



FINANCIAL ADMINISTRATIVE & PROFESSIONAL  
SERVICES TRAINING COUNCIL  
INCORPORATED

# 2017

## SNAPSHOT OF VET DELIVERED IN SCHOOLS

*Snapshots of excellence and best practice in the skilling of  
young West Australians undertaking business training as part of their WACE*



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## The Training Council

*The completion of a Certificate II qualification while at school provides an alternative pathway to the achievement of a WACE. These qualifications are used by students on ATAR, VET and General pathways to broaden their knowledge base, gain enterprise skills and explore industries of interest. Business qualifications are among the most commonly used in WA secondary schools. With this publication, the Financial, Administrative & Professional Services Training Council, Inc aims to showcase the value and outcomes of quality, innovative delivery models for students, and by extension, WA industry. In addition we hope to recognise those striving for excellence in this critical area of vocational education and training.*





# A background

## Vocational business training in schools

Changes to the WACE requirements have driven significant increases in the number of WA secondary students undertaking vocational business qualifications. Based on the advice of our industry network, the Training Council currently promotes the **Certificate II in Business** and **Certificate II in Customer Engagement** as the best options for these students. In addition, some Certificate III qualifications are considered appropriate if additional criteria can be met.

Currently, Certificate IV and higher qualifications, as well as WHS qualifications are not considered suitable for school students, however growing numbers of students continue to enrol in these qualifications. It is always recommended that work placements are included as part of business studies, and school-based traineeships are available in Certificate II and III in Business and Certificate III in Business Administration.

### Total enrolments



**53,000 enrolments**  
*8% increase over 2016*

### Total business (BSB) enrolments



**9,500 enrolments**  
*6% increase over 2016*

### Most popular qualification



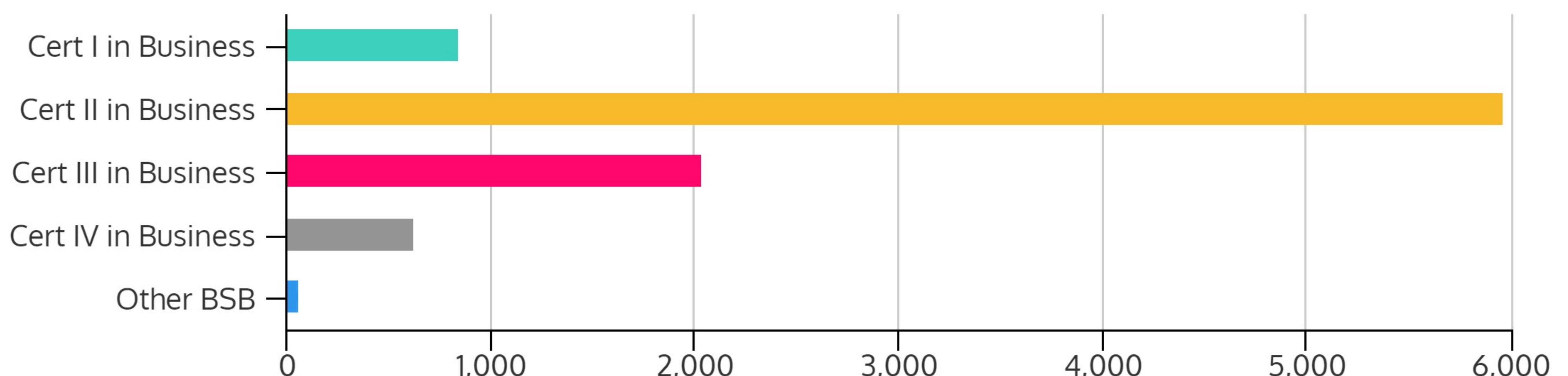
**Certificate II in Business**  
*Almost 6,000 enrolments*

### Fastest growing BSB qualification



**Certificate IV in Business**  
*32% increase over 2016*

### Business (BSB) Enrolment Summary - 2017



All data is provided by the School Curriculum and Standards Authority and is current at 10/01/2018



## Uptake and work placement

Business qualifications remain among the most popular in the school sector. In fact, with over 6,000 enrolments in 2017, the Certificate II in Business was the most popular qualification and accounted for more than 1 in 10 secondary school VET enrolments. Although this represents only modest growth over the previous year, the popularity of the Certificates III and IV in Business resulted in almost 1 in 5 secondary students undertaking a VET qualification doing so using a business qualification.

