

# VCAA, DET & VRQA

## VET Statewide Workshops 2016

### VCAA Information Booklet

This booklet has been prepared as an accompanying document to the VCAA VET Unit presentation as part of the VCAA, DET and VRQA Statewide Workshops for 2016.

This information has been designed to support the information provided in the briefings and has been ordered to coincide with selected slides from the PowerPoint presentation also distributed with this document.

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**Information**

**Notes**

**Slide 7 – Sector Overview**

The VET sector is a complex one and while there is no need for schools to understand all aspects expertly, it is important to have a picture of the complexity or the VET landscape.

- The Australian Industry and Skills Committee (AISC) provides leadership in the national training system
  - AISC report to the COAG Industry and Skills Council
  - Advise on VET quality (RTO standards and training package standards)
- Industry Reference Committees (IRCs) drive priorities for the review and development of training packages.
  - IRCs are responsible for ensuring that training packages meet the needs of employers and they have a direct relationship with the AISC
  - Develop and review training packages
- Skills Service Organisations (SSOs)
  - Support IRCs in their work to develop and review training packages

More information is available at: <https://www.aisc.net.au/>  
See **Attached Document** – Skills Service Organisations

**Slide 8 – Victorian Industry Engagement Framework**

**THE VICTORIAN SKILLS COMMISSIONER**

To ensure this alignment between industry’s skills needs and training, the Government appointed Neil Coulson in December 2015 as the first Victorian Skills Commissioner (VSC).

The VSC, who is supported by the DET, provides independent advice to the Minister for Training and Skills.

The VSC works with employers, unions and training providers to strengthen industry engagement in the training market and uses the best possible data to inform Government’s knowledge of future skills shortages/workforce training needs.

Industry Advisory Groups (IAGs): In line with the commitment of the Andrews Government, ten new IAGs will be established covering industries ranging from construction and health, to resources and manufacturing. They will consist of representatives of industry, unions and employers. IAGs will provide advice to the VSC on matters including skill demand pressures and future industry needs.

IAGs will serve as an important reference for the VSC, providing industry intelligence around priority growth sectors as well as existing industries. They will play a formal role in informing the VSC with workforce training needs as part of the Government’s funded training system.

More information is available at: <http://www.vsc.vic.gov.au>

**Slide 11 – New format for Training Packages**

The new format of training packages:

- No year on the training package
- Unit coding no longer indicates AQF level
- Format of UoCs has changed (with the deletion of range statements, required skills and knowledge)
- New performance evidence describes volume and frequency of assessment
- New knowledge evidence that links directly to the performance criteria
- Addition of mandatory workplace assessment for relevant units with hours specified (e.g. 20 hrs, 80 hrs, 120 hrs) in areas considered by industry to be critical in obtaining competency
- Specifications for simulated assessment and scenarios for relevant units
- Strengthened assessor requirements

Further details on the Restructure of Training Packages visit:

<http://www.asqa.gov.au/about/australias-vet-sector/training-packages1.html>

Information	Notes
<p><b>Slide 13 – Companion Volumes</b></p>	<p>.....</p>
<p>Companion volumes have been developed to assist with the implementation of Training Packages. There is a variety of information and support materials contained in various documents including unit mapping information, assessment strategies, simulated assessment advice, FAQs and qualification advice.</p>	<p>.....</p>
<p>For further details visit:  <a href="https://vetnet.education.gov.au/Pages/TrainingPackages.aspx">https://vetnet.education.gov.au/Pages/TrainingPackages.aspx</a></p>	<p>.....</p>
<p><b>Slide 15 – Volume of Learning</b></p>	<p>.....</p>
<p>The volume of learning is defined in the AQF as follows:</p>	<p>.....</p>
<p><i>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.</i></p>	<p>.....</p>
<p><i>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.</i></p>	<p>.....</p>
<p>For further details visit: <a href="http://www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf">http://www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf</a></p>	<p>.....</p>
<p><b>Slide 16 – ASQA</b></p>	<p>.....</p>
<p>The Australian Skills Quality Authority promotes quality training so that students, employers, and industry have confidence in Australia's training sector.</p>	<p>.....</p>
<p>Standards Users' Guide is available here:</p>	<p>.....</p>
<p><a href="http://www.asqa.gov.au/verve/resources/Users_Guide_to_the_Standards_for_Registered_Training_Organisations_RTOS_2015.pdf">http://www.asqa.gov.au/verve/resources/Users_Guide_to_the_Standards_for_Registered_Training_Organisations_RTOS_2015.pdf</a></p>	<p>.....</p>
<p>Strategic Reviews can be found here: <a href="http://www.asqa.gov.au/news-and-publications/publications/strategic-review-reports.html">http://www.asqa.gov.au/news-and-publications/publications/strategic-review-reports.html</a></p>	<p>.....</p>
<p>Fact sheets provide detailed information on aspects of ASQA processes and requirements <a href="http://www.asqa.gov.au/publications/fact-sheets.html">http://www.asqa.gov.au/publications/fact-sheets.html</a></p>	<p>.....</p>
<p><b>Slide 19 – VET Sector Funding</b></p>	<p>.....</p>
<p><b>VET Student Loans</b></p>	<p>.....</p>
<p>Subject to the passage of legislation, VET Student Loans will commence on 1 January 2017, replacing the current VET FEE-HELP scheme, which will cease on 31 December 2016. The new student loans program will be affordable, sustainable and student-centred. It will give eligible students access to quality higher level VET qualifications, particularly those students who could not otherwise afford to pay for their course upfront. The new VET Student Loans program will offer greater protection for students and focus on courses that address industry needs, creating better opportunities for employment. The page link below will be updated regularly as additional information becomes available.</p>	<p>.....</p>
<p><a href="http://www.education.gov.au/vet-student-loans">http://www.education.gov.au/vet-student-loans</a></p>	<p>.....</p>
<p><b>Skills First</b></p>	<p>.....</p>
<p>From January 2017, Victoria's training and TAFE system will be overhauled through Skills First. A new approach to training will be implemented, setting a high benchmark for training quality, and supporting the courses that are most likely to lead to employment.</p>	<p>.....</p>
<p>The funded course list will be regularly reviewed, and courses added as required by industry needs. For a current list of funded courses, see the funded courses list.</p>	<p>.....</p>
<p><a href="http://www.education.vic.gov.au/skillsfirst">http://www.education.vic.gov.au/skillsfirst</a></p>	<p>.....</p>

Information	Notes
<p><b>Slide 23 – VET Delivered to Secondary Students</b></p>	<p>.....</p>
<p>Vocational Education and Training is education and training that focuses on delivering skills and knowledge required for specific industries</p>	<p>.....</p>
<p>Preparing Secondary Students for Work – a Framework for Vocational Learning and Vocational Education and Training</p>	<p>.....</p>
<p>Preparing Secondary Students for Work – a framework for vocational learning and vocational education and training (VET) delivered to secondary students sets out a vision in which “All secondary students experience quality vocational learning and have access to quality VET courses; Both vocational learning and VET courses are seamlessly integrated into secondary schooling and valued by parents, students, teachers and employers”.</p>	<p>..... ..... ..... ..... .....</p>
<p><b>Slide 24 – VET self-assessment tool for schools</b></p>	<p>.....</p>
<p>The self-assessment tool is designed to be used by both experienced VET practitioners and those new to delivering VET to identify areas requiring improvement and support actions to enhance the quality of VET programmes. The tool provides guidance on good practice and directs users to supporting information and resources based on responses against each section.</p>	<p>..... ..... .....</p>
<p><a href="http://www.pssfw.myskills.gov.au/14757">http://www.pssfw.myskills.gov.au/14757</a></p>	<p>.....</p>
<p><a href="http://www.surveygizmo.com/s3/2597419/03f77e501827">http://www.surveygizmo.com/s3/2597419/03f77e501827</a></p>	<p>.....</p>
<p><a href="http://www.pssfw.myskills.gov.au/media/1207/vet-self-assessment-tool-for-schools-pdf_version.pdf">http://www.pssfw.myskills.gov.au/media/1207/vet-self-assessment-tool-for-schools-pdf_version.pdf</a></p>	<p>.....</p>
<p><b>Slide 25 – TAE update</b></p>	<p>.....</p>
<p>TAE40116 - Certificate IV in Training and Assessment</p>	<p>.....</p>
<p>The TAE40116 Certificate IV in Training and Assessment is a crucial qualification that impacts on the quality of delivery and assessment throughout the VET system. It is vital for the system that this qualification is delivered effectively by practitioners with vocational competency in training and assessment.</p>	<p>..... ..... ..... .....</p>
<ul style="list-style-type: none"> <li>• 10 Units - 9 core plus 1 elective (TAEASS502 and TAELLN411 in core units)</li> <li>• Endorsed 6th April 2016</li> <li>• Currently no providers registered to deliver.</li> </ul>	<p>..... ..... .....</p>
<p><b>Slide 26 – Trainer and Assessor competencies and qualifications</b></p>	<p>.....</p>
<p><a href="http://www.asqa.gov.au/users-guide-to-the-standards-for-registered-training-organisations-2015/users-guide-to-the-standards-for-registered-training-organisations-2015.html">http://www.asqa.gov.au/users-guide-to-the-standards-for-registered-training-organisations-2015/users-guide-to-the-standards-for-registered-training-organisations-2015.html</a></p>	<p>..... ..... .....</p>
<p><b>Slide 27 – Industry currency and Assessor requirements</b></p>	<p>.....</p>
<p><b>HLT- HLTAIN001 Assist with nursing care in an acute care environment.</b></p>	<p>.....</p>
<ul style="list-style-type: none"> <li>• Assessors must be a registered nurse with current registration with the Australian Health Practitioner Regulatory Authority (AHPRA).</li> </ul>	<p>..... .....</p>
<p><b>SIT - SITHFAB007 - Serve food and beverage</b></p>	<p>.....</p>
<ul style="list-style-type: none"> <li>• Assessors must have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.</li> </ul>	<p>..... .....</p>
<p><b>SHB - SHBHDES001 - Dry hair to shape</b></p>	<p>.....</p>
<ul style="list-style-type: none"> <li>• hold a Certificate III in Hairdressing, or a Certificate III in Barbering, or a Certificate IV in Hairdressing, or be able to demonstrate equivalence of competencies; and</li> </ul>	<p>..... ..... .....</p>
<ul style="list-style-type: none"> <li>• have at least three years full time employment experience as a hairdresser in a salon environment where they have applied the skills and knowledge covered in this unit of competency to assess this unit as part of a hairdressing qualification ; this cannot include any indentured traineeship or apprenticeship period;</li> </ul>	<p>..... ..... ..... ..... .....</p>

