

What's it REALLY Like...

Matching Learning with Jobs
wirl.nellen.org.au

WIRL FAQs Certificate II / III Delivery

01 What will it cost?

The model is designed to be cost-neutral. RTO delivery costs are met through targeted VET funding, plus rural weighting, and all students are enrolled on VASS regardless of age. Only students who are 15 years old at the start of May can access the targeted VET funding so the cost of delivery to any 14-year-olds is either carried by the mix of older students or they are re-enrolled and resulted in the following year so that the school is reimbursed in the subsequent year.

Negotiated pricing with the RTO is an important aspect of the model as it benefits an RTO to deliver to a class of 15 or more students. RTOs can also deliver as a 'loss leader' and off-set current-year costs through continuing students in subsequent years (SBATs).

Bus costs to local placements can be paid for out of the VET funding once a manageable fee with RTO is negotiated.

No costly infrastructure or equipment is required, as student placement is in real workplaces where they experience real work under the supervision of industry mentors.

You can find more information about VET Materials Funding here - <https://www2.education.vic.gov.au/pal/vocational-education-and-training-vet-delivered-secondary-students/policy>

02 What allowances need to be made in the Year 9 timetable?

The best option is to utilise block double periods, matching the Certificate II / III to existing subject double periods to create blocks of time that support leaving the school for the industry visits as well as the practical delivery.



03 What staff qualifications do I need?

None. The model operates in effect as a class of SBATs. The RTO and workplace mentors/ business owners provide the expertise and qualifications.

However, any existing staff qualifications in the selected industry and/or a Certificate IV TAE could enable the school to bargain for a lower delivery fee because the RTO could share the delivery and assessment with the school.

Where there are no Certificate II / III qualified staff (most schools) arrangements can be made with the RTO to increase the flexible delivery options to reduce costs e.g. some on-line delivery, RTO staff deliver and assess while staff assist students with bookwork and excursions. The staff do not have to be the experts because the RTO and workplace mentors/ business owners provide the expertise.

04 Is Certificate II / III study equivalent to the Year 9 curriculum?

Yes. A certificate in horticulture, for example, supports the learning in associated Year 9 subject areas such as Science, Geography, History, and possibly Intercultural Capability. A visit to a local winery, supported by discussions and guidance from the owner/ vigneron, will add a specific layer of knowledge beyond the picking and crushing of grapes. The student will better understand:

- ▶ “Different types of chemical reactions are used to produce a range of products” Chemical sciences (VCSSU125)
- ▶ “... regions with distinctive climates, soils, vegetation and productivity,” Biomes and food security (VCGGK133)
- ▶ the “Causes of population movements and settlement patterns during this period and the significant changes to the way of life of groups of people” The making of the modern world (VCHHK130)
- ▶ and how to “Identify and analyse the challenges and benefits of living and working in an interconnected and culturally diverse world” Cultural Diversity (VICCCD019)

Similarly, the Health and Community Services businesses can offer concrete examples relevant to Science, Health, Physical Education, Civics and Citizenship curriculum that the year 9 students are undertaking. It also provides access to professional practitioners.

- ▶ A physiotherapy visit to cover, “An animal’s response to a stimulus is coordinated by its central nervous system (brain and spinal cord); neurons transmit electrical impulses and are connected by synapses” Biological sciences (VCSSU118)
- ▶ Observe a training session in bystander behaviour to model “...how empathy and ethical decision-making contribute to respectful relationships” Communicating and interacting for health and wellbeing (VCHPEP146)

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- ▶ Attend the local Foodshare or Neighbourhood House to “Discuss how and why groups, including religious groups, participate in civic life” Citizenship, Diversity and Identity (VCCCC035)
- ▶ Meet with a local GP and their staff, including the Nurse Practitioner to discuss the “... the ethical and non-ethical dimensions of complex issues, including the distinction between ethical and legal issues” Understanding Concepts (VCECU021)

Source: <https://victoriancurriculum.vcaa.vic.edu.au/level9>

05 Is it sustainable?

The model is designed to be cost-neutral with no unsustainable overheads, no costly infrastructure, and no heavy workloads on already-busy staff. Best industry practice exists just outside the school yard, only a bus trip away. Schools do not need to replicate workplaces as multiple reports cite costly programs which collapse once a passionate teacher exits. Schools require continuity of programs.

06 Can 14-year-old Year 9 students do Certificate II / III?

Yes. Students must be 15 to be involved in SWL but can complete Certificate II/III activities on class field trips with teachers prior to that age. There are age restrictions on some units e.g. 16 years for machinery such as tractors, so those units are not offered to Year 9s. It is a basic industry certificate which enables students to learn work-related skills while contributing to their VCE.

07 Are there clear pathways for students?

Yes. Students and teachers observe and experience explicit options for further certificates and university courses. Students may receive credit towards their degree. Employers indicate that they will employ students on part-time/casual basis once they have completed their Certificate II/III in the relevant field, further expanding their pathway options.