**There are a number of drivers for uptake and delivery of the Certificate IV in Business, against the advice provided in the VET in Schools Register. Chief among these are the direct-entry pathways offered into tertiary programs by local universities. There is no evidence of improved employment outcomes with this, and other qualifications deemed unsuitable for secondary students.**

With the continuing increase in the number of students comes a shortage in work placement and traineeship opportunities for vocational business students. The Training Council has worked closely with the School Curriculum and Standards Authority to assist in the development of a VET Industry Specific course for Business and Finance students, the syllabus for which incorporates mandated, structured work placements totalling 55 hours for a Certificate I and 110 hours for a Certificate II or III (minimum).

**There is a growing need for employers and organisations willing to provide placements or traineeships for students undertaking business qualifications as part of their WACE to help in the development of their technical and employability skills.**

The Training Council continues to work to support professional development of teachers delivering business qualifications, to ensure they remain current with industry developments, trends and practices. This in turn supports the delivery of training that is both industry relevant and current, and assessment of skills at the level and in the context industry requires.

## Creating this snapshot

Student profiles for this snapshot were created by the Training Council following interviews with students and their teachers. Written and verbal feedback from host employers was also incorporated.

School profiles were created following site visits which including staff interviews, discussions with students where possible and visits to learning areas. Interviews with partnering organisations/training providers were also incorporated in these snapshots.





# Student Profiles

*The students profiled in the following pages were all finalists in the 2017 SCSA VET Awards in the Business, Financial Services and Information Technology category, for which the Training Council serves as an industry judge. They were chosen as examples of the diversity not only amongst students completing business qualifications, but of the work experience options and opportunities undertaken and the pathways business students hope to pursue after graduation.*

## SCSA VET Awards

Each year, Year 12 students are invited to nominate for the SCSA VET Awards.

From the nominees, finalists are selected and interviewed by the panel, who award the top student in the category a VET Exhibition, and other top-performing students a Certificate of Excellence. These awards are published annually along with ATAR subject award winners. VET Exhibition winners are eligible for the Beazley Medal: VET, which is awarded to the student who has demonstrated the most outstanding performance in a VET Certificate II or higher, and in their other WACE achievements.

To be eligible for these awards, students must:

- \* be an Australian citizen or permanent resident
- \* be enrolled as a full-time student in a registered secondary school
- \* have satisfied the requirements for a WACE at the time of determination of the awards
- \* have completed a Certificate II or higher in one of nine industry areas, in their final WACE year
- \* have completed the Authority Developed Workplace Learning Program (min 110 hours in a workplace).



# Emma Hurley

Private Industry Work Placement Student | Ellenbrook Secondary College

The opportunity to gain practical work experience while she was still in school made a vocational pathway particularly appealing for Emma. Already employed in a retail role, she was keen to explore business more specifically, in order to help her decide where to start her career after graduation.

Emma completed her Certificate II and then Certificate III in Business via a combination of classroom learning, work in her school's simulated office and business administration-focussed work placements with UON Malaga and McDowall Affleck.

Work placements provided Emma with the opportunity to apply classroom learning in the work place. During her time at UON she began to build her communication skills, particularly in the use of technology to communicate with colleagues located across different business locations. Given the company's strong customer focus, she was also able to employ and develop her service skills.

Emma's placement at McDowell Affleck allowed her to further expand her computer literacy, and specifically her Microsoft Office proficiency. Working through set daily tasks she grew in confidence and developed strong time management skills, enabling her to meet strict deadlines.

Working in different organisations exposed Emma to different policies and processes. She noted her experiences working with colleagues of diverse ages and backgrounds as being especially beneficial. Emma also discovered the scope of some roles, such as those in Human Resources were far broader and more complex than she had previously realised.



Feedback from Emma's host employers was positive, with her eye for detail, communication skills, ability to learn and understand software packages and use them appropriately and general enthusiasm and desire to learn all highlighted.

Emma is enthusiastic and positive about the value of VET in schools and in particular the opportunity it offers for students to gain a realistic understanding of the careers and opportunities available in industries of interest.

