support
- **The Gender Equity Unit** — contributes to improving women’s participation and outcomes in vocational education and training
- **Multicultural Education Services** include a range of English courses and other programs to meet the vocational and training needs of people from language backgrounds other than English. Tutorial support provides English and literacy help for students enrolled in most vocational courses
- **Services for People with Disabilities** are available to assist people with disabilities participate in courses at TAFE NSW. Teacher/consultants are available to help with study needs.

**Getting the Right TAFE Advice**

Information about entry requirements and how to apply or enrol in TAFE courses is contained in the TAFE Handbook and on the websites listed below.

TAFE colleges can provide course information by phone and can provide fliers with local information. Institute websites are another good source of information.

The early leaver can talk to a TAFE Counsellor about individual career and training options and strategies to address learning barriers so they will be able to enter their course of choice in the future.
Adult and Community Education Options

What is Adult and Community Education (ACE)?

Adult and Community Education (ACE) organisations play a vital role in providing lifelong learning opportunities to the people of New South Wales. Their provision focuses on education and training which is provided by independent, non-profit, community owned and managed organisations.

Each organisation provides a number of different programs depending on their local community. These include language, literacy and numeracy programs which are coordinated regionally.

Which courses are provided by ACE?

Language, literacy and numeracy courses

Individual programs — designed to suit the participant’s needs, and
Certificates in Spoken and Written English

English, literacy and numeracy courses

Certificates in General Education for Adults include the Risk It curriculum — developed in Victoria, this resource supports the Certificate in General Education for Adults which focuses on youth at risk and addressing literacy and numeracy needs. See Appendix 1 Resources for details.

Vocational Education and Training Courses

These can include Community Services, Administration, Information Technology, Horticulture, etc. Successfully completing competencies/modules in some courses may provide direct credit transfer to some TAFE courses.

Indigenous Education Strategic Initiatives Programs — These programs support effective intervention strategies aimed at improving educational outcomes for Indigenous students.
> VET in Schools

What is VET in Schools?

There are a number of opportunities for young people who return to school to be involved in a range of vocational learning programs.

VET in Schools program include: VET courses undertaken as part of the HSC, workplace learning, school to work planning, the development of employment-related skills, enterprise education and school based part-time traineeships.

> Community Organisations Linked with Training Providers

Links between community organisations and training providers

A number of Links to Learning projects are housed by organisations that are registered as RTOs. Within the one organisation it is possible to develop pathways into industry training depending on the suitability of the courses on their Scope of Registration and access to funding.

Some Links to Learning projects also have a Group Training Company (GTC) within their organisation and can provide a supported step into apprenticeships and traineeships.
Section 5: Working together to engage early leavers

This section contains strategies that can be used to assist early leavers to enter education and training pathways:

- Building early leaver’s autonomy and understanding of VET
- Developing partnerships with an RTO
- Customising training packages to suit early school leavers

> Building early leavers’ autonomy and understanding of VET

Overcoming alienation

Negative learning experiences are a common contributor to the early leavers’ alienation from formal education. To overcome barriers and support the transition to VET, successful programs should provide:

- learning experiences that are centred around the interests of the early leavers and which meet and respect their needs
- constructive learning in an adult learning environment
- learning that is connected and contextually based
- a caring, adult learning environment
- learning that acknowledges the multiplicity and complexity of the barriers early leavers need to address in their working and personal lives.

Empowering early leavers to understand the VET system and the opportunities available to them will assist them to enter, remain in and move through a vocational education and training pathway.

It is often necessary to assist early leavers to set realistic career expectations. As early leavers investigate the options available to them in the VET system, their sense of autonomy can grow.

For early leavers who have had a negative experience with learning, competency-based training can reinforce their success by demonstrating to them that they have already achieved relevant skills. VET involves learning practical workplace skills that industry and employers value.

The young person’s interest may focus on a particular industry and through VET they can develop the skills relevant to that particular industry.

Early leavers get very enthusiastic when they get an understanding of competency-based training processes.

WEA Newcastle
A realistic approach to developing a career plan includes the young person and the Links to Learning provider working through a process together:

> **Step 1** — Look at qualifications from the career/s which are of interest to the young person.

> **Step 2** — Identify the entry level qualifications at Certificate I and II from Training Packages and identify the required building blocks of competencies that will lead to pathways in desired careers.

> **Step 3** — Identify an entry point which will provide multiple pathway options and multi-skilling across industry areas.

> **Step 4** — Identify how the key competencies gained at Links to Learning projects will relate to future career options.

If learning barriers have been identified whilst attending the Links to Learning projects, suitable courses/programs should be identified that address these barriers, eg TAFE Access courses.

**Fig 11: Employment Opportunities With Certificate Qualifications In NSW**

Adapted from http://www.aqf.edu.au

With a **Certificate I qualification**, employment may be gained as:

- a computer service technician; a council worker (outdoors); a dry cleaner; a factory hand; a florist; a kitchen hand; a polymer processor; and a stable hand.

