



VCE VET Program Guide 2018

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Purpose of the VCE VET Program Guide

The purpose of this publication is to provide general advice applicable to the Victorian Curriculum and Assessment Authority's (VCAA) suite of VCE VET programs.

This VCE VET Program Guide is to be read in conjunction with the program extracts for each of the VCE VET programs, which can be downloaded from their respective program pages on the VCAA website: www.vcaa.vic.edu.au/Pages/vet/programs/index.aspx

VCE VET Program summary for 2018

VCE VET programs are vocational training programs approved by the VCAA and lead to nationally recognised qualifications. These programs have been designed in consultation with industry, Registered Training Organisations and representatives from the Government, Independent and Catholic school sectors.

The following table provides a summary of the approved VCE VET programs available for enrolment in 2018.

Some of these VCE VET programs offer a study score as indicated below:

VCE VET Program	Certificate code and title	Study score available
Agriculture, Horticulture, Conservation and Land Management	AHC20116 Certificate II in Agriculture	✗
	AHC20416 Certificate II in Horticulture	✗
	AHC21016 Certificate II in Conservation and Land Management	✗
Animal Studies	ACM20117 Certificate II in Animal Studies	✗
Applied Fashion Design and Technology	MST20616 Certificate II in Applied Fashion Design and Technology	✗
Applied Language	22149VIC Certificate II in Applied Language	✗
	22150VIC Certificate III in Applied Language	✗
Automotive	AUR20716 Certificate II in Automotive Vocational Preparation	✗
Building and Construction	22216VIC Certificate II in Building and Construction (Pre-apprenticeship) (partial completion) <i>Continuing students only</i>	✗
	22338VIC Certificate II in Building and Construction Pre-apprenticeship (partial completion)	✗
Business	BSB20115 Certificate II in Business	✗
	BSB30115 Certificate III in Business	✓
Cisco	Cisco CCNA v6	✗
Community	CHC24015 Certificate II in Active Volunteering	✗

VCE VET Program	Certificate code and title	Study score available
Services	CHC32015 Certificate III in Community Services <i>incorporating CHC22015 Certificate II in Community Services</i>	✓
	CHC30113 Certificate III in Early Childhood Education and Care (partial completion)	✗
Creative and Digital Media	CUA20215 Certificate II in Creative Industries	✗
	CUA31015 Certificate III in Screen and Media	✓
Dance	CUA20113 Certificate II in Dance <i>with selected units of competency from the CUA30113 Certificate III in Dance</i>	✓
Electrical Industry	22261VIC Certificate II in Electrotechnology Studies (pre-vocational)	✗
	UEE22011 Certificate II in Electrotechnology (Career Start)	✗
Engineering	22209VIC Certificate II in Engineering Studies	✓
Equine Industry	22246VIC Certificate II in Equine Studies	✓
Furnishing	MSF20516 Certificate II in Furniture Making Pathways	✓
Hair and Beauty	SHB20116 Certificate II in Retail Cosmetics	✗
	SHB20216 Certificate II in Salon Assistant	✗
	SHB30115 Certificate III in Beauty Services	✗
	SHB30215 Certificate III in Make-Up	✗
Health	HLT23215 Certificate II in Health Support Services	✗
	HLT33015 Certificate III in Allied Health Assistance <i>incorporating HLT33115 Certificate III in Health Services Assistance</i>	✓
Hospitality	SIT20316 Certificate II in Hospitality	✓
	SIT20416 Certificate II in Kitchen Operations	✓
Information and Communications Technology	ICT20115 Certificate II in Information, Digital Media and Technology	✗
	ICT30115 Certificate III in Information, Digital Media and Technology (partial completion)	✓
Integrated Technologies	22289VIC Certificate II in Integrated Technologies	✓
Laboratory Skills	MSL30116 Certificate III in Laboratory Skills	✓
Music Industry	CUA20615 Certificate II in Music Industry	✗
	CUA30915 Certificate III in Music Industry (Performance)	✓
	CUA30915 Certificate III in Music Industry (Sound Production)	✓
Small Business	22247VIC Certificate II in Small Business (Operations/Innovation)	✗
Sport and Recreation	SIS20213 Certificate II in Outdoor Recreation	✗
	SIS20115 Certificate II in Sport and Recreation	✗
	SIS30115 Certificate III in Sport and Recreation	✓

Introduction

VCE VET programs are vocational training programs approved by VCAA.

VCE VET programs lead to nationally recognised qualifications, thereby offering students the opportunity to gain both the Victorian Certificate of Education (VCE) and a nationally recognised Vocational Education and Training (VET) certificate.

VCE VET programs:

- are fully recognised within the Units 1 to 4 structure of the VCE and contribute towards satisfactory completion of the VCE. VCE VET units have the same status as other VCE units
- contribute to the satisfactory completion of the Victorian Certificate of Applied Learning (VCAL).
- function within the National Skills Framework.

VET delivered to secondary students

VET enables students to acquire workplace skills through nationally recognised training described within an industry-developed training package or an accredited course. A VET qualification is issued by an RTO. The achievement of a VET qualification signifies that a student has demonstrated competency against the skills and knowledge required to perform effectively in the workplace.

VET delivered to secondary students is the same as all other VET.

Australia's VET sector

Vocational education and training (VET) enables students to gain qualifications for all types of employment, and specific skills to help them in the workplace.

The providers of VET include technical and further education (TAFE) institutes, adult and community education, as well as private providers, community organisations, industry skill centres, trade training centres and enterprise training providers. In addition, some universities and schools provide VET.

Vocational education and training is provided through a network of eight state and territory governments and the Australian Government, along with industry, public and private training providers. These organisations work together to provide nationally consistent training across Australia.

Additional sources of VCAA information

VCAA Bulletin: www.vcaa.vic.edu.au/Pages/correspondence/index.aspx

The *VCAA Bulletin* is the VCAA's official publication for VCE and VCAL studies and VCE VET programs. The *VCAA Bulletin* includes information on VCE VET program updates. It is the responsibility of each VCE VET trainer and assessor to refer to each issue of the *VCAA Bulletin*.

Victorian Assessment Software System (VASS): www.vass.vic.edu.au

VASS provides a number of reports which are valuable resources when designing and verifying the credit available for VCE VET programs. The Unit of Competency (UoC) Structure Report provides information on the structure of the qualification and how credit will accumulate for VCE and VCAL purposes.

VCE VET Assessment Guide

www.vcaa.vic.edu.au/Documents/vet/scoredassess/vcevet-genericassessmentguide.pdf

The VCE VET Assessment Guide is for all scored VCE VET programs and contains background information relating to VCE VET study scores. It contains an overview of scored assessment, the process of integrating study scores with competency based assessment and detailed advice regarding the development and assessment of coursework tasks. This VCE VET Assessment Guide also contains generic templates, scoring criteria and other coursework assessment records.

Program specific assessment advice: www.vcaa.vic.edu.au/Pages/vet/programs/index.aspx

Program specific assessment advice for revised scored VCE VET programs is published annually on the program-specific pages of the VCAA website

VCE and VCAL Administrative Handbook www.vcaa.vic.edu.au/Pages/schooladmin/index.aspx

The VCE and VCAL Administrative Handbook includes information on all aspects of the administration of the VCE, VET and VCAL, and sets out the rules, regulations and procedures governing the delivery of the VCE, VET and VCAL. The integration of VET into the VCE and VCAL is also fully explained.

Important Administrative Dates and Assessment Schedule

www.vcaa.vic.edu.au/Pages/schooladmin/admindates/index.aspx

Important administrative dates concerning the VCE and the VCAL are published annually in Term 4 for the following calendar year.

National Skills Framework

The National Skills Framework sets out the national training system's requirements for quality and national consistency in terms of qualifications and the delivery of training. Two key elements of this framework are the VET sector's regulation of quality and maintaining consistency of training through training packages.

Victorian registered training organisations (RTOs) may work under one of two VET regulators: the national regulator – the Australian Skills Quality Authority (ASQA) – or the Victorian regulator – the Victorian Registration and Qualifications Authority (VRQA). Both authorities use different, though similar, quality standards.

RTOs working with ASQA use the Standards for Registered Training Organisations (RTOs) 2015; RTOs working with the VRQA use the Australian Quality Training Framework (AQTF).

Further information on these quality standards can be found at:

- [www.asqa.gov.au/about/australias-vet-sector/standards-for-registered-training-organisations-\(rtos\)-2015.html](http://www.asqa.gov.au/about/australias-vet-sector/standards-for-registered-training-organisations-(rtos)-2015.html)
- www.vrqa.vic.gov.au/registration/Pages/vetqualitydef.aspx

Standards for Registered Training Organisations (RTOs) Amendment 2017 can be accessed here:

- www.legislation.gov.au/Details/F2017C00663

Users' Guide to the Standards for RTOs 2015 can be accessed here:

- www.asqa.gov.au/standards

Only RTOs can issue nationally recognised qualifications.