Her own experiences have solidified her desire to pursue a career in business administration and with two opportunities on offer, Emma has opted to undertake a Certificate IV and Diploma traineeship opportunity with McDowell Affleck commencing in 2018.

**Emma was a VET Certificate of Excellence recipient for 2017.**



# Poppy Justice

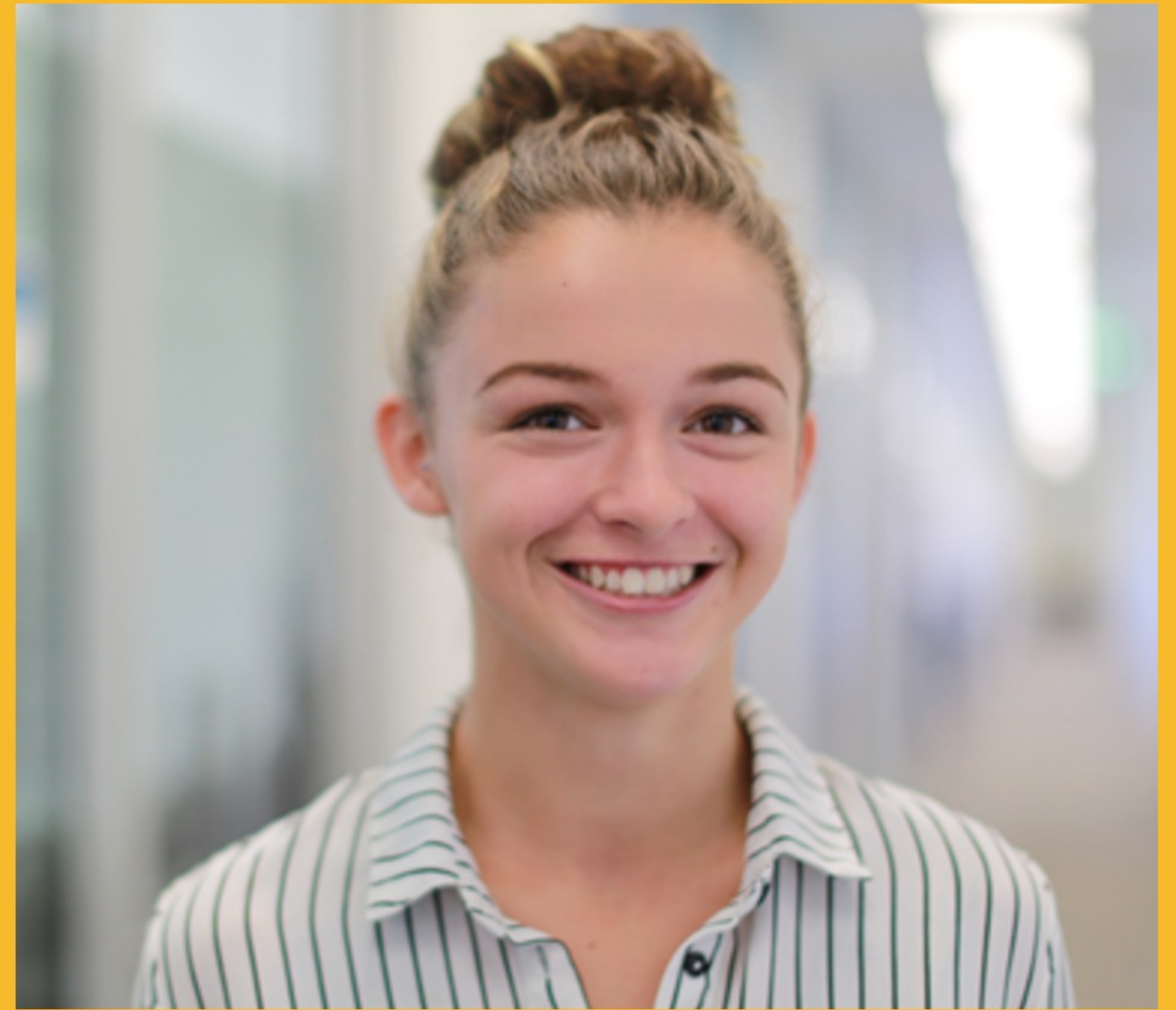
Public Sector School-Based Trainee | Ballajura Community College

For Poppy, who was keen to expand her learning experiences beyond the classroom, the opportunity to undertake a Public Sector traineeship was an exciting one. Over Years 11 and 12 she divided her time between the Public Sector Commission and her school, where she completed a Certificate IIs in Government, Business and Visual Media as well as Careers, English and Mathematics subjects, enabling her to graduate with her WACE.