With a **Certificate II qualification**, employment may be gained as:

- a bank officer; a bushland regenerator; a cleaner; a farmer; a film and video production technician; a funeral attendant; a hospitality operator; a receptionist; a sales assistant; a screen printer; a shearer; a tourist operator; and a vehicle detailer.

With a **Certificate III qualification**, employment may be gained as:

- an animal attendant; a baker; a beauty therapist; a credit officer; an electrician; a homecare worker; a milliner; a motor mechanic; a network administrator; a painter and decorator; a pastry cook; a plumber; a sign writer; a sound technician; a stonemason; a tailor; a tiler; and a wood machinist.

With a **Certificate IV qualification**, employment may be gained as:

- an accounts clerk; an architectural drafter; a professional builder; a community services worker; a computer operator; a fitness instructor; a graphic designer; an interior decorator; a mechanical engineering technician; a systems analyst and a visual merchandiser.

**Link**

The NSW DET Career Track brochure provides information on training places in industries in NSW with skill needs. This information is available from Job Network members and community organisations.
> Developing a partnership with an RTO

Why build partnerships?

Building partnerships between TAFE, schools and community organisations can utilise the resources and strengths of all agencies to assist early leavers to gain entry to educational and training pathways.

Developing a partnership with an RTO will provide:

> opportunities for early leavers to participate in accredited training that leads to qualifications
> accredited activities that support the interests of the early leavers
> the sharing of resources and expertise to gain successful outcomes for early leavers.

A Links to Learning project can develop programs for early leavers but cannot issue credentials for achieving outcomes against a nationally recognised framework unless they are registered as a RTO or work in partnership with a RTO.

Links to Learning organisations have already developed a range of relationships with a number of registered training organisations including:

> TAFE NSW
> schools
> community based RTOs including Adult and Community Education providers
> specific industry registered training organisations.

Types of partnership arrangement

Examples of partnership arrangements include:

> community-based organisations, such as community centres and youth centres, which are not in the business of delivering training, with an RTO to deliver training package qualifications
> Links to Learning projects housed by an RTO provide support and information to assist other Links to Learning projects with information on appropriate courses, resources and delivery and assessment options.

What information can the Industry Training Centre provide?

The Department’s Industry Training Centres (ITC) work with the registered training organisations, GTCs and employers in their regions.

They can provide contacts including information about courses local RTOs have on their Scope of Registration that would be appropriate and of interest to early leavers.
How do you choose an RTO partner?

When trying to develop partnerships with education and training providers it is necessary to consider what providers are available in your local area. When looking for a potential partner RTO look for an organisation with:

- similar aims and objectives
- a working knowledge of early leavers
- courses on their Scope of Registration that would appeal to early leavers
- industry entry-level training provision
- a positive attitude towards early leavers
- a commitment to the partnership.

What is a Memorandum of Understanding (MOU)?

Once you have identified a potential RTO then entering into an agreement can assist with the smooth running of the partnership.

Developing a Memorandum of Understanding (MOU) with an RTO must follow some standard agreements set by the Board of Vocational Education and Training (BVET). It is the responsibility of the RTO to comply with these standards.

Apart from the BVET responsibilities it is important to tailor your written agreement to suit your particular partnership arrangement.

How do you negotiate appropriate provision?

When negotiating with your partner consider which elements are important to ensure successful outcomes for early leavers and ensure that they are covered in the document.

Both parties will be involved in facilitating an appropriate course, delivery mode and assessment process.

What are the required support elements?

The support elements that Links to Learning projects can provide include:

- case management throughout the course providing support to the early leavers with their personal needs eg travel, counselling etc.
- team teaching, mentoring and identifying problems before they cause the young person to withdraw
- support for groups with special learning styles, ATSI, NESB, early leavers with disabilities.

These elements should be included in the agreement you are developing.

What about evaluation?

The agreement (MOU) commits both organisations to evaluate any courses provided and to make appropriate changes. This improves provision to all parties and develops ongoing relationships.
Establishing A Partnership

Step One  Get to know providers in your local area
Discuss the courses they have on their Scope of Registration.
Discuss pathway opportunities available.
Find out about their approach to early leavers.

Step Two  Establish common ground and shared desired outcomes
Establish the common commitment of the management of both organisations and the shared benefit to early leavers.

Step Three  Acknowledge the differences between organisations
Identify differences in organisational cultures.
Identify different levels of accountability.
Identify organisational processes and service priorities.

Step Four  Identify RTO Roles and Responsibilities
RTO's can provide early leavers with training, delivery and assessment services and products, and issue AQF qualifications and Statements of Attainment.

