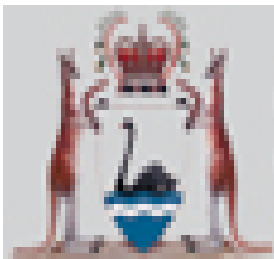




# Learning from Western- Australian secondary and VET system



Government of Western Australia  
Curriculum Council



# AUSTRALIA



# Western Australia VET: reasons for inclusion in research

- i. **Integrated system** regarding a Vocational Education and Training (VET) in school programs
- ii. Having the NSDiii in mind the researchers investigated the **link between industry and VET in schools as a part of an overall workforce development strategy** (*providing basic skills for future in industry*)
- iii. **Determine options to keep the youth longer in a learning environment.**
- iv. How to encourage **life-long learning**

# Western Australia VET: reasons for inclusion in research

- v. Credit accumulation towards a national certificate
- vi. To search for **examples of outstanding practice** from the Tourism and Hospitality programmes and courses for consideration in the South African context

# VET in Western Australia (WA)

## The research teams noted the following:

- the **course syllabus** had to be read together with the **Western Australian Certificate in Education (WACE) Manual** with information on assessment, moderation and other procedures.
- the **VET industry specific course** which should be read **in conjunction with the relevant training packages**. The team had to access the National Training Information Service website ([www.ntis.gov.au](http://www.ntis.gov.au)) provides) for information on the training packages.

# VET in Western Australia (WA)

The following dimensions were included in the investigation:

## 1. Rationale

- To describe the rationale evident in the documents and to identify any additional intent regarding further education and possible transition expressed in the rationale.

## 2. Structure and organising principle

- To refer to the course outlay and the training packages; to comment on the structure of and coherence in the documents.

## 3. Course content coverage

- Regarding the content coverage in the courses  
(<http://employabilityskills.training.com.au>)
- to refer to the units of competency mentioned in the “Training package”; discuss how the displays knowledge- and skills-development and how the content reflects increasing difficulty levels. The teams had to look for evidence of progression in increasing levels of complexity in topics and content covered in the courses and programmes.

# VET in Western Australia (WA)

## 4. Assessment guidance

- Determine how detailed the assessment guidance is to teachers/ facilitators and whether teachers / facilitators and learners are adequately guided towards the expectations in assessment, the teams used the following as reference material:
  - - WACE Manual\_2012\_communications\_SECTION 3pdf, specific reference p 16
  - (SCHOOL-BASED ASSESSMENT OF STUDENT ACHIEVEMENT IN WACE COURSES)
  - - Government of Western Australia Curriculum Council (2008) Workplace Learning Sample Unit Package: Unit 1A – Context: Workplace
  - - Government of Western Australia Curriculum Council. Curriculum Council report on Vocational Education and Training in Senior Secondary education Western Australia 2010. Released by Allan Blagaich. (CD labelled as VET report VET in schools activity report 2010)



# VET in Western Australia (WA)

## 5. General

- Investigation of kind and level of competencies fostered in the courses and to note **what can be learned to strengthen the NC (V) Tourism and Hospitality programmes and to determine:**
  - a) What skills and competencies are fostered in and through the particular course?
  - b) Whether vocational and interpersonal competencies expected to be developed in the course serve as a good foundation for further training in the industry?
  - c) Any additional intentions found in the documents that would help learners to transfer skills between familiar contexts and across to a variety of unfamiliar contexts.
  - d) What kind of guidance is evident regarding the requirements for the completion of a course/ programme?
  - e) Mention examples of “best practice” which can be considered for implementation in the South African context.



# Western Australia VET: What did we learn?

- VET Students in WA have access to a broad variety of curriculum pathways
- may choose many to combine traditional courses with VET as a part of their senior secondary program.
- Students undertaking training outside a school-arranged VET program may use achievement to contribute towards their WACE (*to meet requirements of WACE*)
- many schools combine VET and workplace learning

# Western Australia VET: What did we learn?

- The **organizing principle** of courses: the industry developed **units of competency** - made up from a range of **relevant training packages**
- **Training packages** to meet diverse **industry needs**
- **Work ethics and professionalism are prioritized**  
*(attitudes towards work and responsibilities)*
- **Deal with depth within courses – emphasis on progression from one level to the next**

# Western Australia VET: What did we learn?

- Above general knowledge about a field, each field needs **its specific skills** to be developed
- A wide **range of assessment methods** are used to assess practical skills and knowledge – *self-assessment; peer assessment and teacher / lecturer assessment*
- Emphasis is placed on **Workplace Learning**
- All curriculum documents are clear, well-structured

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# And the possibilities for the South African context?

# What does SA need in the Tourism and Hospitality fields?

## Competencies to be enhanced:

- **Effective communication skills** (*ethics; values; cultural sensitivity*)
- **Team work** — positive attitude in relation to others to achieve common goal
- **Leadership** (*also emotional intelligence qualities*)
- **Analytical, problem-solving skills**
- **Initiative and assertiveness**
- **Planning and organizing**
- **Work ethics and professionalism**

# Critical aspects learned to enrich SA NC(V) Tourism and Hospitality programmes

- Continuous **in-service** lecturer training and development for deeper insight in subject matter and methodology
- **Pre-service preparation** of lecturers in the particular fields and **methodology** (*higher education institutions to support initiatives in offering teacher training courses*)
- **Credit accumulation** to allow transferability across institutions of learning and industry (*articulation pathways*)
- The involvement and **collaboration of all industry stakeholders, communities** benefiting from the fields and **government support and funding**

# Critical aspects learned to enrich SA NC(V) Tourism and Hospitality programmes

- Creating more “Learnership”-opportunities to experience the world of work
- Knowledge and skills to be developed in depth
- Narrow broad curriculum to ensure depth to suit industry needs and ensure smooth articulation into further education
- Effective assessment ensuring learner preparation to think systemically, creatively, be able to substantiate opinions, design



# Yours in excellent service!