During her time with the Public Sector Poppy cycled through a number of different work teams, including human resources, events and administration. She credits her traineeship and colleagues with helping her develop strong communication and teamwork skills, a working knowledge of public sector legislation and processes and the ability to utilise a variety of Public Sector software packages.

Working in different teams also provided an opportunity to better understand how to engage with colleagues with diverse backgrounds, skills and varied ages, and to develop a sense of accountability for her choices and actions. Poppy found her Certificate II in Business an ideal second qualification, helping her to develop skills and knowledge that complemented her government training and assisted her during her traineeship.

Poppy's aptitude, commitment and willingness to learn has resulted not only in her being selected as a finalist for a SCSA VET Award, but her on-going employment with the Public Sector Commission, where she is now a full time trainee undertaking a Certificate III in Government.



From being uncertain of the path she would pursue after school, Poppy is now looking forward to progressing her career in Government, and says her traineeship experience has reinforced her desire to continue to further her education. She now features on Public Sector Traineeship promotional material and has been invited to speak to younger students at her school about the benefits of traineeships. Poppy has become an enthusiastic advocate for school-based traineeships.

On completion of her traineeship, she hopes to commence a Commerce degree part-time around her work commitments and has developed an interest in law. For Poppy, her traineeship offered an engaging, practical complement to classroom learning that has directly helped her better understand her career aspirations and how to achieve them.

**Poppy was the VET Exhibition winner in the Business, Financial Services and Information Technology category for 2017.**



# Shakira Gonzalez-Tammen

Virgin Australia Aboriginal School-Based Trainee | Sevenoaks Senior College

For Shakira, a young woman of Torres Strait Islander and Chilean descent, the primary benefit of a traineeship was the chance to build verbal communication skills, something she lacked confidence in. Speaking to her about her experiences, it is clear she has achieved this goal and far more.

Completing her Certificate II in Business via an Aboriginal School Based Traineeship with Virgin Australia, Shakira spent 18 months working in the organisation's Operations Centre. She found the role challenging and fast-paced, being tasked with a range of flight scheduling responsibilities which required her to learn how to use scheduling software. The experience helped her realise an interest in working with data and spreadsheeting specifically.

Prior to commencing her traineeship, Shakira was unsure whether it was something she could achieve. Despite this she pursued the opportunity, and credits her time with Virgin Australia as helping her develop a genuine sense of self-belief, along with strong communication, analytical, digital and organisation skills.

With the support of the Follow the Dream Program, run at her school, Shakira successfully completed not only her traineeship, but all her WACE requirements, becoming the first in her family to graduate high school. Having secured a place in a Curtin University Enabling Program she aims to complete tertiary studies in social work.

Shakira is adamant that young Indigenous students have a great deal to offer as both trainees and work placement students.



In particular, she believes employers can benefit from the strong sense of community and enjoyment of, and ability to work effectively in, a team environment common amongst her peers.

To other Indigenous youth, she promotes the value of traineeships and work place learning, as a way to build skills, learn about the world of work and achieve their educational and career aspirations. She is most proud of the fact her younger siblings now look up to her and that her older brother is looking to pursue tertiary studies as well. In addition to her tertiary pathway, Shakira has had offers of both employment and further traineeships already. With multiple pathways to choose from she serves as an inspirational role model to those around her.

**Shakira was a VET Certificate of Excellence recipient for 2017.**



# Zoe Harris

Public Sector School-Based Trainee | Shenton Park Deaf Education Centre

Zoe Harris completed Year 12 with both a Certificate II in Business and a Certificate II in Government. Completing the former at school, allowed her to develop an understanding of general business practices. However, a Public Sector traineeship allowed her to put her newfound skills and knowledge into practice.

Zoe took up the offer of a school-based traineeship with the Public Sector Commission and was hosted over to the Department of Communities - Child Protection and Family Support. For two days a week Zoe took on a support role, helping the team with their every day administration and record-keeping tasks, as well as with small projects. Her supervisor, Allison, noted the value of having a school-based trainee like Zoe, who helped the team complete a wide range of tasks.