Step Five  Identify Links to Learning project’s Roles and Responsibilities
Links to Learning projects can contribute:
> support and assistance to early leavers to remain engaged in education and training
> a working knowledge of early leavers and staff who can facilitate components of the courses and provide mentor support as they have developed a relationship with the early leavers
> friendly spaces and processes where early leavers feel relaxed and supported
> strategies to stimulate the interest of early leavers and successful strategies to work with them
> case management and referrals to relevant support services to assist early leavers with their personal needs which can arise during the course eg homelessness.

Step Six  Negotiate an agreement outlining collaborative processes
When developing a relationship with an RTO the most commonly used agreement is the Memorandum of Understanding (MOU). This agreement outlines the areas of mutual interest and the responsibilities of both parties.
A MOU is not an agreement or contract that is enforceable by law.

An MOU between an RTO and another organisation should include the following components:

- purpose of the collaboration
- what services will be provided by each organisation
- working arrangements
- RTO responsibilities
- *Links to Learning* projects provider responsibilities
- dispute resolution procedures
- resources
- financial arrangements
- reporting responsibilities
- evaluation

All qualifications /credentials issued are the responsibility of the RTO.

A number of *Links to Learning* projects providers have already developed strong links with personnel at their local TAFE Institute to assist early leavers to enter education and training pathways.

Regular contact with the Outreach Co-ordinator will assist with the development of ongoing relationships. The Outreach Co-ordinator can assist in developing programs in conjunction with *Links to Learning* projects once contact has been established.

If contact has been established with the local TAFE Institute and there has been discussion regarding appropriate courses it is possible to develop a Memorandum of Understanding (MOU) or similar form of agreement to assist the program to run smoothly.

Partnership arrangements with other community-based organisations in your local area eg the Area Health Service, can be initiated by establishing contact with the Executive Officer or Board of Management. Partnerships with other community agencies in your local area can assist the young person with their personal needs and provide ongoing support while they are engaged in education and training.
Customising Training Packages to suit early school leavers

Tailoring the training package to suit the needs of the learner

Once the RTO that will deliver the course has been identified and the partnership arrangements have been organised, some components of the Training Packages need to be tailored to the young person’s needs.

Training Packages are concerned with the outcomes of workplace related competency development – not with how this development occurs.

RTOs need to find resources to develop the competencies. This will involve:

- developing appropriate learning strategies
- developing assessment materials and professional development materials.

Community organisations can work with an RTO to develop learning and assessment strategies which can be tailored for a particular group of early leavers.

‘Unpacking’ a Training Package

The ANTA Triple C Project (Victoria) report notes that:

“teachers, trainers and assessors need to unpack (or analyse and interpret) a Training Package so that it is suitable to a particular group of learners.”

Questions to ask when Unpacking Training Packages

- What outcomes are appropriate to early school leavers?
- How can the outcomes be packaged into a qualification or part of a qualification?
- What do the learners need to know and what skills do they need to develop to meet the specified outcomes?
- What is an appropriate learning path that will achieve the outcomes through formal or experiential learning?
- What are the appropriate learning and assessment strategies to enable recognition of the learners’ achievement of the Units of Competency?
- What customisation and contextualisation will need to be done to meet the learner’s current needs and vocational aspirations?
- How can the learning and assessment be integrated and adapted to the learner’s situation?

‘Repacking’ a Training Package

The Training Package is then repacked in order to:

- develop appropriate learning programs for early leavers
- contextualise learning resources in ways which support early school leavers
- develop delivery and assessment schedules which enable holistic and integrated learning by specifying how the learning and assessment meets the specifications of the Training Packages.
Community organisations can work in partnership with TAFE, ACE, AMES and workplaces to ensure language and literacy outcomes for early leavers.

When developing resources and assessment tasks the language, literacy and numeracy of the tasks should not be more complex than the task itself.

When developing learning programs to support pathway entry, follow these steps to ensure that learning outcomes relate both to the school leaver's needs and will lead to a qualification:

1. Choose a content area appropriate for early leavers
2. Locate resources and identify RTO in the local community.
3. Plan the Learning Program with the RTO, ie.
   - identify competencies to be covered
   - select delivery and assessment methods and tasks
4. Identify key competencies covered by the learning program and check that assessment methods allow students to demonstrate skills a number of times.

For a program which leads to a qualification:

5. Check that all elements of the relevant competencies are covered in the program
6. Design assessment tasks which provide a range of options
7. Cover more than one element of competency at a time.

"A young person at risk's career aspirations can become a reality by exploring the vocational education and training (VET) pathway options and breaking them down into achievable steps."
Bibliography


Australian Student Traineeship Foundation (1999) Bright Futures for Young Australians, Community Partnerships for the Future of Successful Transitions.

Board of Adult and Community Education & Local Community Services Association, (1999) It Takes Two — Adult and Community Education Providers and Neighbourhood Centres Partnerships.


Education Department of Western Australia, (1999) Vocational Education and Training (VET) in Schools Branch TOOLKIT on Structured Workplace Learning.