**Information**

**Notes**

**Slide 29 – Assessment Requirements**

**Performance evidence:** Ensures consistency of outcome, Product and process evidence, Frequency and / or volume, Relationship between the product and process evidence and the performance criteria

**Knowledge evidence:** Application of knowledge, including scope and depth, What the individual must know to perform safely and effectively, Knowledge for the performance criteria range of conditions, Type and depth of knowledge

**Assessment conditions:** Details the what, where and by whom, Mandatory conditions for assessment e.g. equipment, Simulated or workplace

**Impact of the changes:**

- Support more consistent implementation of TPs by RTOs, best practice in assessment
- Positive industry support for content in new format, especially assessment requirements
- Greater clarity, less ambiguity and more rigour of the assessment requirements.

**Slide 30 – Example UoCs**

- [SITHFAB005](#) Prepare and serve espresso coffee
- [HLTINF001](#) Comply with infection prevention, control policies and procedures
- [ICTICT203](#) Operate application software packages
- [SISXCAI003](#) Conduct non-instructional sport, fitness or recreation sessions

**Slides 31 - 33 – Performance Evidence / Knowledge Evidence**

Performance and knowledge evidence describe what a learner must demonstrate in order to be considered competent. Assessment conditions describe the conditions under which a learner must demonstrate this, including any specific requirements for resources, trainers and assessors and the context for assessment.

Some training packages and courses may not have been updated to this format. In these cases, 'required skills and knowledge' and 'evidence guide' or similar terms are used.

When planning assessment, ensure you address all of the requirements of the unit or module. This does not mean you have to develop separate assessment activities for each item, but that, as a whole your assessment activities must cover every area required. To achieve a 'competent' result, learners must meet all the requirements of the unit.

If your RTO applies any form of grading to learners, ensure that this is applied only after the learner has been assessed as fully competent and is in addition to a determination of competent or otherwise.

As similar requirements are often expressed in multiple units of competency, you can often 'cluster' a number of units together for assessment to avoid repeating assessment of the same tasks.

