

What's it REALLY Like...

Matching Learning with Jobs
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WIRL as a Class-based Certificate II / III How to...

The delivery of a class-based Certificate II / III requires an additional layer of organisation beyond the basics outlined in the industry experience workshop 'How to ...'

If you're a teacher who hasn't been involved in VET delivery before, you may want to progress to this more formal version of the model after you've established the relationships with the local businesses. Experienced VET teachers will be very familiar with the compliance and assessment requirements associated with the delivery of a Certificate II / III. Taking up this opportunity, supported by the Industry Experience Workshops, is a natural progression for the students' vocational pathway.

As always, WIRL is flexible and can adapt to the specific needs of your school. A student's successful completion of Certificate II / III contributes to their VCE and, if a 3 - 4 sequence is negotiated, it can be included in their ATAR. This enables students to move into Year 10 with inspiration from industry experience and a clearly defined pathway to employment or further study.

Once you have decided to deliver a class-based Certificate II / III, the key elements to ensuring the experience is of benefit to everyone involved centres on the in-school preparations. Remember to read all the way through the listed preparation elements.



IN-SCHOOL PREPARATIONS

Select industry focus	<ul style="list-style-type: none"> ▶ Select the industry focus that is most relevant to your school's location. There are three groups of industry resources available in the package <ul style="list-style-type: none"> – Agriculture / Horticulture, – Health Care / Social Assistance, and – Food & Fibre Manufacturing ▶ The relevant Certificate II / III courses are listed in the Section 5 Resources
Determine timeframes for implementation	<ul style="list-style-type: none"> ▶ Source the relevant guidelines from within your school's policies and procedures to determine the timeframes for the implementation of the Certificate. If you are new to VET study, the school executive team will be able to support your understanding of these processes.
Identify funding	<ul style="list-style-type: none"> ▶ Explore how the Certificate will be funded. DET provide further information about this on their Student Resource Package website, and check out their Resources tab. VCAA also offers a support material to assist you to familiarise and understand what's involved with a class-based Certificate II / III.

Discuss with school leadership and key staff	<ul style="list-style-type: none"> ▶ Discuss the delivery of the specific Certificate II / III with your school executive, the Principal/ Deputy or Assistant Principal, the Timetabler, the Career and VET Coordinators, and the Year 9 & 10 Coordinators (if you are not any of these).
Identify benefits	<ul style="list-style-type: none"> ▶ Look through the WIRL resources to gather information about the benefits of WIRL for your school, the students, and the businesses. Seek approval and guidance for the delivery and budget associated with the introduction of WIRL's class-based Certificate II /III.
Identify staffing and delivery options	<ul style="list-style-type: none"> ▶ Identify current staff who may have relevant industry qualifications and/ or a Certificate IV in Training and Assessment (TAE). If you don't have a suitably qualified teacher (which is the situation in most schools), arrangements can be made with the RTO for flexible delivery options i.e. the RTO can auspice face-to-face or on-line delivery using their staff, enrolment and assessment. The school's teachers do not have to be the experts because the RTO, the business owners and staff, the industry workshops, and work placement mentors provide access to the expertise in the subject area.
Identify RTO	<ul style="list-style-type: none"> ▶ Determine the Registered Training Organisation (RTO) who will be able to deliver the selected Certificate II /III. Selecting an RTO is supported by DET's Know your RTO intranet site. ▶ Commence enquiries with the RTOs to determine the price and method of delivery. Seek guidance from the local VET Delivered to Secondary Students (VDSS) network regarding cost effectiveness and reliability.
Identify subject and career pathways	<ul style="list-style-type: none"> ▶ Discuss with the relevant senior school staff, the subject areas and career pathways that correlate to these industries. Section 3 has examples of the career pathways for the three industry groups. ▶ There is potential to map the curriculum delivered in the Certificate II /III course to the Victorian Curriculum for matching subject areas.
Determine student numbers	<ul style="list-style-type: none"> ▶ Determine the number of students (maximum and minimum) likely to be involved in the Certificate II /III. Consider a composite Year 9-10 class wherever possible.
Plan VASS processes	<ul style="list-style-type: none"> ▶ Determine which staff member is responsible for VASS Registrations and discuss the funding, process, and requirements. Students need to be 15 years of age at the time of their VASS registration in May to access VET funding. Managing the cost of delivery to any 14-year-olds is either carried by the class mix with older students or by re-enrolling and resulting the younger students in the following year so that the school receives funding after their actual commencement.
Investigate implementation in conjunction with Industry Experience Workshops	<ul style="list-style-type: none"> ▶ Research implementing the Industry Experience Workshops model in conjunction with the Certificate II delivery. An introduction to the industry employers and workplaces can be critical to supporting placements should the student undertake additional Certificate III study, or if they commence a School-based Apprenticeship/ Traineeship (SBAT) after completing the Certificate II /III.

You are now ready to deliver a WIRL program – good luck!

Note: Please refer to digital pdfs for active links.



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