# Appendix 1: Resources

## Curriculum Products

### NSW Crown Copyright Clearing House

The NSW Crown Copyright Clearinghouse provides an online catalogue and purchasing facility for all curriculum products (mostly course and module descriptors).

These products are available to Registered Training Organisations for delivery in Australia.

To deliver a course you must also obtain a licence from the NSW Vocational and Training Accreditation Board (VETAB), currently $150.00 for the accreditation period of the course.

To visit the National Clearinghouse go to: [www.nswcccn.net](http://www.nswcccn.net)

You need to know your RTO number and follow the instructions to purchase.

### Resource Generator

The Resource Generator is an initiative of the Australian National Training Authority and the Department of Education, Science and Training. It is an online library of resources for teachers, trainers and assessors to implement training packages. The Resource Generator website allows training organisations to print out, and in some cases to modify, resources to suit individual, group or enterprise learner needs.

### ANTA Resource Kits

For a copy contact Louise Wignall, ANTA

Fax: (03) 9630 9888 or Email: wignall@anta.gov.au

## Resources for Early Leavers

### It Pays to Stay

[www.itpaystostay.com](http://www.itpaystostay.com)

This web page is dedicated to supporting early leavers to stay in Apprenticeships and Traineeships. The website has been designed to help early leavers be aware of their options and to encourage them to stay in their particular VET program.

The Web page has a number of titles that are relevant to early leavers staying in Apprenticeships/Traineeships including student support, money, credit transfer, study skills, Where am I heading, Links and contacts, personality.

These pages lead to other youth specific sites.
**Deadly Bay OPEN FOR WORK**

Open for work is an interactive CD-ROM and teacher/trainer guide/workbook to assist young Aboriginal and Torres Strait Islanders students work on workplace skills, key competencies, computer and business services skills and literacy and numeracy in seafood, horticulture, community recreation, tourism and hospitality industries.

**Cybermall**

Cybermall is a multi media training resource for customer service and communications skills in retail, hospitality, automotive and includes a CD-ROM, a student workbook, a Cybermall website and an implementation guide.

It provides customer service and communications skills practice and familiarity with computers for young trainees at Certificate 1 and 11 levels. Early leavers who need literacy, language and/or numeracy support would find this resource useful.

**Be Someone Get Somewhere**

*Be Someone Get Somewhere* is a CD Rom aimed at Aboriginal and Torres Strait Islander students.

It provides a number of successful case studies.

> **Youth Arts Sites**

**NOISE**

[www.noise.net.au](http://www.noise.net.au)

NOISE is the national media-based festival of youth culture supported by the Australia Council for the Arts.

**The program**

[http://www.theprogram.net.au](http://www.theprogram.net.au)

THE PROGRAM is the online nexus between young people and the cultural zone, going beyond the arts into creative industries and creative expressions like design, animation, film, fashion and more.

> **Industry Resources**

**Successful Outcomes for Youth at Risk: A Resource Kit**

The resource kit’s purpose is to assist in the development and delivery of post compulsory education programs that produce successful outcomes for early leavers.

The resource was developed by the Adult and Community Education and Education Access Directorate and Access Educational Services Division, TAFE NSW. It was a joint venture to assist TAFE colleges, community organisations funded under the *Links to Learning* Community Grants Program early leavers projects and Adult and Community Education providers.
**TAKE Off! Kit**

www.anta.gov.au/takeoff

The TAKE Off! Kit is a guide to Vocational Education and Training Pathways. The Kit contains an Implementation Guide, Poster, CD Rom, Student Video and Professional Development Video.

The TAKE Off! CD Rom is for:

> Students and parents who want to know the jobs and careers Vocational Education and Training (VET) programs can lead to

> Teachers wanting to link classroom learning to the world of work

> People involved in career counselling.

**> Youth Sector Resources**

**Better Futures – An Action Framework for Vulnerable Early Leavers in NSW**

Better Futures forms part of the state Government’s response to the NSW Drug Summit. The Better Futures framework is designed to improve the help available to vulnerable young people who are either encountering problems with drug use, or who are at risk of developing such problems.

The framework has been developed by government agencies who have contact with vulnerable early leavers.

**Youth Works – Peter Slattery**

This book is about a process which is part education, part therapy, part conversation and it includes a number of key ideas or principles and practical examples which include strategies that can be used within this process.

This book presents a way of talking with young people and combines the insight of therapeutic questioning with the intrigue of theatre.

**> Literacy Resources**

**National Youth Literacy Providers Network**

National Youth Literacy Providers Network is funded by ANTA and is designed to meet the needs of providers working with young disadvantaged/at risk learners.

The project provides an opportunity to create a network of youth at risk/literacy providers who can share and communicate ideas, resources etc. and create a strong voice that can influence national and state policies for provision in this field.