Training package qualifications

Industry Reference Committees (IRCs) drive the process of training package development and are made up of people with experience, skills and knowledge of their particular industry sector. IRCs are responsible for ensuring that training packages meet the needs of employers and the Australian Industry and Skills Committee (AISC). IRCs are supported by independent and professional Service Skills Organisations (SSOs) to develop and review training packages, and to inform training package development priorities.

All Training Packages are endorsed by the Australian Industry and Skills Committee (AISC). The AISC's role is to provide advice to Council of Australian Governments Industry and Skills Council (CISC) to ensure that the directions taken by State and Federal Government Ministers are informed by an industry-based perspective focused on the quality and relevance of training in VET. AISC oversees the review and development of training packages, with the objective of ensuring Australian workers are provided with industry-relevant skills that meet the future needs of employers.

Training packages consist of a set of competency standards, assessment guidelines and national qualifications that apply across an industry.

Continuous Improvement

During the life of a training package, there may be occasions when changes are made to reflect feedback from users or to include the latest industry practices. This process is called continuous improvement. When continuous improvement impacts on a VCE VET program, advice will be published in the February edition of the VCAA Bulletin. Updates will be made in the Program Summary which is published on the website for each respective VCE VET program:

www.vcaa.vic.edu.au/Pages/vet/programs/index.aspx

Accredited courses

Accredited courses address skill requirements for industry, enterprises and the community where these are not covered in nationally endorsed training packages. They also have the capacity to address changes in skill needs, and the needs of emerging and converging industries and industry sectors, in a responsive manner. A collaborative approach between national bodies concerned with the development and endorsement of national training packages and course accrediting bodies provides an effective and timely response to the changing needs of industry.

The Standards for VET Accredited Courses 2012 apply to courses accredited by the Australian Skills Quality Authority (ASQA) from commencement of its operations on 1 July 2011. The purpose of standards is to formally identify the standards that apply to course design.

The Standards also apply to courses that were accredited by state and territory bodies prior to the referral of their VET regulation powers to the Commonwealth, and the states' transition to the national arrangements.

In Victoria, the Department of Education and Training (DET) develops VET accredited courses in response to Victorian industry, enterprise and/or community needs where no relevant training package or endorsed units of competency currently exist.

Courses cannot be accredited if their outcomes can be achieved through existing training package qualifications.

The VRQA accredits VET qualifications from Certificate I to Graduate Diploma. Short courses that do not have the depth, breadth and complexity required of a qualification as stated in the Australian Qualifications Framework Second Edition January 2013 are also accredited. Such a course is referred to as a 'Course in [topic]'.

Accreditation means the course is nationally recognised and that an RTO can issue a nationally recognised qualification following its completion or a statement of attainment following its partial completion. Once a course has been accredited in Victoria, it is listed on the Victorian Department of Education and Training website and www.training.gov.au (TGA) by the course accrediting body. Accredited courses:

- are based on an established industry, enterprise, education, legislative or community need
- are based on nationally endorsed units of competency, where these are available, and where these are not available the course is based on units of competency developed as part of the course
- lead to a qualification and have course outcomes that are consistent with the AQF qualification descriptor identified for the course.

Units of competency are developed in consultation with, and are validated by, appropriate industry, enterprise, community and/or professional groups and documented in accordance with nationally agreed specifications, consistent with the requirements of the Standards for Accredited Courses.

Certificate completion requirements

The structure of VCE VET programs aims to provide certificate completion where appropriate. Specific advice on the requirements for certificate completion is provided in individual program extracts. Schools need to work with their RTO(s) in the development of programs to ensure certificate completion meets the qualification packaging rules as set out in the relevant Training Package.

Program structures

VCE VET programs are structured to provide appropriate levels of training and approved amounts of credit into the VCE and VCAL.

VCE VET program structures may require additional units of competency to provide credit which is above or different to the requirements of the qualification(s) as set out in the Training Package.

It is the responsibility of the RTO to ensure enrolment in additional units of competency is made explicit to students in accordance with the Standards for RTOs 2015.

Volume of Learning

The volume of learning is defined in the Australian Qualifications Framework (AQF) as follows:

The volume of learning is a dimension of the complexity of a qualification. It is used with the level criteria and qualification type descriptor to determine the depth and breadth of the learning outcomes of a qualification. The volume of learning identifies the notional duration of all activities required for the achievement of the learning outcomes specified for a particular AQF qualification type. It is expressed in equivalent full-time years.

The AQF volume of learning allocated to a qualification should include all teaching, learning and assessment activities that are required to be undertaken by the typical student to achieve the learning outcomes. These activities may include some or all of the following: guided learning (such as classes, lectures, tutorials, online study or self-paced study guides), individual study, research, learning activities in the workplace and assessment activities.

Those developing and/or accrediting qualifications should be able to provide a pedagogical rationale to justify a decision about the volume of learning.

The Amount of Training

The RTO must ensure that the training and assessment strategy for a qualification reflects the complexity required of that qualification.

The complexity for a qualification is defined by:

- the breadth and depth of the knowledge
- skills required
- application of knowledge and skills, and
- the AQF volume of learning.

Recommended Program Duration

The approved VCE VET programs have been developed to ensure sufficient time for students to develop the required skills and knowledge. It is important for schools and partner RTOs to understand that a VET Certificate undertaken as part of a student's senior secondary program is considered part time delivery and the amount of training, including the volume of learning, should reflect the fact that students are undertaking other subjects and/or study.

Recognition within senior secondary certificates

VCE VET programs provide credit towards the VCE, typically at Units 1 to 4 level; however, some programs provide credit at Units 1 and 2 or Units 3 and 4 level only. VCE VET programs also provide credit towards the VCAL.

Detailed information about specific programs is provided in each VCE VET program booklet, including information on:

- the VCE and VCAL credit
- whether a study score at VCE Units 3 and 4 level can be achieved
- program duration
- program sequence/delivery schedule
- duplication
- structured workplace learning recommendations
- sample programs
- articulation/pathways
- information about enrolment restrictions
- program structure.

Program booklets are available from the applicable VCE VET program page on the VCAA website:

www.vcaa.vic.edu.au/Pages/vet/programs/index.aspx

Structured workplace learning

The VCAA has determined that structured workplace learning (SWL) is an appropriate and valuable component of all VCE VET programs. SWL involves on-the-job training in which students are required to experience a designated set of skills and competencies related to VCE VET programs.

Where SWL opportunities are limited, schools are advised to organise industry visits. A range of industry settings may provide useful and appropriate contexts for industry familiarisation.

Schools and RTOs are also strongly encouraged to contact the Workplace Learning Coordinators in their Local Learning and Employment Network (LLEN) area.

Workplace Learning Coordinators work with the LLENs, secondary schools, RTOs, Technical and Further Education (TAFE) institutes, Adult and Community Education providers and local employers to coordinate work placements for school-based apprenticeships and traineeships, SWL and work experience.

More information can be obtained from the Workplace Learning Coordinators in each LLEN area: <http://www.education.vic.gov.au/about/programs/pathways/Pages/locatellens.aspx>

SWL complements the training undertaken at the school/RTO. It provides the context for:

- enhancement of skills development
- practical application of industry knowledge
- assessment of units of competency, as determined by the RTO
- increased employment opportunities.

The VCAA strongly recommends that students undertake a minimum of 80 hours SWL for VCE VET Programs. SWL should be spread across the duration of the training program. SWL recommendations for all VCE VET programs is published on the website: <http://www.vcaa.vic.edu.au/Pages/vet/swl.aspx>

The school/RTO should keep evidence of the student's SWL, which may take place over weekends and during school holidays as well as during the school week.

The Structured Workplace Learning Manual is available on the Victorian Department of Education and Training (DET) website: www.education.vic.gov.au/school/teachers/teachingresources/careers/work/Pages/structuredlearning.aspx

It outlines the roles and responsibilities of students, parents, employers and principals; procedures and guidelines for placing students in the workplace; and the relevant policy and legislation. The manual also has a link to the Ministerial Order 55 and the SWL Arrangement form.

The DET website also has a link to the Workplace Learning Toolbox, which consists of 14 short video clips with accompanying teacher notes, lesson plans and student activities: www.education.vic.gov.au/school/teachers/teachingresources/careers/work/pages/teachers.aspx

The toolbox also includes information brochures on workplace learning for students, educators, employers and parents/guardians.

Work Health and Safety

Schools/RTOs must ensure that Work Health and Safety (WHS) is covered in the training program. The principal must be satisfied that the student to be employed under an SWL arrangement is undertaking training in the appropriate WHS unit of competency before commencing SWL.