For Zoe, her traineeship provided an opportunity to learn and utilise different file management software and build both her confidence and communication skills. Impressively, Zoe, who is deaf, commenced her traineeship with minimal support from her AUSLAN interpreter. As she progressed she was able to attend work unassisted. With supportive colleagues she was able to identify and employ a range of strategies that enabled her to communicate effectively in her workplace.

Zoe highlighted the difficulty and barriers young people with disabilities often face in accessing opportunities, like traineeships. Having found her experience so positive, she highly recommends students with disabilities explore traineeships while at school. She also encourages employers to provide opportunities



for students with disabilities to explore the world of work.

Her traineeship was supported by her school, where she was given the opportunity to spend time each week as an administrative assistant to the VET Coordinator. Zoe was also able to take advantage of the school's Career Access Program which supports students undertaking traineeships to complete their other WACE requirements.

Zoe's positive attitude and commitment to her studies and traineeship resulted not only in her selection as a finalist in this year's SCSA VET Awards, but with the offer of a part-time position with the Child Protection and Family Support, which she has taken up. She hopes to continue her education, with the goal of becoming a child psychologist.

**Zoe was the recipient of a Special VET Certificate of Excellence in 2017.**





# School Profiles

***With the inclusion of a vocational pathway in the WACE, a number of different strategies are now employed by West Australian secondary schools to provide students with access to vocational training opportunities. The schools profiled in this publication have been chosen examples of strategies employed to create meaningful, industry current and relevant learning environments and experiences in the area of business training. Regardless of the model a school employs, the willingness of industry to provide advice and guidance on skills and knowledge in demand, the nature of occupations and career pathways and work placement or traineeship opportunities remains crucial.***

## Auspice delivery

The vast majority of schools deliver qualifications internally, through auspicing arrangements with registered training organisations. Auspice delivery sees classroom teachers delivering training in the classroom, after completing a Certificate IV in Training and Assessment and typically the qualification they are delivering. They are then required to maintain their vocational and industry currency, this being achieved via time in relevant workplaces, attendance at professional development events such as those the Training Council runs or presents at, industry association memberships and engagement with local industry.

## RTO schools

A small number of West Australian high schools are RTO-schools, that is, schools that are also registered training organisations in their own right. These schools deliver internally, but also manage their scope of qualifications and compliance with the VET Standards. In most cases, these schools will also have auspiced arrangements for some of their qualifications.

## School based businesses and simulated offices

Simulated work environments and work placements are crucial for the meaningful development of business skills and knowledge. There are some schools in Western Australia who have taken advantage of resources and teacher expertise available to them to establish virtual enterprises, or simulated offices where students undertake school administration activities. In some cases however, schools have established functional businesses with external clients for their students to complete their training in.



# Dianella Secondary College

Auspiced entrepreneurship-focussed business training

Dianella Secondary College is an independent public school in the northern suburbs of Perth which draws students from a diverse range of backgrounds. Part of the New North Education Initiative, the school offers a range of Certificate II and III qualifications for vocational pathway and ATAR students.

The school currently works in partnership with Just Start IT, who run an entrepreneurship program specifically for secondary students. For Certificate II in Business students, the program provides a unique step-by-step journey through the start-up business process. The program also brings local industry into the classroom. Acting as mentors, industry experts guide students through the identification of a problem, development of a potential solution, solution validation and finally the planning and pitching of their application based business solution to an industry panel.

The Just Start IT program encourages the development of team work and communication skills through a group model where students take on specialist roles as hackers (IT/application development), hawkers (sales, finance and business) or hipsters (marketing and design). With the guidance of their industry mentor, the Dianella Secondary College teams followed a identified a range of problems, undertook basic market research activities to determine the validity of their solutions, designed a minimal viable product and a business model, including costings, pricing structures and



*Industry mentor Chong-Yee Ong, business teacher Leanne Philippe with their Year 11 in-school pitch-off winners for 2017.*

profitability modelling and designed a go to market strategy before pitching their start-up to a panel of local judges.

Students felt that the course provided them with a better understanding of how businesses work and the unique nature of start-ups. For Year 11 students, the first year of their two year program allowed them to develop their public speaking and presentation skills as well as their teamwork and problem solving ability.