NYLP Network WebBoard
http://online.tafe.swin.edu.au:8000/~antayouth>

**The RISK IT Curriculum Resource**

This is a youth curriculum resource for the Certificate in General Education for Adults funded by ANTA and developed by The Centre, Swinburne University of Technology and Donvale Living and Learning Centre, Victoria.

This youth curriculum resource is designed to accommodate the increasing number of early leavers exiting mainstream education and accessing alternative post compulsory education.
The Certificates in General Education for Adults (CGEA) were originally designed for educationally disadvantaged adults. The flexibility of the CGEA has also proved to be suitable for enabling many early leavers to re-engage in education.

However, the specific learning needs of early leavers have proved to be very different from those of adult literacy learners. This youth curriculum resource grew out of the need to engage early leavers and deliver relevant material within the recognised accredited training curriculum.

The Reading and Writing Hotline is a national telephone literacy referral service for adults who want to improve their reading and writing.

Phone: 1300 6 555 06
Website: www.literacyline.edu.au
EMAIL: info@literacy.edu.au

The purpose of this guide is to provide a practical framework which encourages and assists Neighbourhood Centres, Community Centres and Adult and Community Education providers to work more closely together. It explores processes and procedures to consider when developing collaborations.

Board of Adult and Community Education and Local Community Services Association, 1999

The National Centre for Vocational Education Research (NCVER) is the National Centre for Vocational Education Research, Australia’s principal research and evaluation organisation for the vocational education and training (VET) sector in Australia.
The Department of Education and Training has worked closely with industry representatives to develop industry-specific information on vocational pathways.

The Department's School to Work Program fosters greater involvement by employers and local industry bodies in providing high quality careers information to students and teachers on employment and training pathways in the retail, hospitality and manufacturing industries in the development of multimedia resources which include:

| **Retail Choices** | A video-based resource aimed at encouraging students to consider the various careers that are possible in the retail industry |
| **Welcome to hospitality** | A CD-ROM resource that explores pathways and jobs within the four sectors of the industry, namely restaurants and catering, hotels and motels, clubs, and pubs |
| **Make it in metal** | A CD-ROM resource which shows the range of job opportunities available within the manufacturing and engineering industries |
| **Automotive Careers** | A CD-ROM on careers within the automotive industry (developed in collaboration with the Automotive Industry Training Board and distributed to schools and TAFE colleges in 2001) |
| **WRAPS on the Road** | A video developed to provide information about the Wholesale, Retail and Personal Services (WRAPS) industry through interactive seminars at careers expos |
| **Under development** | Additional resources currently under development focus on the arts, small business, and the utilities and electro-technology industries |
| **Supporting Careers Expos** | This publication provides information to personnel implementing careers expos and markets. |
> Education and VET sites

**Australia’s Youth and the VET Option**

**Career services in the 21st century**

**Enterprise Career Education Foundation (ECEF)**
This is an independent body established by the Federal Government to develop school-industry and community partnerships, which provide structured workplace learning opportunities for all senior secondary students.

**Education Network Australia (EdNA)**
http://www.edna.gov.au
EdNA is an Australian network of education services. EdNA originated in Australia and is for Australian educators and learners. The site is organised around Australian curriculum, its tools are free to Australian educators and it is funded by the bodies responsible for education provision in Australia.

> Youth Research

**Dusseldorp Skills Forum**
http://www.dsf.org.au
The Forum is an independent, non-profit association with a charter to stimulate innovative educational developments, to focus on the importance of the workforce in the continuing development of Australia, and to reach out to the wider community to promote the formation of skills and personal effectiveness, particularly in early leavers.

This site covers the range of research and activity of the Forum, and includes an online forum for researchers, practitioners, policy makers and early leavers interested in the learning and work circumstances of early leavers.

**National Youth Suicide Prevention Strategy Communication Project**
The Commonwealth government supports a National Youth Suicide Prevention Strategy which co-ordinates a range of initiatives outlined on this website.
Australian Youth Foundation (AYF)

http://www.ayf.org.au/

The AYF aims to assist young Australians who are financially, physically or intellectually challenged, to meet their full potential.

This is an extensive website and includes listing for a very wide range of projects funded by the Foundation.

Lawstuff

http://www.lawstuff.org.au

This website is supported by the National Children's and Youth Law Centre. It has been designed for young people to use themselves and contains advice on the law across a wide range of issues affecting early leavers, referral points for advice and help, and a number of case studies in cartoon style.

It is extremely well designed and very accessible, an excellent resource particularly for young people with poor literacy skills.

Association of Children's Welfare Agencies (ACWA)

http://www.acwa.asn.au/

The ACWA affiliates all non-government agencies for children and early leavers. The website is organised into the five areas of news, information, publications, projects and links. It has extensive links to sites of a comprehensive range of child-related agencies and topics.