Students must be informed of work-related hazards. They must understand the need for, and the nature of, workplace risk controls such as safe working procedures and the use of personal protective clothing and equipment.

Schools must also be satisfied, through their review of the acknowledgement provided by employers on the SWL Arrangement form, that the workplace in question and the activities proposed will not expose a student to risk during their structured work placement.

The SWL Arrangement form is located on the DET SWL webpage

www.education.vic.gov.au/school/teachers/teachingresources/careers/work/Pages/structuredlearning.aspx

Employers must view their duty of care towards students as no different to the duty of care owed to employees. They must understand that students cannot be expected to possess the judgment or maturity to undertake any task that presents potential risk. This means that no student may be exposed at any time to dangerous plant machinery, equipment, substances, work environments or work practices.

At the commencement of their placement, students should be introduced to their supervisor and provided with a formal induction into the workplace. This will include first aid, emergency and incident reporting arrangements. The student should undertake an orientation tour of the workplace and be notified of any excluded areas or activities. Students should be instructed to report anything they feel may be unsafe without delay. They should be encouraged to ask for help or further instruction if they are not sure of the correct way to carry out any task.

Close supervision of students undertaking SWL is essential. Supervisors nominated by the employer must understand all requirements for safely managing the student's activities.

Supervisors must understand that a student may not fully grasp information or instruction the first time they are told. They should encourage students to seek assistance to fully understand the requirements to perform their duties.

The Victorian Workcover Authority website provides useful resources:

www.vwa.vic.gov.au/forms-and-publications/training-materials-and-tools

Structured Workplace Learning Recognition

Structured Workplace Learning Recognition (SWLR) for VCE and VCAL students is a systematic and formal approach to workplace learning. SWLR provides the formal framework and processes to enable students to integrate their on-the-job experience and to learn in a workplace, with nationally recognised VET undertaken as part of either the VCE or the VCAL.

Assessment

The assessment process requires the student to gather evidence and reflect on their learning in the workplace that relates to the VET qualification in which they are enrolled. To be eligible for credit the student is required to be enrolled in a normal year-long VET program, usually a minimum of 180 hours. The tool used to collect the evidence is the Workplace Learning Record (WLR).

The purpose of the WLR is to pose questions, allowing for student reflection on the workplace learning experience in the context of their current skills and knowledge. Students should reflect on what they observed and the tasks that they undertook in the workplace that relate to the VET qualification they are studying.

The assessment process requires a staff member to be assigned to the student to review the observations made in the workplace and how these learnings relate to the VET qualification being undertaken.

Assessing SWL is not a process for assessing competence in the Units of Competency (UoCs). The reflection recorded in the WLR by the student provides the evidence for the formal assessment. Assessment can occur at any time and students may provide additional evidence throughout the year. The student is required to complete at least 80 hours of SWL and reflect on a minimum of six UoCs, one of which is the Work Health and Safety unit. All sections of the WLR must be completed to be eligible for a credit.

Credit Guidelines

- Credit is available at VCE Units one and two level, and for all three levels of VCAL as General Credits.
- One unit of credit is available for each year (180 nominal hours) of a VCE VET program with up to a maximum of three credits.
- Students undertaking multiple VCE VET programs or School Based Apprenticeships or Traineeships (SBAT's) are eligible to a maximum of four credits.
- Students are required to be enrolled and resulted in the VCE VET Structured Workplace Learning Program on VASS. The units enrolled in must reflect the VCE VET program or SBAT the student is undertaking.

Further details and to access publications for SWLR please see:

www.vcaa.vic.edu.au/Pages/vet/swl.aspx

Foundation Skills

Foundation skills are the ‘non-technical skills’ that individuals need so they can participate effectively in workplaces, in education and training, and in their communities. These describe those language, literacy, numeracy and employment skills that are essential for performance of the units of competency.

The foundation skills are derived from two national frameworks:

- The Australian Core Skills Framework (ACSF) is used to identify learning, language, literacy and numeracy (LLN) skills.
- The Core Skills for Work Developmental Framework (CSfW) is used to identify employability/employment skills.

The skills included in these two frameworks are summarised in the table below.

ACSF	CSfW	
Skills	Skills clusters	Skills or focus area
<ul style="list-style-type: none"> • Learning • Reading • Writing • Oral Communication • Numeracy 	Navigate the world of work	<ul style="list-style-type: none"> • Managing one’s own career and work life • Understanding one’s own work role, and the associated rights and obligations
	Interact with others	<ul style="list-style-type: none"> • Communicating in the workplace • Connecting and working with others • Recognising, respecting and using diverse perspectives
	Get the work done	<ul style="list-style-type: none"> • Planning and organising workplace tasks • Making decisions • Identifying and solving problems • Being creative and innovate • Working with digital systems/technologies

The foundation skills table in each unit:

- identifies applicable underpinning skills
- describes the application of each skill in the context of the performance criteria.

Only those foundation skills that ARE NOT explicit in the performance criteria appear in the foundation skills mapping table.

The foundation skills are an integrated part of the unit for training and assessment purposes. Therefore, it is important that users look closely at both the foundation skills and the performance criteria, to make sure that all foundation skills are considered during delivery and assessment.

Australian Core Skills Framework

The Australian Core Skills Framework (ACSF) is a tool which assists both specialist and non-specialist English language, literacy and numeracy practitioners describe an individual's performance in the five core skills of learning, reading, writing, oral communication and numeracy.

It provides a consistent national approach to identifying and developing the core skills in three diverse contexts; personal and community; workplace and employment; and education and training. In particular, it offers:

- shared concepts and language for identifying, describing and discussing the core skills
- a systematic approach to benchmarking, monitoring and reporting on core skills performance.

The framework has broad application and can be used to:

- assess and benchmark an individual's core skills performance
- describe core skills relevant to the workplace and employment
- map curricula
- tailor approaches to teaching and learning
- inform decisions regarding funding and referrals.

It is also the key quality measure for the Australian Government's Skills for Education and Employment (SEE) program. The SEE program provides language, literacy and numeracy training to eligible job seekers, to help them to participate more effectively in training or in the labour force.

Key features of the Framework

The Australian Core Skills Framework describes each of the five core skills of learning, reading, writing, oral communication and numeracy across three interactive dimensions:

Five levels of performance ranging from one (low level performance) to five (high level performance)

Four performance variables that may influence a person's performance at any time:

- support
- context
- text complexity
- task complexity

Three Domains of Communication, broad contexts within which the core skill may be used:

- personal and community
- workplace and employment
- education and training

Further details are available at: www.education.gov.au/australian-core-skills-framework

Core Skills for Work

The Core Skills for Work Developmental Framework (CSfW) describes the core non-technical skills that have been identified by Australian employers as important for successful participation in work.

These skills are often referred to as generic or employability skills and in the framework are described in three Skill Clusters:

- Navigating the world of work
- Interacting with others
- Getting the work done.

Within the three Skill Clusters are ten Skill Areas, which are a combination of:

- Knowledge – what someone knows about in a theoretical or abstract sense,
- Understanding – how they link it to their personal experience, and
- Skills – how they put their knowledge and understanding into practice in work settings.

Stages of performance

The framework uses a developmental approach to describe these skills at five different stages from novice through to expert. The definitions of each stage of performance is available at Stages of Performance

- Stage 1: A Novice performer
- Stage 2: An Advanced Beginner
- Stage 3: A Capable performer
- Stage 4: A Proficient performer
- Stage 5: An Expert performer.

Performance features

Performance Features are used to describe what someone knows, understands and can do, in relation to each of the ten Skill Areas. The descriptors are grouped together under Focus Areas and span each of the five Stages of Performance.

A Performance Features table has been developed for each Skill Area. These tables are found in the framework.

The detailed Performance Features describe the kinds of behaviours that an individual might demonstrate when they are operating at a particular Stage of Performance in a particular Skill Area.

As the framework is applicable across a broad range of diverse contexts, the Performance Features are deliberately generic. It provides a generic basis upon which learning products (such as programs, curriculum, learning resources and diagnostic and self-assessment tools) and processes can be based.

Registered Training Organisations

VCE VET programs must be delivered and assessed in accordance with the quality standards set by the VET regulator. The Registered Training Organisation (RTO) must fully comply with the standards. This ensures that students are eligible for nationally recognised qualifications or gain credit towards those qualifications.

Under the quality standards used by Australian Skills Quality Authority (ASQA) and the Victorian Registration and Qualifications Authority (VRQA), RTOs must issue VET qualifications or statements of attainment. To comply with these arrangements, a school offering a VCE VET program must either form a partnership with an RTO, or register as an RTO in its own right.