<http://www.asqa.gov.au/users-guide-to-the-standards-for-registered-training-organisations-2015/about-the-standards-for-rtos/standard-one/clauses/clauses-1.8--1.12.html>

Information	Notes
<b>Slide 37 – VET Enrolments</b>	.....
<b>2006: Confirmed Enrolments Total: 51,576</b>	.....
• VCE VET programs (VES): 32,962	.....
• Block Credit programs (VFE): 12,453	.....
• SBAT: 6,161	.....
<b>2015: Confirmed Enrolments Total: 68,470</b>	.....
• VCE VET programs (VES): 44,662	.....
• Block Credit programs (VFE): 20,152	.....
• SBAT: 3,656	.....
<b>2016: Preliminary Enrolments Total: 68,200</b>	.....
• VCE VET programs (VES): 47,040	.....
• Block Credit programs (VFE): 18,030	.....
• SBAT: 3,130	.....
<b>Slide 40 – Top 10 VCE VET Programs – 2016 (Preliminary data)</b>	.....
1. 8213 - Sport and Recreation	.....
2. 5871 - Hospitality	.....
3. 5303 - Building and Construction	.....
4. 3538 - Business	.....
5. 3075 - Music	.....
6. 2710 - Community Services	.....
7. 2198 - Automotive	.....
8. 2148 - Interactive Digital Media	.....
9. 1972 - Engineering	.....
10. 1819 - Information and Communications Technology	.....
<b>Top 10 VCE VET Programs – Individual Qualification Enrolments</b>	.....
<b>6,603 Sport and Recreation</b>	.....
• SIS30513 Certificate III in Sport and Recreation	.....
<b>5,902 Hospitality</b>	.....
• SIT31013 Certificate III in Catering Operations	.....
<b>5,302 Building and Construction</b>	.....
• 22216VIC Certificate II in Building and Construction	.....
<b>2,726 Business</b>	.....
• BSB20115 Certificate II in Business	.....
<b>2,198 Automotive</b>	.....
• 22015VIC Certificate II in Automotive Studies (Pre-vocational)	.....
<b>2,015 Interactive Digital Media</b>	.....
• CUF30107 Certificate III in Media	.....
<b>1,972 Engineering</b>	.....
• 22209VIC Certificate II in Engineering Studies	.....
<b>1,570 Music</b>	.....
• CUS30109 Certificate III in Music	.....
<b>1,463 Applied Language</b>	.....
• 22149VIC Certificate II in Applied Language	.....
<b>1,399 Information and Communications Technology</b>	.....
• ICT30115 Certificate III in Information, Digital Media & Technology	.....

Information	Notes
<p><b>Slide 41 – Top 8 Block Credit Programs – 2016 (Preliminary data)</b></p> <ul style="list-style-type: none"> <li>• 22280VIC Certificate I in Employment Pathways - 1,174</li> <li>• 22237VIC Certificate II in General Education for Adults - 1,076</li> <li>• SIH20111 Certificate II in Hairdressing - 996</li> <li>• SIB20110 Certificate II in Retail Make-up &amp; Skin Care – 986</li> <li>• PUA20713 Certificate II in Public Safety (Firefighting Operations) - 841</li> <li>• 22304VIC Certificate II in Plumbing - 642</li> <li>• 22236VIC Certificate I in General Education for Adults - 589</li> <li>• SIT30612 Certificate III in Events - 562</li> </ul>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p><b>Slide 43 – VET Data – Average Hours Undertaken</b></p> <p><b>Average Across all programs – 186 Hours</b></p> <ul style="list-style-type: none"> <li>• Building &amp; Construction – 177 Hours</li> <li>• Business Services – 190 Hours</li> <li>• Community Services &amp; Health - 220 Hours</li> <li>• Entertainment – 200 Hours</li> <li>• Recreation – 196 Hours</li> <li>• Tourism, Hospitality &amp; Events – 125 Hours</li> <li>• Wholesale, Retail &amp; Personal Services – 219 Hours</li> </ul>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p><b>Slide 44-60 – VCE VET Program Updates</b></p> <p><b>Redeveloped in 2016, implementation from 2017</b></p> <p><b>VCE VET Agriculture, Horticulture, Conservation and Land Management:</b></p> <ul style="list-style-type: none"> <li>• The VCE VET Agriculture, Horticulture, Conservation and Land Management program has undergone a review, in line with the new AHC training package.</li> <li>• The updated VCE VET program is equivalent to the current VCE VET program. All AHC units of competency have updated codes. As a result of the minor review there are minor changes to the available electives.</li> <li>• All new and continuing students will undertake the updated VCE VET AHC program in AHC20116 Certificate II in Agriculture, AHC20416 Certificate II in Horticulture and / or AHC21016 Certificate II in Conservation and Land Management in 2017.</li> <li>• Student enrolments will need to include previously completed units in order to achieve a Units 3 and 4 sequence.</li> <li>• A new Program Extract will be available on the VCE VET program page at: <a href="http://www.vcaa.vic.edu.au/Pages/vet/programs/agrhortconlm/agrhortconlm.aspx">http://www.vcaa.vic.edu.au/Pages/vet/programs/agrhortconlm/agrhortconlm.aspx</a></li> </ul>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p><b>VCE VET Applied Fashion Design and Technology:</b></p> <ul style="list-style-type: none"> <li>• The VCE VET Applied Fashion Design and Technology program has undergone a review, in line with the new MST - Textiles, Clothing and Footwear training package.</li> <li>• The updated VCE VET program is equivalent to the current VCE VET program. All MST units of competency have updated codes. As a result of the review there are changes to the program structure and available electives.</li> <li>• All new and continuing students will undertake the updated VCE VET Applied Fashion Design and Technology program in MST20616 Certificate II in Applied Fashion Design and Technology in 2017.</li> <li>• Student enrolments will need to include previously completed units in order to achieve a Units 3 and 4 sequence.</li> <li>• A new Program Extract will be available on the VCE VET program page at: <a href="http://www.vcaa.vic.edu.au/Pages/vet/programs/appliedfashion/appliedfashion.aspx">http://www.vcaa.vic.edu.au/Pages/vet/programs/appliedfashion/appliedfashion.aspx</a></li> </ul>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