Focus on Young People

http://youth.nsw.gov.au

This is the NSW Government website on youth affairs and policy in NSW. Included is a site designed for young people to use to gain information about money, law, environment, alcohol and other drugs, education, work, housing, relationships, sport, health, getting around, stuff to do. It is a heavily text-based information service.

The Source: Youth Networks


This site provides a range of information on youth services including youth and government web sites, peak non government youth organisations, news networks, research and other programs.

University of Technology Sydney, Centre for Popular Education

http://www.cpe.uts.edu.au

This site provides information about the Centre for Popular Education’s research, consulting, forums, conferences and teaching activities. There are also discussion forums in the areas of health promotion, youth work/education, international and community development, adult and community education, basic education, social movements and unions.

The Centre’s site provides a bookshop that specialises in education and social justice, cultural action, community development, health promotion, youth work, and learning and action for the environment.

Australian Clearinghouse for Youth Studies

http://www.acys.utas.edu.au/ncys

The Australian Clearinghouse for Youth Studies publishes a range of research into issues affecting young people.
> Government Sites

**Department of Education, Science and Training (DEST)**

http://www.dest.gov.au

The DEST website gives information on the Department, its various branches and functions, relevant Commonwealth Government policies etc. The Youth Bureau section lists the various Divisions and their responsibilities supporting the Government’s aim of improving life prospects for all young people.

**DEST Literacy and Numeracy Programme**


The Literacy and Numeracy Programme website is administered by the Department of Education, Science and Training (DEST). The Literacy and Numeracy Programme provides basic literacy and numeracy assistance to job seekers, particularly young job seekers.

The programme has been designed to help remove a major barrier to employment and improve participants’ daily lives.

**Department of Education and Training (DET)**


The DET website provides information on the directorates within the Department and includes information on schools, TAFE including OTEN, and Industry programs.

**The Jobs Pathway Programme (JPP)**

http://jpp.dest.gov.au

The Jobs Pathway Programme (JPP) helps young people who have left school, or are thinking about leaving school, to find work, further education or training.

JPP aims to stop early leavers becoming unemployed by offering a range of services and advice.

Under JPP, service providers are contracted by the Commonwealth Government to assist early leavers to:

> make the move from school to work successfully
> obtain information on career choices, school based and full time apprenticeships and traineeships, local jobs and job market
> obtain information about ways to improve their reading, writing and maths skills.

**Job Placement, Employment and Training Program (JPET)**


The Job Placement, Employment and Training (JPET) program is aimed at assisting students and unemployed young people aged 15-21 years (with priority to be given to those aged 15 to 19), who are homeless or at risk of becoming homeless.
Early leavers and the workplace

Many early leavers have little knowledge of their rights and responsibilities and can be taken advantage of in the workplace. It is important for early leavers to be fluent with these issues to be able to protect themselves and to feel comfortable in the workplace.

The Job Outlook website


The Job Outlook website has a list of 100 jobs with good employment prospects! It’s very interesting.

The Job Guide online


The Job Guide online has a very thorough guide for students planning a career.

Worksite

http://worksite.actu.asn.au/

Worksite has lots of information about ‘issues’ at work and trends in the workplace.

Australian Jobsearch


Australian Jobsearch can help you find local and national information.

Equal opportunity — Getting a fair go — work and the law

Early leavers need to be aware of their rights and responsibilities as workers. Equal opportunity is about ensuring that everyone in the workplace gets a fair go.

If you have the skills to do the job, your employer has to give you the opportunity to show your worth, regardless of your sexual preference, religion, political opinion, race, and regardless of whether you’re a man or woman, you have a physical or intellectual disability, you are a new migrant or from a migrant background, you are young or old, you are married or single.

Equal opportunity

http://www.worksite.actu.asn.au/workplace

Equal Training Opportunities

The young person should receive the same opportunity to attend training sessions as everyone else who does the same job. If a worker confined to wheelchair missed out on training because the classes were held in a building that didn’t have a ramp or a lift – they would have a right to complain to the Equal Opportunity Commission. >>
A young person should have the same chance of getting a promotion as everyone else who has the same qualifications and experience.

**Equal Pay**

http://www.worksite.actu.asn.au/qualification

Same skills + same qualifications + same work = equal pay

http://www.worksite.actu.asn.au/equalpay
http://www.worksite.actu.asn.au/classification

Everyone with the same skills, who does the same work, or work of equal value has the right to receive the same pay.

http://www.worksite.actu.asn.au/wage

**Conditions of Employment**

http://www.worksite.actu.asn.au/conditionsofemployment
http://www.worksite.actu.asn.au/salary
http://www.worksite.actu.asn.au/overtime

The conditions of employment are the terms under which you agree to work in a particular job. This includes wage or salary amount, number of working hours and the times you work and whether overtime is paid or allowed.