The assessment must be conducted by or under the auspices of an RTO. Cooperative arrangements may be established between schools and RTOs for the delivery and assessment of components of a training program. A school that is not registered as an RTO but intends to deliver VET must do so under the auspices of an RTO.

Requirements for registration

The VRQA maintains responsibility for the regulation of RTOs that deliver training solely in Victoria.

Victorian RTOs that deliver courses to international students and/or deliver courses in another Australian state or territory have their registration managed by ASQA.

The VRQA's application form for registration and its conditions of registration are available from the VRQA website.

Victorian Registration and Qualifications Authority

www.vrqa.vic.gov.au/registration/Pages/vetdefault.aspx

Contact VET Registration Branch (03) 9032 1564 or gar@edumail.vic.gov.au

Australian Skills Quality Authority www.asqa.gov.au

Contact 1300 701 801

The role of the RTO

Under the quality standards used by ASQA and the VRQA, all quality assurance requirements in relation to training delivery, assessment and certification are the responsibility of RTOs.

Schools must work in partnership with an RTO in the delivery and assessment of all VET Programs. Students will not be eligible for credit into the VCE or VCAL for any VET studies in which an RTO has not issued the accredited unit of competency.

RTOs should refer to the following documents for further information:

- VRQA: Guidelines for VET Providers
 - Guideline 3: Trainer and assessor qualifications
 - Guideline 4: Delivery of training and assessment services
 - Refer to www.vrqa.vic.gov.au/registration/Pages/vetdefault.aspx

OR

- ASQA: Vocational Education and Training (VET) Quality Framework:
 - Standards for Registered Training Organisations (RTOs) 2015
 - Standard 1
 - Clauses 1.1–1.4 Implement a comprehensive training and assessment strategy
 - Clauses 1.8–1.12 Conduct effective assessment
 - Clauses 1.13–1.16 Employ skilled trainers and assessors
- Australian Qualifications Framework
- Refer to www.asqa.gov.au/vet-registration/understand-the-requirements-for-registration/the-vet-quality-framework.html

Guidelines for VET providers

The VRQA is responsible for registering and regulating organisations in Victoria that wish to offer VET qualifications and courses to domestic students in Victoria only, or in Victoria and Western Australia only. The 2016 VRQA Guidelines for VET Providers have been developed to reduce the regulatory gaps between Victoria's and the national RTO standards and applies to all existing Victorian VRQA registered VET providers, including schools that are also RTOs.

The guidelines aim to strengthen the quality requirements of all VET providers and to clearly align the provision of VET with educational outcomes.

Schools will already have procedures that relate to the following general areas covered by the VET provider guidelines:

- governance, probity and compliance with statutory requirements
- quality assurance, review and evaluation processes
- student enrolment records and certification
- student learning outcomes and welfare services
- teaching, learning and assessment.

The guidelines require schools that are also RTOs to have more detailed procedures in place specific to their status as an RTO. By maintaining compliance with the minimum standards, schools are already in a strong position to meet the requirements of the guidelines.

The VRQA Guidelines for VET Providers and frequently asked questions are available on the VRQA website at: www.vrqa.vic.gov.au

Trainer and assessor competencies

To provide training that reflects current industry practice and valid assessment, an RTO's trainers and assessors must maintain the currency of their skills and knowledge in their industry area and in vocational education and training. It is also acceptable for an appropriately qualified trainer and assessor to work with an industry expert to conduct assessment together.

As part of the Standards, an RTO's training and assessment may only be delivered by trainers and assessors who have:

- the vocational competencies at least to the level being delivered and assessed
- current industry skills directly relevant to the training and assessment being provided, and
- current knowledge and skills in vocational training and learning that informs their training and assessment.

Industry experts may also be involved in the assessment judgement, working alongside the trainer and/or assessor to conduct the assessment.

In addition, training and assessment may only be delivered by persons who have:

a) where training and assessment is delivered on or prior to 31 March 2019:

- TAE40110 Certificate IV in Training and Assessment.

OR

- TAE40116 Certificate IV in Training and Assessment or its successor

OR

- A diploma or higher level qualification in adult education.

b) where training and assessment is delivered if delivered on or after 1 April 2019:

- TAE40116 Certificate IV in Training and Assessment or its successor

OR

- TAE40110 Certificate IV in Training and Assessment, and one of the following:

i. TAE LLN411 Address adult language, literacy and numeracy skills or its successor
or

ii. TAE LLN401A Address adult language, literacy and numeracy skills
and one of the following:

iii. TAE ASS502 Design and develop assessment tools or its successor or

iv. TAE ASS502A Design and develop assessment tools or

v. TAE ASS502B Design and develop assessment tools.

OR

- A diploma or higher level qualification in adult education.

Where a person conducts assessments only, the RTO ensures that:

a) on or prior to 31 March 2019, the person has the training and assessment credential specified in Item 1, or Item 2, or Item 3, or Item 4, or Item 5 of Schedule 1; or

b) on or after 1 April 2019, the person has the training and assessment credential specified in Item 2, or Item 3, or Item 5 of Schedule 1.

Standards for Registered Training Organisations (RTOs) 2015 including all schedules is available here: www.legislation.gov.au/Details/F2017C00663

Your RTO must also ensure that all trainers and assessors undertake professional development in the fields of:

- knowledge and practice of vocational training, and
- learning and assessment, including competency-based training and assessment.

While there is no prescription as to how trainers and assessors must maintain their currency in industry skills, it is the responsibility of your RTO to retain evidence that shows:

- the trainers' and assessors' current industry skills and knowledge
- that trainer and assessor knowledge directly relates to the training and/or assessment they are providing.

The industry skills and knowledge held by trainers and assessors must be consistent with:

- information gathered through your industry engagement activities
- any specific requirements expressed in relevant training packages and accredited courses.

Note: *There are some Training Packages, Units of Competency and Accredited Courses that have additional requirements to deliver and assess. Trainers are advised to consult with their RTO to ensure that they meet all requirements.*

It is strongly advised that trainers maintain and update a Trainer Skills Matrix which provides evidence of the qualifications and industry currency and relevant professional development mapped to each unit of competency they deliver and assess. Trainers should discuss the Trainer Skills Matrix with their RTO.

Delivery arrangements

RTOs are responsible for the delivery, assessment and certification of VET qualifications. It is their responsibility to ensure that all units of competency required for a particular VET qualification are achieved to the standard specified by the performance criteria, and is assessed according to the assessment requirements specified in each unit of competency.

RTOs may deliver and assess the training programs in an appropriately simulated environment, provided that the contexts for assessment as described in the training package are complied with. When simulations are used for assessing competency, it is vital that they are set up to reflect real industry activities and conditions. Simulations are a source of performance evidence of how the activity was carried out. The costs of setting up a valid simulation can be considerable.

Some elements of units of competency may be best delivered and assessed in the workplace. This may be facilitated through structured workplace learning (SWL) arrangements or projects.

The following options are available for the delivery of a VET training program where VET is to be provided for students enrolled at school:

Option 1: Schools as RTOs

A school may apply to the VRQA to become an RTO for the provision of VET qualifications.

A summary of registration requirements can be found here:

www.vrqa.vic.gov.au/registration/Pages/requirements.aspx

Schools that register to deliver training become responsible for all elements of delivery, assessment and quality assurance, as well as the awarding of certificates and statements of attainment.

A school is responsible for enrolling its students with the VCAA in the relevant certificate and units of competency and for entering results on the Victorian Assessment Software System (VASS) according to VCAA deadlines. Where the school is an RTO, it is also responsible for providing enrolment, results and other data within the VET training sector, which includes meeting the AVETMISS data reporting requirements.

See www.asqa.gov.au/vet-registration/meet-data-provision-requirements/total-vet-activity-reporting

Option 2: School and RTO partnerships

A school in partnership with an RTO is not required to register as a training organization because any delivery by the school will be auspiced by the RTO.

The home school is responsible for enrolling its students with the VCAA and for entering student results on the VASS according to VCAA deadlines. The home school is also responsible for providing enrolment, results and other data to the RTO as required by the VET sector.

The RTO is responsible for awarding qualifications and issuing statements of attainment for completed VET.

School and RTO partnerships may work in the following ways:

- **Shared delivery:** where a school is able to provide only some of the facilities and training required for the program, students may undertake part of their training at an RTO and the remainder of the program at their school as an auspiced program.
- **Delivery by the school of the whole program, under the auspices of the RTO:** schools can enter into an arrangement with an RTO to deliver the program, where the school can demonstrate access to suitable staffing and resources. The RTO may also auspice the school

to gather evidence for assessment or to conduct assessment of the components delivered by the school.