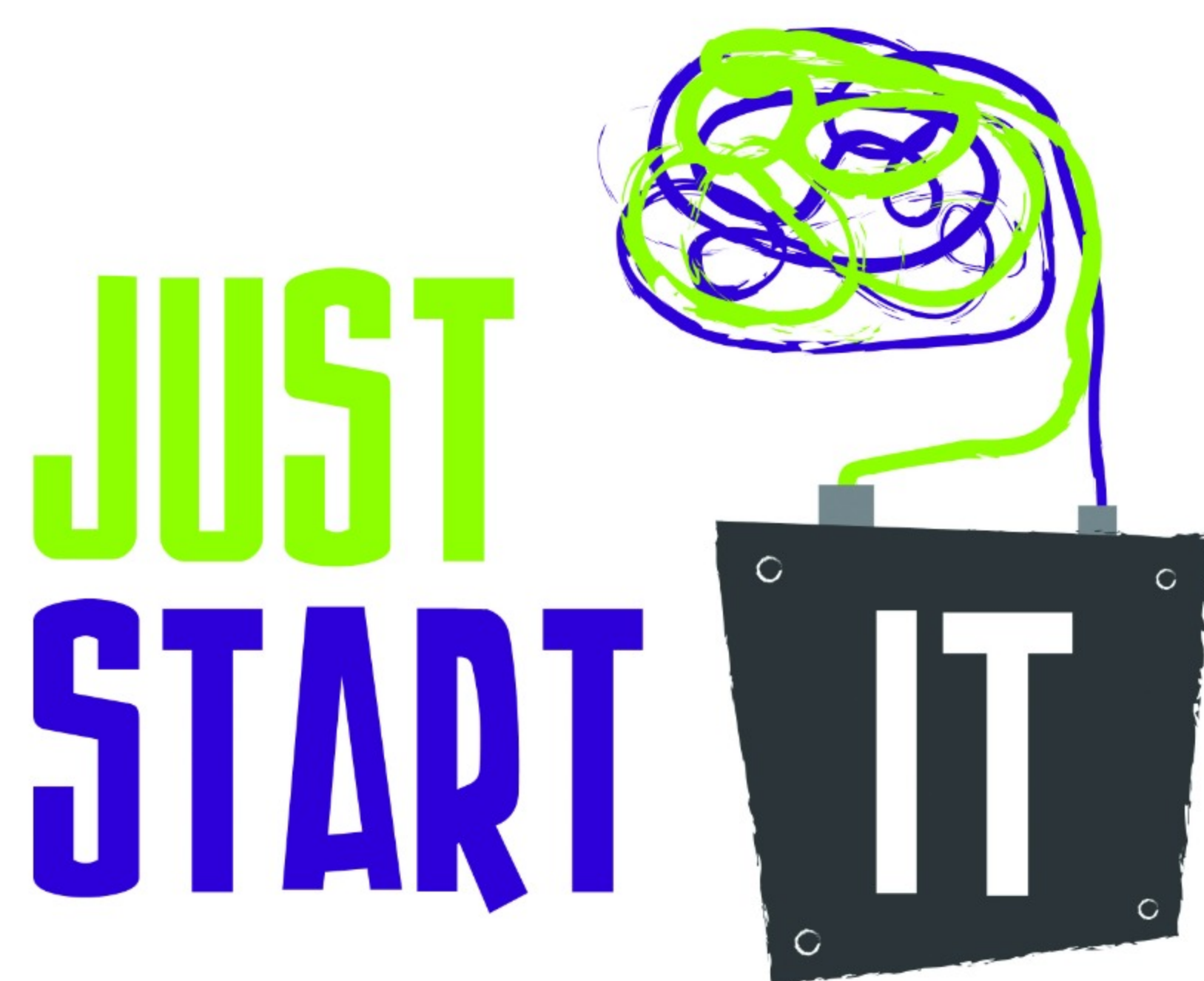
The value of being able to run ideas by an industry professional was not lost on students and teachers likewise found the direct industry engagement a source of confidence and information to help develop their own industry knowledge.



In addition to their general business knowledge and skill, students spoke highly of their experiences, in helping them build and apply foundation knowledge of business finances and start-up specific processes and activities, with many particularly enjoying the branding and going to market component of their course.