**Human Rights and Equal Opportunity Commission**

http://www.worksite.actu.asn.au/hreoc

There can be conditions of employment that are different to your workmates, as long as the reason for the difference is not discriminatory.

http://www.worksite.actu.asn.au/humanrights

The Human Rights and Equal Opportunity Commission (HREOC) was set up to look into actions which are discriminatory.

**Union Information**

http://www.worksite.actu.asn.au/union
## Appendix 2: Glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Accreditation</td>
<td>Official recognition of a course by state training authorities</td>
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<tr>
<td>ACE</td>
<td>Adult and Community Education</td>
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<tr>
<td>ANTA</td>
<td>Australian National Training Authority is a Commonwealth statutory authority which advises Commonwealth and State ministers about how to achieve a national focus for the vocational education and training system, with strong industry input</td>
</tr>
<tr>
<td>Apprentice</td>
<td>A person employed under a training agreement</td>
</tr>
<tr>
<td>Apprenticeship</td>
<td>On job training and course work which usually lasts four years and covers traditional trade areas such as building and construction, hairdressing, cooking, the automotive industry, engineering and manufacturing</td>
</tr>
<tr>
<td>AQF</td>
<td>Australian Qualifications Framework is a 12 level structure which includes all qualifications in post compulsory education and training, ensuring consistent and recognisable qualifications throughout Australia</td>
</tr>
<tr>
<td>ARF</td>
<td>Australian Recognition Framework is a series of national principles, standards and protocols designed to ensure a high standard of training and assessment products and services</td>
</tr>
<tr>
<td>Assessment</td>
<td>The process of determining whether an individual has skills and knowledge which meet industry standards</td>
</tr>
<tr>
<td>Assessment Guidelines</td>
<td>Components of Training Packages which describe the industry assessment system</td>
</tr>
<tr>
<td>BVET</td>
<td>Board of Vocational Education and Training provides a range of information on training and industry</td>
</tr>
<tr>
<td>Competence</td>
<td>Knowledge and skills required by a person to perform a task to industry standards</td>
</tr>
<tr>
<td>Competency Standard</td>
<td>National standards, set by industry, that define knowledge and skills required by a person to be competent in the workplace</td>
</tr>
<tr>
<td>Credit Transfer</td>
<td>Recognition of competencies already gained which can provide credit towards a further qualification</td>
</tr>
<tr>
<td>DET</td>
<td>Department of Education and Training</td>
</tr>
<tr>
<td>Entry level skills</td>
<td>The skills required to commence paid employment within an organisation</td>
</tr>
<tr>
<td>Flexible Delivery</td>
<td>Delivery of training in a form which suits the 'how, when and where' of learners</td>
</tr>
<tr>
<td>GTCs</td>
<td>Group Training Companies are not for profit organisations that employ trainees and apprentices and place them with 'host employers'</td>
</tr>
<tr>
<td>HSC</td>
<td>Higher School Certificate</td>
</tr>
<tr>
<td>ITAB</td>
<td>Industry Training Advisory Boards are organisations representing a particular industry or sector, that advises government on the industry's vocational education and training needs</td>
</tr>
<tr>
<td>ITC</td>
<td>Industry Training Centres liaise at the local level</td>
</tr>
<tr>
<td>Job Network</td>
<td>A national network of about 200 private, community and government organisations which specialise in finding jobs and pre-vocational training for unemployed people</td>
</tr>
<tr>
<td>Key Competencies</td>
<td>Knowledge and skills which are essential for participation in further education &amp; adult life</td>
</tr>
<tr>
<td><strong>Links to Learning Community Grants Program early leavers projects</strong></td>
<td>Links to Learning Community Grants Program early leavers projects are community based projects which assist young people who have left school early, to build a pathway to recognised education and training.</td>
</tr>
<tr>
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<tr>
<td><strong>Literacy</strong></td>
<td>Skills and strategies related to speaking, reading, writing and critical thinking.</td>
</tr>
<tr>
<td><strong>NACs</strong></td>
<td>New Apprenticeship Centres support the delivery of New Apprenticeships by providing information and administrative services to employers, apprentices and trainees.</td>
</tr>
<tr>
<td><strong>NCVER</strong></td>
<td>National Centre for Vocational and Educational Research is Australia's principal research and evaluation organisation for the vocational educational and training sector.</td>
</tr>
<tr>
<td><strong>Nationally Recognised Training</strong></td>
<td>Training skills and qualifications that are recognised around Australia.</td>
</tr>
<tr>
<td><strong>National Training Framework</strong></td>
<td>A national competency-based training system for vocational education and training.</td>
</tr>
<tr>
<td><strong>NTIS</strong></td>
<td>National Training Information Service is the Australian vocational education and training database which lists all accredited courses, Training Packages, Registered Training Organisations and details of industry competency standards.</td>
</tr>
<tr>
<td><strong>New Apprenticeships</strong></td>
<td>A combination of competency-based training and productive work agreed to between an apprentice or trainee and his/her employer.</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>Capacity of a person to incorporate mathematical content and processes into everyday life.</td>
</tr>
<tr>
<td><strong>Off-the-job training</strong></td>
<td>Training delivered by a Registered Training Organisation which takes place away from the workplace.</td>
</tr>
<tr>
<td><strong>On-the-job training</strong></td>
<td>Training delivered within the workplace while completing work-related tasks.</td>
</tr>
<tr>
<td><strong>RPL</strong></td>
<td>Recognition of Prior Learning enables a person to receive recognition and credit for existing skills and knowledge gained through work, study or life experiences.</td>
</tr>
<tr>
<td><strong>RTO</strong></td>
<td>A Registered Training Organisation is registered by the State authority (VETAB in NSW) to provide training and assessment services for a particular industry's qualifications.</td>
</tr>
<tr>
<td><strong>Statement of Attainment</strong></td>
<td>A certificate which recognises that a person has achieved a particular competency (which is part of a qualification).</td>
</tr>
<tr>
<td><strong>TAFE</strong></td>
<td>Technical and Further Education – an RTO which provides a range of VET training and assessment services on- and off-the-job.</td>
</tr>
<tr>
<td><strong>TAFE OTEN</strong></td>
<td>TAFE Open Training &amp; Education Network (their distance learning provider).</td>
</tr>
<tr>
<td><strong>Traineeship</strong></td>
<td>Part of the New Apprenticeship arrangements which lead to Certificate I, II or III qualifications.</td>
</tr>
<tr>
<td><strong>Training Package</strong></td>
<td>Training Packages are consistent and reliable sets of nationally endorsed competencies for training, recognising and assessing people's skills in a specific industry.</td>
</tr>
<tr>
<td><strong>VET</strong></td>
<td>Vocational Education and Training – learning designed to prepare students for the world of work.</td>
</tr>
<tr>
<td><strong>VETAB</strong></td>
<td>Vocational Education &amp; Training Accreditation Board – registers NSW training providers.</td>
</tr>
<tr>
<td><strong>Vocational placement or work placement</strong></td>
<td>On-the-job experience related to vocational training.</td>
</tr>
</tbody>
</table>
Appendix 3: Project Reference Committee & Focus Groups