- **Delivery at the school by the RTO:** schools can negotiate for an RTO to provide on-site training for students at the school.
- **Undertaking VET on site at an RTO:** a school may arrange for an RTO to deliver and assess the entire program. This may be a TAFE or private RTO. Students travel to the RTO and undertake the training delivered by RTO staff, using RTO facilities.
- **Delivery in the workplace:** schools and RTOs may arrange for delivery of training and assessment to occur in the workplace. Some elements of units of competency may be best delivered and assessed in the workplace. This may be facilitated through SWL arrangements or projects.

VET clusters

Schools work together in clusters to improve the provision of VET programs, as they share facilities and staff expertise. A cluster of schools helps increase the number of students to provide viable class sizes.

With a cluster arrangement students from one school may attend another school auspiced by an RTO to undertake their training. Alternatively, a school or other training provider registered as an RTO may auspice other schools or provide training to students.

Contractual arrangements

Government schools requiring information on the contractual arrangements needed for the delivery of VET programs should visit the following webpage:

www.education.vic.gov.au/school/principals/finance/Pages/purchasing.aspx

Non-government schools should refer to the Catholic Education Commission of Victoria (CECV) or Independent Schools Victoria for advice:

- CECV: www.cecv.catholic.edu.au
- Independent Schools Victoria: www.is.vic.edu.au

Assessment

Competency based assessment

Training package qualifications and accredited courses have specific requirements regarding demonstration and appropriate assessment of competency. These requirements are detailed in the documentation related to each unit of competency. Trainers and assessors should give careful consideration to the details of these sections when planning programs.

Assessment is the process of collecting evidence and making judgments on whether competency has been achieved to confirm that a student can perform to the standard expected in the workplace.

The assessment process is used to determine whether students are either 'competent' or 'not yet competent' against the agreed industry standards. A person who is not yet competent against any standard can undertake further study or training and be assessed again.

Assessment of units of competency is the responsibility of the RTO. A school that is not an RTO may be auspiced by an RTO to conduct the assessments. Only qualified assessors working with an RTO can conduct assessments leading to a national qualification or statement of attainment.

For further information, refer to:

- The AQTF Users Guide to the Essential Conditions and Standards for Continuing Registration (Version 2010) (PDF 1.2Mb):
www.vrqa.vic.gov.au/Documents/VETEssecondstandrdsgdcont.pdf
- Standards for Registered Training Organisations (RTOs) 2015:
[www.asqa.gov.au/about/australias-vet-sector/standards-for-registered-training-organisations-\(rtos\)-2015.html](http://www.asqa.gov.au/about/australias-vet-sector/standards-for-registered-training-organisations-(rtos)-2015.html)

VCE Scored assessment

To satisfactorily complete a scored VCE VET program, students must demonstrate competence in the units that comprise the selected Units 3 and 4 sequence. A student who is assessed 'not competent' in units of competency in the selected Units 3 and 4 sequence will not be eligible to receive a study score, as the study score is subject to being deemed competent in the qualification's units of competency for the sequence.

The study score for approved VCE VET programs is calculated using assessments of each student's levels of performance. Judgments are based on evidence from two sources: coursework tasks and an examination. The assessment of the student's level of performance on the coursework tasks sequence does not replace the competency-based assessment, but is integrated with the usual assessment process.

The tasks are designed to ensure that both assessment purposes can be met: judgement of the achievement of competence and assessment of the student's level of performance in the Units 3 and 4 sequence of their program.

For further information on scored assessment for all VCE VET scored programs refer to the VCE VET Assessment Guide, which is for all VCE VET scored programs and contains background information relating to VCE VET study scores.

It contains an overview of study score assessment, the process of integrating study scores with competency-based assessment and detailed advice regarding the development and assessment of coursework tasks. The assessment guide also contains generic templates, scoring criteria and other coursework assessment records.

The VCE VET Assessment Guide can be downloaded from:

www.vcaa.vic.edu.au/Documents/vet/scoredasses/vcevet-genericassessmentguide.pdf

Scored assessment and examination specifications and advice regarding a scored VCE VET program is published and updated annually on the dedicated page for that scored VCE VET program on the VCAA website: www.vcaa.vic.edu.au/Pages/vet/programs/scoredasses.aspx

Where changes are made this will be completed by Term 1 of each year.

VASS and VET Program Types

VET and Further Education qualifications have been coded on VASS as follows:

- **VES** (VCAA-approved VCE VET program – Scored and Non-Scored Programs), provides credit towards the VCE in the form of VCE VET units and nominal-hour credit towards VCAL.
- **NAP** (VCAA-approved School-based Apprenticeship or Traineeship), provides credit towards the VCE in the form of VCE VET units and nominal-hour credit towards VCAL.
- **VFE** (VET or FE programs, outside the suite of VCAA-approved programs), which offer Block Credit Recognition towards the VCE and nominal-hour credit towards VCAL.

Home schools must ensure that students are enrolled in the correct certificate type and that students receive accurate advice about eligibility for satisfactory completion of both the qualification and the VCE or VCAL. Some VCAA-approved programs are available as both a VCE VET (certificate type: VES) and a School-based Apprenticeship or Traineeship (certificate type: NAP) qualification.

Generally, a VCAA-approved VCE VET program (VES or NAP) will not be available as a VFE Block Credit program. Schools are encouraged to confirm with the VCAA and their RTO when developing programs, selecting Units of Competency and the sequencing of qualifications.

All other VET and FE qualifications are classified as certificate type: coded as VFE on VASS. If the VET or FE qualification is not available on VASS, schools should contact Student Records and Results for further advice, or download the Application for VET or Further Education qualifications to be added to VASS form and send it to the VCAA, accompanied by any information requested in the form.

Administration

Enrolments

All students commencing a VCE VET program must comply with the requirements outlined in the applicable VCE VET program booklet.

It is the responsibility of the student's home school to administer the VCE VET program and all aspects of VCE VET enrolment and results on the VASS.

A student must be enrolled in all units of competency by the home school, regardless of where the training is delivered and competency assessed.

Schools must enrol students in a VCE VET program as follows:

- Enrol all students undertaking that VCE VET program following the enrolment advice published in the applicable VCE VET program booklet.
- Only enrol students in the units of competency they are expecting to complete in that year. If a student does not complete a unit of competency and wishes to continue, enter an 'N' (Not Yet Completed) result and re-enrol the student in a later year.
- Ensure that students expecting to satisfactorily complete a Units 3 and 4 sequence in that year have been enrolled in the required number of units of competency that will provide a Units 3 and 4 sequence.

Recording results

Achievement of units of competency

A student must be assessed competent for all elements to achieve a unit of competency. Schools are required to record the student's achievement of all units of competency on the VASS.

Results must be entered on the VASS in time to meet the VCAA deadlines. Refer to the current edition of Important Administrative Dates for the due date:

www.vcaa.vic.edu.au/pages/schooladmin/admindates/index.aspx

Schools and RTOs must keep a record of individual student achievement for all units of competency in the program.

VCE unit completion

The VCAA determines the nominal hour requirement for a VCE VET unit for each VCE VET program. This information is detailed on the certificate structure report for the qualification, which is available on the VASS. An enrolment in units of competency on the VASS automatically generates a VCE unit enrolment. Similarly, as units of competency are recorded as satisfactorily completed, the VASS automatically converts these results into completion of VCE units, subject to completion of the minimum hour requirement.

Reporting

VCE VET units are reported on the student's VCE or VCAL statement of results, together with other completed VCE or VCAL units. Students also receive from the VCAA a separate VET statement of results listing all units of competency achieved.

The student receives 'S' for each unit of competency achieved. The VET statement of results includes only units of competency for which the student has been awarded an 'S'.

Certification

Students who complete a VET qualification will receive that award from the RTO. Partial completion of a qualification is recorded on a statement of attainment issued by the RTO.

The Standards for RTOs 2015 – Section 3 has the following clauses:

- **Clause 3.1:** The RTO issues AQF certification documentation only to a learner whom it has assessed as meeting the requirements of the training product as specified in the relevant training package or VET accredited course.
- **Clause 3.2:** All AQF certification documentation issued by an RTO meets the requirements of Schedule 5.
- **Clause 3.3:** AQF certification documentation is issued to a learner within 30 calendar days of the learner being assessed as meeting the requirements of the training product if the training program in which the learner is enrolled is complete, and providing all agreed fees the learner owes to the RTO have been paid.
- **Clause 3.4:** Records of learner AQF certification documentation are maintained by the RTO in accordance with the requirements of Schedule 5 and are accessible to current and past learners.

Scored Assessment Administration

All VCE VET programs with scored assessment have two graded assessments, School Assessed Coursework and an Examination.

Students should be enrolled in the qualification and all units of competency they expect to complete in the current year, rather than the complete qualification. If a student does not complete a unit of competency and wishes to complete it the following year, they must be re-enrolled in the following year.

Schools are required to have unit of competency enrolments from VCE VET scored Unit 3 and 4 sequences finalised by Monday 30 April 2018.