The class mentor for Dianella Secondary College, Chong-Yee Ong also highlighted the value of the corporate digital literacy skills the students developed over their training. This is achieved via use of an online learning platform and a growing range of collaborative digital tools and applications. STEM is central to the program and the development of application-based solutions, digital presentations and an online presence allow students to build confidence in this area. He is involved in the program because he believes it is important to engage entrepreneurial mindset of young people.

Dianella Secondary College intends to continue running their business vocational program with Just Start IT in 2018. The school has a keen interest in collaborating with local businesses in during the year, and is seeking interest from organisations seeking digital solutions that address identified problems. The Just Start IT program is aligned to Certificate II and III in Business qualifications and is also run by some schools as a GATE program or an Endorsed Program without qualifications attached.





# Ballajura Community College

An RTO School

Ballajura Community College is an Independent Public School in Perth's northern suburbs. The school works closely with the local community and offers a wide range of pathways for its secondary students. The school is focussed on quality delivery of a range of Certificate II qualifications and actively promotes traineeship and apprenticeship programs and opportunities to its students, in business, the public sector and a range of other industries.

As an RTO school the school's Head of Careers and Vocational Education and Training is also their RTO Coordinator. This role encompasses management of the school's qualification scope, a small administrative team and the school's vocational teachers. The school has a strong focus on the delivery of quality Certificate II qualifications, in line with WA's VET in Schools register, which stipulates appropriate qualifications for secondary students.



*A Ballajura student during their reception and administration work placement at Professionals Real Estate*



*A Ballajura student during their medical reception work placement at Mirrabooka Medical Centre*

Ballajura Community College had almost 300 students enrolled in vocational course in 2017, with the largest number undertaking a Certificate II in Business. Of note is the manner in which the school delivers this qualification. Utilising the School Curriculum and Standards Authority work placement program, the school delivers the Certificate II in Business under the VET Industry Specific curriculum.

The VET Industry Specific curriculum sees students complete their vocational qualification in conjunction with structured work placement in a role directly relevant to their area of study. For Certificate II students a minimum of 110 hours in the work placement is required.





*A Ballajura student during their administration work placement at the Australian-International Institute of Workplace Training*

At Ballajura Secondary College this typically involves students spending a day each week applying their skills and knowledge in a local work place.

Business administration and customer service roles are critical to business operations across all industries in Western Australia and the school has been successful in providing students with placements in specialist administration and customer service roles as well as in generalist administration and reception roles. Students have recently applied their skills in local government, the public sector, education and training, medical administration and real estate.

The school also runs two industry specific Certificate II programs, in Kitchen Operations and Construction Pathways which incorporate both the structured work placement program and a Certificate II in Business. With a large proportion of apprentices seeking to establish their own business, this approach provides foundation business skills that have been noted as a skill gap among apprentices and young tradespeople. This strategy highlights the use of industry advice to guide vocational pathways in the school.

To ensure the currency of teacher's industry knowledge and skill, the school coordinates block releases into local work places and engages with available professional development conferences and forums.

Ballajura Community College continues to seek and work with host employers to provide work placements and traineeships for their students. These placements allow students to apply the knowledge and skills they have gained in the classroom in a work environment, while allowing them to gain an understanding of the different industries and career pathways available to them.



RTO Code 51258



# Halls Head College

*A regional, school-based printing business*

Halls Head College is an independent public secondary college located just south of Mandurah in the Peel region of Western Australia with a student population of approximately 1300.

The school provides a range of educational pathways for its senior secondary students, including a number of vocational qualifications. Taking advantage of the qualifications and industry experience of their teachers, the school was able to successfully source and raise funds to establish an onsite printing business to allow their Certificate II in Business students to develop their knowledge and skills in a fully functioning business.



*Halls Head College business students weeding one of their vinyl decals*

Under the guidance of the Training Pathways Coordinator, Sean Wrigley, the Hall Head College's business teaching team has created their business from scratch. The office area includes furniture built and laid out by students, who reviewed the safety of their layout as part of their Work Health and Safety unit.

Business qualifications at Halls Head are delivered by teachers holding the Certificate IV in Training and Assessment and Certificate II in Business, with industry expertise provided by Alex Paolino, who worked in graphic design prior to retraining as a teacher. The school auspices with South Metropolitan TAFE, with one of their Advanced Skills Lecturers / Workplace Assessors, Cassie de Burgh working closely with the teaching team to ensure learning and assessment tools and strategies take advantage of the duties students undertake in the business.