> Project Reference Committee

Ms Christine Ellis, Manager, Community Grants Programs, DET; Ms Rebecca Anthony, Manager, Program Field Services, DET; Ms Jenny Tsiouls, Senior Project Officer, Training Programs, DET; Mr John Quick, State Coordinator, MERSITAB; Ms Claire Cappe, Project Officer, Training Development, DET; Mr Dennis McDermott, Project Officer, Training Development, DET; Ms Miriam Bahari, A/Executive Officer, Youth Action Policy Assoc; Ms Kirsty Almond, Executive Officer, Tourism Training NSW; Mr Neil Harbridge, VET Field Officer, ACE, DET; Mr Rob Gair, Education Officer, South Sydney Youth Services; Ms Anthy Theodoropoulos, Links to Learning Community Co-ordinator, MTC Work Solutions, Kerrie Stevens, Consultant Dusseldorp Skills Forum; Mr Mark McKenna, Senior Program Field Officer, Program Field Services Unit Western Sydney, DET; Ms Lindy Cassidy/Ms Ann McMahon, Program Manager, TAFE Outreach, DET; Zvia Zilber, Enterprise and Career Education Foundation, Bronwyn Stephens, Project Coordinator, Links to Learning Community Grants Program/Industry Programs, DET.

> Focus Groups

A number of Focus groups of Links to Learning Community Grants Program early leavers project providers were convened and provided information about successful approaches to assisting early leavers with their pathway planning.

The Metropolitan Focus Group included Ms Anthy Theodoropoulos, Marrickville Community Training Centre, Ms Lenore Walker, Marrickville Community Training Centre, Ms Barbara Hately, YWCA; Ms Di Blazic, Mission Aust, Campbelltown; Mr Rob Gair, South Sydney Youth Services; Ms Bronwyn Stephens, Project Officer, Links to Learning Program/Industry Programs, DET; Ms Christine Ellis, Manager, CGPs, DET.

The Rural Focus Group included Mr Lynn Webb, Cessnock Community Training Centre; Ms Jenny Sinclair, Central West Community College; Mr Ken Morgan, Community Connections North Coast; Mr Andrew Smith, Djigay Student Association; Mr John Lenton, Employment Transactions Australia Inc; Ms Linda Maidens, Moree Plains Shire Council; Mr Timo Gobius, Narrandera Shire Council; Mr Graham Saxon, Raymond Terrace Neighbourhood Centre; Mr Simon Du Bois, Byron Youth Services; Ms Rowan Cox, WEA Hunter; Ms Bronwyn Stephens, Project Officer DET; Ms Christine Ellis, Manager, CGPs, DET.

Desk research was undertaken into current arrangements for youth in transition from school to vocational education and training pathways.