The Assessment Plan information for VCE VET scored Unit 3 and 4 sequences should be entered as soon as it is finalised, preferably when enrolments are finalised, but it can be amended up until Friday 17 August 2018.

Important administrative dates concerning the VCE and the VCAL are published annually in Term 4 for the following calendar year. The current “Important Administrative Dates” can be found here: www.vcaa.vic.edu.au/Pages/schooladmin/admindates/index.aspx

Reminders about dates, and information about the purpose of data collected on these dates, will be issued via Notices to Schools during the year.

Any changes to these dates that occur during the year will be communicated to schools and providers.

For further advice and assistance with enrolling and reporting on students on the VASS, please refer to the VET Quick Guide for VASS Administrators and Registered Training Organisations: www.vcaa.vic.edu.au/Pages/schooladmin/vass/usingvass.aspx

Useful resources and contacts

All training resources should be industry focused and relevant to current industry practice. Specific requirements for delivery and assessment are listed in each unit of competency.

The training package, training and assessment support materials and industry information are available in, but not limited to, the following sources:

Australian Industry and Skills Committee (AISC): www.aisc.net.au

The Australian Industry and Skills Committee (AISC) prioritises the development of training packages based on industry demand for skills across sectors and to achieve greater collaboration across stakeholders involved in training package development

Australian Qualifications Framework (AQF): www.aqf.edu.au

The Australian Qualifications Framework (AQF) is the national policy for regulated qualifications in the Australian education and training system. It incorporates the quality assured qualifications from each education and training sector into a single comprehensive national qualifications framework. The AQF was first introduced in 1995 to underpin the national system of qualifications in Australia encompassing higher education, vocational education and training and schools. The requirements for issuing qualifications, testamurs and results are contained within the AQF.

Australian Quality Training Framework (AQTF): www.vrqa.vic.gov.au

The AQTF is the national set of standards that assures nationally consistent, high quality training and assessment services for the clients of Australia's vocational education and training system. The [AQTF Users Guide to the Essential Conditions and Standards for Continuing Registration](#) applies to established RTOs operating under the VRQA and has been effective since 1 July 2010. The guide assists RTOs in interpreting and applying the AQTF Essential Conditions and Standards for Continuing Registration (Version 2010).

Australian Skills Quality Authority (ASQA): www.asqa.gov.au

ASQA is the national regulator for Australia's vocational education and training sector. ASQA regulates courses and training providers to ensure nationally approved quality standards are met.

Victorian RTOs that deliver courses to international students and/or deliver courses in another Australian state or territory have their registration managed by ASQA. Contact 1300 701 801

Catholic Education Commission of Victoria: www.cecv.catholic.edu.au

The Catholic Education Commission of Victoria provides a wide range of advice and services for schools, teachers and members of the Catholic education community.

Contact (03) 9267 0228 or secretary@cecv.catholic.edu.au

Curriculum Maintenance Managers (CMMs):

www.education.vic.gov.au/training/providers/rto/Pages/products.aspx

CMMs support the strategic objectives of the Victorian Government by providing advice on the implementation of national training packages and curriculum to all RTOs in Victoria. CMM contact details are available from the Department of Education and Training Victoria (DET) website.

Department of Education and Training (DET)

Higher Education and Skills:

www.education.vic.gov.au/training/Pages/default.aspx

www.education.vic.gov.au/training/providers/rto/Pages/purchasingguides.aspx

www.skillsfirst.gov.au

The Higher Education and Skills Group is responsible for planning, regulating and delivering a range of education and training programs and services in Victoria. It supports and facilitates access to training and tertiary education opportunities so that Victorians can acquire higher skills that are utilised by, and contribute to the success of, Victorian businesses.

The Higher Education and Skills Group also produces all Victorian purchasing guides, which provide information to assist RTOs, trainers and assessors in using nationally endorsed training packages within Victoria. Purchasing guides can be printed or viewed from the DET website:

Secondary Reform, Transitions and Priority Cohorts Division:

www.education.vic.gov.au/school/teachers/teachingresources/careers/Pages/qualifications.aspx

The Secondary Reform, Transitions and Priority Cohorts Division supports schools and providers in the delivery of pathway programs including VET delivered to School Students, the VCAL and school-based/part-time apprenticeships and traineeships. The division also supports schools to effectively participate in the Trade Training Centre program.

Independent Schools Victoria: www.is.vic.edu.au

Independent Schools Victoria represents Victorian independent schools.

Contact (03) 9825 7200 or enquiries@is.vic.edu.au

Industry Reference Committees: www.aisc.net.au/ircs

Industry Reference Committees (IRCs) drive the process of training package development and are made up of people with experience, skills and knowledge of their particular industry sector. IRCs are responsible for ensuring that training packages meet the needs of employers and they have a direct relationship with the Australian Industry and Skills Committee. IRCs are supported by independent and professional Service Skills Organisations (SSOs) to develop and review training packages and to inform training package development priorities.

Skills Service Organisations

Skills Service Organisations (SSOs) have been funded by the Australian Federal Government to support Industry Reference Committees (IRCs) in their work to develop and review training packages. SSOs exist to provide secretariat services for their allocated IRCs, including facilitating engagement and consultation across industry, providing operational and secretariat support, carrying out the development and review of training packages, managing quality assurance and endorsement processes and preparing support materials such as companion volumes.

SSOs remain independent from both industry and the training sector and are managed by a professional board. Decisions about training package content remain the responsibility of the IRCs.

Current SSOs

SkillsIQ: www.skillsiq.com.au

Training Packages; Community Services, Health, Local Government, Public Sector, Floristry, Hairdressing and Beauty, Funeral Services, Retail Services, Sport, Fitness and Recreation and Tourism, Travel and Hospitality.

Artibus Innovation: www.artibus.com.au

Training Packages; Construction, Plumbing and Services and Property Services.

Skills Impact: www.skillsimpact.com.au

Training Packages; Animal Care and Management, Agriculture, Horticulture and Conservation and Land Management, Australian Meat Processing, Australian Meat Industry, Food Processing, Forest and Wood Products Pulp & Paper Manufacturing Industry, Racing, and Seafood Industry.

PwC's Skills for Australia: www.skillsforaustralia.com

Training Packages; Business Services, Financial Services, Culture, ICT, Education and Printing and Graphic Arts, Automotive Retail, Service and Repair, Automotive Manufacturing, Resources and Infrastructure Industry.

Australian Industry Standards: www.australianindustrystandards.org.au

Training Packages; Aviation, Correctional Services, Defence Training, Electricity Supply Industry – Generation, Electrotechnology, Gas, Maritime, Police, Public Safety, Transmission, Distribution and Rail, Transport and Logistics and Water.

Innovation and Business Skills Australia: www.ibsa.org.au

Training Packages; Aeroskills, Chemical, Hydrocarbons and Oil Refining, Furnishing, Laboratory Operations, Manufactured Mineral Products, Manufacturing, Manufacturing and Engineering, Metal and Engineering, Plastics, Rubber and Cablemaking, Sustainability and Textiles, Clothing and Footwear

Standards for Registered Training Organisations (RTOs) 2015

The Standards for Registered Training Organisations (RTOs) 2015 are used by ASQA as an instrument in protecting the interests of all students undertaking VET in Australia. These Standards are part of the Vocational Education and Training (VET) Quality Framework. Compliance with the standards is a requirement for all ASQA registered training organisations. Quality Standards has the meaning given by section 231A of the National Vocational Education and Training Regulator Act 2011. That is, the Minister may, by legislative instrument, make standards relating to quality in the VET sector. The standards are to be known as the Quality Standards. The Standards for Registered Training Organisations (RTOs) 2015 can be downloaded from:

[www.asqa.gov.au/about/australias-vet-sector/standards-for-registered-training-organisations-\(rtos\)-2015.html](http://www.asqa.gov.au/about/australias-vet-sector/standards-for-registered-training-organisations-(rtos)-2015.html)

Training.gov.au (TGA)

TGA is a national online database that provides access to training packages, units of competency and information on qualifications, courses and RTOs.

Victorian Curriculum and Assessment Authority

(VCAA) Publications

The VCAA Bulletin provides administrative information and documents developments in VCE VET programs. Schools should ensure relevant information is circulated to appropriate staff and distributed to RTO partners: www.vcaa.vic.edu.au/pages/correspondence/index.aspx

- All those involved in the delivery of senior secondary school education are encouraged to subscribe at:
www.vcaa.vic.edu.au/pages/correspondence/bulletins/bulletinonlinesubscribe.aspx
- The VCE and VCAL Administrative Handbook:
www.vcaa.vic.edu.au/Pages/schooladmin/index.aspx

Student Records and Results Unit

The Student Records and Results Unit manages the administration of enrolments and the delivery of results for students undertaking the VCE and VCAL. It provides support to schools and teachers with enquiries on certificate enrolments and results, certification/eligibility and student administration. Contact (03) 9032 1756 or student.records@edumail.vic.gov.au

VASS

VASS is the online system used by schools to register students and enter VCE, VCAL and VET enrolments and results directly into the VCAA central database.