Information	Notes
<p><b>VCE VET Applied Language:</b></p> <ul style="list-style-type: none"> <li>The VCE VET Applied Language program has undergone a review, in line with the new state accredited curriculum.</li> <li>All new and continuing students will undertake the updated VCE VET Applied Language program in Certificate II in Applied Language and / or Certificate III in Applied Language in 2017.</li> <li>A new Program Extract will be available on the VCE VET program page at: <a href="http://www.vcaa.vic.edu.au/Pages/vet/programs/appliedlanguages/appliedlanguages.aspx">http://www.vcaa.vic.edu.au/Pages/vet/programs/appliedlanguages/appliedlanguages.aspx</a></li> </ul>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p><b>VCE VET Automotive:</b></p> <ul style="list-style-type: none"> <li>The 22015VIC Certificate II in Automotive Studies, state accredited curriculum has been replaced by the new Training Package qualification AUR20716 - Certificate II in Automotive Vocational Preparation. This qualification will form the basis of the VCE VET Automotive program from 2017.</li> <li>The new VCE VET Automotive program will be implemented from 2017 with current students able to complete their training in the 22015VIC Certificate II in Automotive Studies qualification.</li> <li>The revised program will be available on the VCE VET Automotive program page by the end of term 4 at: <a href="http://www.vcaa.vic.edu.au/Pages/vet/programs/automotive/VCEVETAutomotive.aspx">http://www.vcaa.vic.edu.au/Pages/vet/programs/automotive/VCEVETAutomotive.aspx</a></li> </ul>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p><b>VCE VET Furnishing:</b></p> <ul style="list-style-type: none"> <li>The MSF20313 Certificate II in Furniture Making has been replaced by the new Training Package qualification MSF20516- Certificate II in Furniture Making Pathways. This qualification will form the basis of the VCE VET Furnishing program from 2017.</li> <li>The new VCE VET Furnishing program will be implemented from 2017 with the revised scored Unit 3 and 4 sequence to be available from 2018.</li> <li>Students currently enrolled in the MSF20313 Certificate II in Furniture Making will be able to complete their program in 2017.</li> <li>The revised program will be available on the VCE VET Furnishing program page by the end of term 4 at: <a href="http://www.vcaa.vic.edu.au/Pages/vet/programs/automotive/VCEVETAutomotive.aspx">http://www.vcaa.vic.edu.au/Pages/vet/programs/automotive/VCEVETAutomotive.aspx</a></li> </ul>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p><b>VCE VET Hospitality:</b></p> <ul style="list-style-type: none"> <li>The VCE VET Hospitality program has undergone a major review, due to the introduction of the new Standards for Training Packages, significant changes across the hospitality industry and the new SIT training package published.</li> <li>The revised VCE VET Hospitality program will be implemented from 2017, with the two scored programs to be available immediately from 2017. Continuing students with enrolments in 2016 will be required to move to the new qualifications in 2017.</li> <li>Drawn from two qualifications SIT20316 Certificate II in Hospitality and SIT20416 Certificate II in Kitchen Operations.</li> <li>New programs will be published on the VCE VET program page at: <a href="http://www.vcaa.vic.edu.au/Pages/vet/programs/Hospitality/VCEVETHospitality.aspx">http://www.vcaa.vic.edu.au/Pages/vet/programs/Hospitality/VCEVETHospitality.aspx</a></li> </ul>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>