*State of the art printing, vinyl cutting and thermal pressing equipment in Halls Head College's printing business*



Within the business students provide poster printing, vinyl decals and t-shirt printing using a 36" large format digital printer, vinyl cutter and thermal press. Students source images and manipulate them digitally, before printing their products. They also weed their decals and have gone on to sell these at local markets. In addition to producing products the students also create quotes using a template and cost sheet, as well as invoice clients, while working to ensure they are providing their products and services profitably. The students also designed marketing collateral for the business.

This school-based business model has provided students with the opportunity to explore business in the context of a specific industry and to develop skills that are relevant not only to business and business administration occupations, but to marketing and graphic design professions. Exposure to the business financials has also allowed students to develop an awareness of basic business finance, including mark-up and profit.

In 2017 over 100 students undertook their business studies using the printing business. Since its establishment, the school has seen the work readiness of students improve significantly, with extremely positive feedback from local industry and employers. The school looks forward to continuing to work with South Metropolitan TAFE to maximise the learning opportunities the business provides for its students.



*Halls Head College business students creating custom printed t-shirts using the school's thermal press*



Government of **Western Australia**  
South Metropolitan **TAFE**

RTO Code 52787

Certificate II in Business (BSB20115)  
Certificate IV in Training and Assessment (TAE40116)





# The Financial, Administrative & Professional Services Training Council

Supporting best practice

## Our coverage and remit

Western Australia's training council network provides strategic workforce development and vocational training advice to the State government. The Financial, Administrative and Professional Services Training Council covers a number of industries, including Financial and Insurance Services, Administration and Support Services, Professional, Scientific and Technical Services (partial), Rental Hiring and Real Estate Services (partial), Public Administration and Safety (partial) and Other Services (partial). Locally and nationally we represent WA industry and employers on a range of advisory boards and working groups and our CEO is the current Chair of the Financial Services Industry Reference Group nationally.

The Training Council's role is not limited to VET delivered in schools and entry level occupations. We undertake research, consult and provide advice regarding occupations, training, traineeships, licensing, regulatory requirements, etc. throughout our industries, and for the entirety of the Business Services (BSB), Financial Services (FNS) and Property Services (CPP) training packages.

## Supporting VET delivered in schools

Our role includes providing support to the secondary school sector, where delivery of the business qualifications under our remit continues to grow. In this capacity the training council has undertaken routine work and a range of projects in recent years, including the:

- Perth Industry Engagement Forum
- Regional (South West) Industry Engagement Forum
- Establishment of school-based traineeships
- Provision of industry advice for the VET in Schools Register
- Drafting of a Guidance Note to assist with compliance against industry currency in the VET Standards
- Shortlisting and judging of nominees for the SCSA VET Awards
- Shortlisting and judging in the WA Training Awards

The Training Council is currently working in conjunction with the WA VET Regulator, TAC, and the Department of Training and Workforce Development on an online toolkit to support teachers delivering business qualifications in schools. We also develop infographics, presents sessions at teacher professional development events, provide advice to RTOs and promote school-based traineeships and the WACE VET Industry Specific Business and Finance course and syllabus.



**The support of local industry and employers remains vital for quality VET delivery in schools.**

**Industry insights are also crucial for ensuring the skills and knowledge students are developing in their business training is current, relevant and valuable to future employers.**

**We would love to hear from industry groups, membership organisations, employers, and individuals involved in employment, or who work in business professions, around:**

- **Technical and soft skill requirements**
- **Skill and knowledge gaps**
- **Employment trends and issues**
- **Recruitment and workforce issues**
- **Emerging occupations**
- **Trends impacting business and professions**

**If you are interested in supporting the skilling of students and their exploration of career opportunities in business, or in our other industry areas (Financial and Property Services) or have any questions or comments about this publication please contact us:**

**[info@fapstc.org.au](mailto:info@fapstc.org.au)  
(08) 9328 6372**



*Morley Senior High School students  
Piper Sweet and Jake Bone providing food and  
service to the Training Council Board of Governance  
(pictured with CEO Allan Jones)*