The VCAA provides support for VASS users. For all VASS enquiries:

Contact (03) 9032 1758 (metro) or 1800 827 721 (country) or vass.support@edumail.vic.gov.au

VCAL Unit: www.vcaa.vic.edu.au/Pages/vcal/index.aspx

The VCAL Unit manages the development of the VCAL and supports its implementation. It provides support to schools and teachers with enquiries on the delivery of VCAL curriculum and assessment, VCAL quality assurance processes, VCAL resources, professional development for VCAL providers, providers currently offering VCAL, and becoming a new VCAL provider.

Contact (03) 9032 1725 or vcaa.vcal@edumail.vic.gov.au

VCE Curriculum Unit: www.vcaa.vic.edu.au/Pages/vce/index.aspx

The VCE Curriculum Unit is responsible for coordinating the ongoing development, review, implementation and evaluation of the VCE curriculum. It provides support to schools and teachers with enquiries on the implementation of VCE curriculum and related monitoring activities, including professional development and VCE publications.

Contact (03) 9032 1731 or curriculum.vcaa@edumail.vic.gov.au

VET Unit: www.vcaa.vic.edu.au/Pages/vet/index.aspx

The VET Unit manages the recognition arrangements for VCE VET programs within the VCE and VCAL, including the development of new programs, the review and maintenance of existing programs and implementation of scored assessment in VCE VET programs. It provides support to schools and teachers for all VET programs that are undertaken by students which contribute to the VCE or VCAL.

Contact (03) 9032 1737 or vet.vcaa@edumail.vic.gov.au

Victorian Registration and Qualifications Authority (VRQA): www.vrqa.vic.gov.au

The VRQA provides regulation that ensures quality education and training is delivered by the providers it registers in Victoria.

The VRQA Guidelines for VET Providers can be downloaded from:

www.vrqa.vic.gov.au/Documents/vetproviderguidelines_1.pdf

Contact (03) 9637 2806 or vrqa.schools@edumail.vic.gov.au

Victorian Tertiary Admissions Centre (VTAC): www.vtac.edu.au

VTAC is the central office that administers the application and offer process for places in tertiary courses at university, TAFE and independent tertiary colleges in Victoria (and a few outside Victoria). VTAC calculates and distributes the Australian Tertiary Admission Rank (ATAR).

Contact 1300 364 133.

Glossary

Accredited course

A course that leads to an Australian Qualifications Framework (AQF) qualification, or statement of attainment that is nationally recognised. The accredited course has been endorsed by either a state or national authority responsible for accrediting courses against agreed principles of accreditation. In Victoria, the statutory authority is the VRQA.

Accredited training

An accredited program of study that leads to vocational qualifications and credentials that are recognised across Australia. Only registered training organisations that meet government quality standards such as TAFE, private providers, enterprise registered training organisations and vocational divisions of universities can provide nationally recognised training. It includes accredited courses, endorsed training package qualifications and associated subjects.

Apprenticeship

A system of training regulated by law or custom that combines on-the-job training and work experience while in paid employment with formal (usually off-the-job) training. The apprentice enters into a contract of training or a training agreement with an employer that imposes mutual obligations on both parties.

Auspice

A process whereby an RTO authorises delivery and/or assessment (of an accredited training product) to be carried out by industry, individual enterprises or schools.

Australian Qualifications Framework (AQF)

The Australian Qualifications Framework is a set of descriptors that determines the level of the qualification. The level depends on the depth and complexity of the work and the degree of autonomy involved.

Australian Quality Training Framework (AQTF)

The national set of standards that assure nationally consistent, high quality training and assessment services for the clients of Australia's vocational education and training system. Includes processes for registering training organisations as a quality assurance mechanism for the training system.

Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS)

The agreed national data standard for the collection, analysis and reporting of vocational education and training information in Australia. The standard consists of three parts: the AVETMIS Standard for VET Providers, the AVETMIS Standard for Australian Apprenticeships, and the AVETMIS Standard for Financial Data.

Clustering

The process of grouping together a number of competencies into combinations which have meaning and purpose related to work functions and needs in an industry or enterprise.

Competency

The consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.

Competency standards

Statements that define the skills and knowledge needed for effective work performance at the standard required in the workplace. These standards have been agreed nationally by industry advisory bodies across Australia and are part of the national training packages endorsed by the Australian Industry and Skills Committee (AISC). The standards define the required training outcomes and outline what must be demonstrated before a candidate may be assessed competent.

Contextualisation

Tailoring a unit of competency or module to make it relevant to the specific needs of enterprises, industry sectors or particular client groups. Contextualisation rules are stated both within training package qualifications and accredited courses.

Currency in assessment

One of the rules of evidence and relates to the age of collected evidence. Competency requires demonstration of current performance - therefore the evidence collected must be current/very recent.

Currency in practice

Keeping up-to-date with the technical area of work which is the focus/subject area of delivery/assessment and keeping up-to-date as a trainer/VET practitioner/VET professional with developments in training/assessment/VET practice.

Dimensions of competency

Dimensions are part of the broad concept of competency, which includes all aspects of work performance as represented by task skills, task management skills, contingency management skills and job/role environment skills.

Employability skills

Non-technical skills and competencies that play a significant part in contributing to an individual's effective and successful participation in the workforce. Skills which enable people to gain, keep and progress in employment, including skills in the clusters of work readiness and work habits, interpersonal skills and learning, thinking and adaptability skills.

Endorsement

The term used for the formal approval or recognition by the Australian Industry and Skills Committee (AISC) of the core components of a training package, that is, the units of competency, assessment requirements, qualifications and credit arrangements.

Equity

A policy or set of strategies that ensure that vocational education and training (VET) is responsive to the needs of all members of the community.

Fairness

One of the principles of assessment. Fairness in assessment requires: consideration of the individual candidate's needs and characteristics and any reasonable adjustments that should be applied; clarity of communication between the assessor and the candidate to ensure the candidate is fully informed of, participates in, and consents to, the assessment process; opportunities that allow the person/s being assessed to challenge assessments and with provision for reassessment are provided.

Flexibility

One of the principles of assessment. To be flexible, assessment should: reflect the candidate's needs; provide for recognition of competencies no matter how, where, or when they have been acquired; draw on a range of methods appropriate to the context, competency and the candidate; and be accessible to support continuous competency development.

Formative assessment

Assessment that takes place at regular intervals during a course, with feedback provided along the way to help improve the student's performance.

Group training organisation

A company or organisation that employs apprentices and trainees and places them with one or more host employers who are usually small to medium-sized businesses. The host employers provide on-the-job training and experience, while the group training organisation organises off-the-job training, and handles recruitment, job rotation and payroll.

Language, Literacy and Numeracy (LLN)

Taken collectively, these are the skills to communicate in oral and written form. The term includes reading and use of written information; the ability to write appropriately and in a range of contexts, and the integration of speaking, listening, and critical thinking with reading and writing. LLN includes numeracy, such as the recognition and use of numbers and basic mathematical signs and symbols within a text.

National Skills Framework

The system of vocational education and training that applies nationally. It comprises the VET Quality Framework, the Australian Qualifications Framework and nationally endorsed training packages. The National Skills Framework is a nationally consistent, industry-led system designed to provide high quality skill outcomes that maintain individuals' employability and increase their productivity, provide for nationally recognised qualifications, and improve the competitiveness of enterprises and the nation.

Nominal hours

Nominal hours are the hours of training and assessment notionally required to achieve the outcomes of Units of Competency. In Victoria, nominal hours are used as a mechanism for funding allocation. The nominal hours are determined by Department of Education and Training (DET) and published in the Victorian Purchasing Guides. The VCAA uses the nominal hours of a Unit of Competency to determine credit in the VCE and VCAL.

Packaging

The process of grouping units of competency into combinations that are meaningful in the workplace and which receive recognition as an AQF qualification.

Prerequisite

In vocational education and training (VET), a requirement for admission to a particular course, e.g. satisfactory completion of a specific subject or course, at least five years in the workforce, etc.

Principles of assessment

To ensure quality outcomes, assessment should be: fair; flexible; valid; reliable.

Private provider

A non-government training organisation, including commercial providers (providing courses to industry and individuals for profit), community providers (non-profit organisations, funded by government or community sponsors), enterprise providers (companies or other organisations providing training mainly for their own employees), and industry providers (organisations providing training to enterprises across an industry).