Information	Notes
<p><b>VCE VET Creative and Digital Media:</b></p>	
<ul style="list-style-type: none"> <li>• From 2017 the VCE VET Interactive Digital Media (IDM) program will change name to VCE VET Creative and Digital Media (CDM) Program</li> <li>• The VCE VET Creative and Digital Media program has undergone a major review, due to the introduction of the new Standards for Training Packages, significant changes across the industry and the new CUA training package published.</li> <li>• The revised VCE VET Creative and Digital Media program will be implemented from 2017, with the one scored program to be available immediately from 2017. Continuing students with enrolments in 2016 will be required to move to the new qualifications in 2017.</li> <li>• Drawn from two qualifications CUA20215 Certificate II in Creative Industries and CUA31015 Certificate III in Screen and Media.</li> <li>• New programs will be published on the VCE VET Creative and Digital Media program page at:  <a href="http://www.vcaa.vic.edu.au/Pages/vet/programs/interactivedigital/interactivedigital.aspx">http://www.vcaa.vic.edu.au/Pages/vet/programs/interactivedigital/interactivedigital.aspx</a></li> </ul>	
<p><b>VCE VET Laboratory Skills:</b></p>	
<ul style="list-style-type: none"> <li>• The VCE VET Laboratory Skills program has undergone a review, in line with the new MSL Laboratory Operations training package.</li> <li>• The updated VCE VET program is equivalent to the current VCE VET program. All MSL units of competency have updated codes.</li> <li>• All new and continuing students will undertake the updated VCE VET Laboratory Skills program in MSL30116 Certificate III in Laboratory Skills in 2017.</li> <li>• New programs will be published on the VCE VET program page at:  <a href="http://www.vcaa.vic.edu.au/Pages/vet/programs/laboratory/laboratory.aspx">http://www.vcaa.vic.edu.au/Pages/vet/programs/laboratory/laboratory.aspx</a></li> </ul>	
<p><b>VCE VET Music Industry:</b></p>	
<ul style="list-style-type: none"> <li>• From 2017 the VCE VET Music program will change name to VCE VET Music Industry Program</li> <li>• The VCE VET Music Industry program has undergone a major review, due to the introduction of the new Standards for Training Packages, significant changes across the industry and the new CUA training package published.</li> <li>• The revised VCE VET Creative and Digital Media program will be implemented from 2017, with the two scored programs to be available immediately from 2017.</li> <li>• Continuing students with enrolments in 2016 will be required to move to the new qualifications in 2017.</li> <li>• Drawn from two qualifications CUA20615 Certificate II in Music Industry and CUA30915 Certificate III in Music Industry.</li> <li>• Specialisations within the Certificate III in both Performance and Sound Production are available</li> <li>• New programs will be published on the VCE VET program page at:  <a href="http://www.vcaa.vic.edu.au/Pages/vet/programs/music/music.aspx">http://www.vcaa.vic.edu.au/Pages/vet/programs/music/music.aspx</a></li> </ul>	
<p><b>VCE VET Sport and Recreation:</b></p>	
<ul style="list-style-type: none"> <li>• The VCE VET Sport and Recreation program has undergone a major review, due to the introduction of the new Standards for Training Packages, significant changes across the industry and the new SIS training package published.</li> <li>• The revised VCE VET Sport and Recreation program will be implemented from 2017, with one scored program to be available immediately from 2017.</li> <li>• Continuing students with enrolments in 2016 will be required to move to the new qualifications in 2017.</li> <li>• Drawn from three qualifications SIS20213 Certificate II in Outdoor Recreation, SIS20115 Certificate II in Sport and Recreation and SIS30115</li> </ul>	