Qualification

Formal certification, issued by a relevant approved body, in recognition that a person has achieved learning outcomes or competencies relevant to identified individual, professional, industry or community needs.

Recognition

The formal approval of training organisations, products and services operating within the vocational education and training (VET) sector (as defined by state and territory legislation).

Recognition of prior learning (RPL)

The acknowledgement of a person's skills and knowledge acquired through previous training, work or life experience, which may be used to grant status or credit in a unit. It can lead to a full qualification in the VET sector.

Registered Training Organisation (RTO)

RTOs meet the legislative requirements and registration processes, which allow them to deliver nationally recognised vocational education and training. They include TAFE institutes, private training providers, enterprises and schools. Only an RTO can issue a VET qualification.

Reliability

One of the principles of assessment and refers to the consistency of the interpretation of evidence and the consistency of assessment outcomes. Reliability requires a standard benchmark of assessor competence and relevant vocational competence or access to subject matter expertise, and can only be achieved when assessors share a common interpretation of the unit/s being assessed.

Rules of evidence

Closely related to the assessment principles and provide guidance on the collection of evidence to ensure that it is valid, sufficient, authentic and current.

School Based Apprenticeship/Traineeship (SBAT)

A formal, structured employment and training arrangement where the student, while counting as a full-time school student, is employed part-time as an apprentice or trainee. As with other apprentices and trainees, a contract of training is established which is registered with the appropriate state registration authority (VRQA in Victoria). In addition to a vocational education and training (VET) qualification, the training counts towards the student's senior secondary school certificate (VCE or VCAL) and in some cases for tertiary entrance ranking.

Registering an SBAT requires the endorsement of the Training Plan by the student's school as the program impacts on the student's timetable. The SBAT guide can be accessed here:

www.education.vic.gov.au/Documents/school/principals/curriculum/sbatguide.pdf

Scope of registration

Training organisations are registered for a defined scope that identifies the particular services and products (qualifications, units of competency and/or accredited courses) that can be provided.

Simulation

A form of evidence gathering that involves the candidate in completing or dealing with a task, activity or problem in an off-the-job situation that replicates the workplace context.

Skill sets

Single units or combinations of units which link to a license or regulatory requirement, or defined industry need. Nationally endorsed skill sets provide formal recognition of training for a discrete part of a qualification linked to a function or role within an occupation.

Statement of attainment

A statement confirming that the student has satisfied the requirements of units of competency specified in the statement.

Structured workplace learning (SWL)

The on-the-job or work placement component of a VET program delivered to secondary students. The competencies or 'learning outcomes' commonly reflect nationally recognised, industry-defined competency standards.

Summative assessment

Assessment that occurs at a point in time and is carried out to summarise achievement at that point in time. Often more structured than formative assessment, it provides teachers, students and parents with information on student progress and level of achievement.

TAFE

Technical and Further Education, a government training provider which provides a range of technical and vocational education and training (VET) courses and other programs.

Traineeship

A system of vocational training combining off-the-job training through an approved training provider with on-the-job training and practical work experience. Traineeships generally take one to two years and are now a part of the Australian Apprenticeships system.

Training contract

A legally binding agreement between an apprentice or trainee and an employer which defines the rights and responsibilities of each party. These include the employer guaranteeing to train the apprentice or trainee in the agreed occupation or training area and to allow time off work to attend any required off-the-job training; and the apprentice or trainee agreeing to learn all aspects of the occupation or training area, and to work for the employer for a specified period.

A training contract for a person under 18 years of age requires the signature of a parent or guardian.

Training.gov.au (TGA)

The National Register for recording information about RTOs, training packages and accredited courses, formerly known as the National Training Information Service (NTIS). Information held on the TGA database is searchable and publicly accessible via the internet. TGA contains comprehensive information on endorsed training packages and includes: full details of competency standards; details of AQF accredited courses/qualifications; and contact details and scope of registration of all RTOs.

Training package

Training package means the components of a training package endorsed by the Industry and Industry Reference Committee(s) or its delegate in accordance with the Standards for Training Packages. The endorsed components of a training package are: units of competency; assessment requirements (associated with each unit of competency); qualifications; and credit arrangements.

Unit of competency

A distinct work performance specified in terms of what should be done and the standard to which it must be performed, as required in industry. Units of competency are divided into elements, each with performance criteria and a guide to the evidence on which assessment of competency should be based.

Unique Student Identifier (USI)

All students undertaking nationally recognised training need to have a Unique Student Identifier (USI). This includes students completing Vocational Education Training (VET) when they are still at school. The USI will help students keep track of their training qualifications and provide accurate and up-to-date information to help the Australian Government make sure that the VET sector is providing the skills businesses need.

Validity

One of the principles of assessment; assessment is valid when the process assesses what it claims to assess.

VET Quality Framework

The VET Quality Framework was designed to promote national consistency in the way providers are registered and monitored and in how standards in the vocational education and training (VET) sector are enforced.

VCE unit

A unit of study within the VCE, normally undertaken over one school semester and contributing towards the satisfactory completion of the VCE.

VCE VET programs

A set of vocational training programs approved by the VCAA, which have the support of industry bodies, schools and RTOs.

VCE VET unit

A group of VET units of competency deemed to be equivalent to one VCE unit. Typically a VCE VET unit is equal to approximately 90 nominal hours of completed units of competency.

Victorian Assessment Software System (VASS)

The online system used by schools to register students and enter VCE and VCAL enrolments and results directly onto the VCAA central database.

Vocational Education and Training (VET)

Post-compulsory education and training (excluding degree and higher level programs delivered by further education institutions) which provides people with occupational or work-related knowledge and skills. Nationally recognised qualifications issued as vocational certificates from Training Packages or Accredited Curriculum. These certificates may be integrated within a VCE or VCAL program.

VET Sector Acronyms

AATINFO	Australian Apprenticeships Training Information Service
AASN	Australian Apprenticeship Support Network
ABS	Australian Bureau of Statistics
ACACA	Australasian Curriculum, Assessment and Certification Authorities
ACATA	Australian Curriculum, Assessment and Reporting Authority
ACE	Adult and community education
ACER	Australian Council for Educational Research
ACFE	Adult, community and further education
ACPET	Australian Council for Private Education and Training
ACSF	Australian Core Skills Framework
ALA	Adult Learning Australia
AMEP	Adult Migrant English Program
ACFE	Adult, community and further education
AEC	Australian Education Council
AEU	Australian Education Union
AISC	Australian Industry and Skills Committee
AMES	Adult Migrant English Service
ANZSCO	Australian and New Zealand Standard Classification of Occupations
ANZSIC	Australian and New Zealand Standard Industrial Classification
AQF	Australian Qualifications Framework
AQTF	Australian Quality Training Framework
ASCO	Australian Standard Classification of Occupations
ASEAN	Association of South East Asian Nations
ASQA	Australian Skills Quality Authority
AVETMISS	Australian Vocational Education and Training Management Information Statistical Standard
CBA	Competency-based assessment
CBT	Competency-based training
CGEA	Certificates in General Education for Adults
COAG	Council of Australian Governments
CoP	Communities of Practice
CRICOS	Commonwealth Register of Institutions and Courses for Overseas Students
CSWE	Certificates in Spoken and Written English
DET	Department of Education and Training
ERTOA	Enterprise Registered Training Organisation Association
ESL	English as a second language

ESOL	English for speakers of other languages
FE	Further education
FYTE	Full year training equivalent
GTA	Group Training Australia
GTO	Group training organisation
IAG	Industry Advisory Groups
ILO	International Labour Organization
IRC	Industry Reference Committees
IVETA	International Vocational Education and Training Association
LLEN	Local Learning and Employment Network
LLN	Language, literacy and numeracy
LSAY	Longitudinal Surveys of Australian Youth
NCVER	National Centre for Vocational Education Research
NVR	National VET Regulator
OECD	Organisation for Economic Co-operation and Development
RCC	Recognition of current competencies
RPL	Recognition of prior learning
RTO	Registered training organisation
SBAT	School Based Apprenticeships and Traineeships
SSCE	Senior Secondary Certificate of Education
STA	State and Territory Training Authorities
SWL	Structured workplace learning
SWLR	Structured workplace learning recognition
TAFE	Technical and Further Education
TEQSA	Tertiary Education Quality and Standards Agency
TGA	training.gov.au
TVET	Technical and vocational education and training
UoC	Unit of competency
USI	Unique student identifier
VCAL	Victorian Certificate of Applied Learning
VCE	Victorian Certificate of Education
VET	Vocational education and training
VIT	Victorian Institute of Teachers
VQF	VET Quality Framework
VRQA	Victorian Registration and Qualifications Authority
VSC	Victorian Skills Commissioner
VTAC	Victorian Tertiary Admissions Centre

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