Information	Notes
<p>Certificate III in Sport and Recreation.</p> <ul style="list-style-type: none"> <li>Students seeking to achieve a Certificate III in 2017 will need to complete the additional units as advised by their RTOs.</li> <li>New programs will be published on the VCE VET program page at: <a href="http://www.vcaa.vic.edu.au/Pages/vet/programs/sportrecreation/sportrec.aspx">http://www.vcaa.vic.edu.au/Pages/vet/programs/sportrecreation/sportrec.aspx</a></li> </ul>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p><b>Slide 47 - New Program – VCE VET Hair &amp; Beauty</b></p> <p>VCE VET Hair and Beauty Program Structure is located on the new VCE VET Hair and Beauty webpage. See: <a href="http://www.vcaa.vic.edu.au/Pages/vet/programs/hairbeauty.aspx">www</a>. <a href="http://www.vcaa.vic.edu.au/Pages/vet/programs/hairbeauty.aspx">http://www.vcaa.vic.edu.au/Pages/vet/programs/hairbeauty.aspx</a></p>	<p>.....</p> <p>.....</p> <p>.....</p>
<p><b>Slide 49 - Scored Program Changes 2017</b></p> <p>See <b>Attached Document</b> – Program Changes for 2017 Full List of VCE VET Programs</p>	<p>.....</p> <p>.....</p> <p>.....</p>
<p><b>Slide 61 – Quality Assurance</b></p> <p><b>VCAA Scored Assessment</b></p> <p>The VCAA annually audits scored coursework assessments in a number of randomly selected schools/RTOs.</p> <ul style="list-style-type: none"> <li>Designed to support teachers of scored Units 3 and 4 sequences.</li> <li>To ensure the requirements as outlined in the VCE VET Assessment Guide have been followed</li> <li>Occur annually</li> <li>All communication is conducted through the home school</li> </ul> <p><b>Due Date</b> : 20<sup>th</sup> November 2016</p> <p>Feedback to Home Schools by Term 1 2017</p> <p><a href="http://www.vcaa.vic.edu.au/Documents/vet/scoredassess/vcevet-genericassessmentguide.pdf">www.vcaa.vic.edu.au/Documents/vet/scoredassess/vcevet-genericassessmentguide.pdf</a></p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p><b>Slide 61 – Statistical Moderation</b></p> <ul style="list-style-type: none"> <li>Changes for VCE VET Scored programs</li> <li>From 2017 the moderation group will be based on the assessing school.</li> <li>The assessing group may be the RTO, the home school or another educational provider in the case of a school cluster group.</li> <li>VASS changes to allow schools to not only select the RTO , but also identify the assessing group.</li> </ul> <p>Where the selection of the assessing group creates a small group of less than 5 students there is an expectation that a small group partnership would be entered into. If this is not possible an application for exemption would be made and granted. The small group would then be part of the existing QA process associated with statistical moderation. This process assists in the identification of anomalies and ensures students are not disadvantaged by the application of a statistical process to a small cohort.</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p><b>Slide 64 – Non Scored Program Updates</b></p> <p>Details available from: <a href="http://www.vcaa.vic.edu.au/Pages/vet/programs/index.aspx">http://www.vcaa.vic.edu.au/Pages/vet/programs/index.aspx</a></p>	<p>.....</p> <p>.....</p> <p>.....</p>

Information	Notes
<b>Slide 65 – Other Program Updates</b>	.....
The following programs have updated units of competency	.....
<ul style="list-style-type: none"> <li>• VCE VET Business</li> <li>• VCE VET Community Services</li> <li>• VCE VET Dance</li> <li>• VCE VET Health</li> <li>• VCE VET Information and Communications Technology</li> </ul>	.....
<b>Slide 68 – VASS - What' s New</b>	.....
<ul style="list-style-type: none"> <li>• Applied Language Flag</li> <li>• Industry Pathways (2017)</li> <li>• SWL Pilot (2017)</li> </ul>	.....
<b>Slide 69 – VASS and Admin documents</b>	.....
<ul style="list-style-type: none"> <li>• VASS New User's Manual – Provides users with information regarding procedures, processes and function for the management of VCE, VET and VCAL on their VASS database. <a href="http://www.vcaa.vic.edu.au/Documents/vass/VASSUserManual.pdf">http://www.vcaa.vic.edu.au/Documents/vass/VASSUserManual.pdf</a></li> <li>• VET Quick Guide for VASS Administrators and RTOs <a href="http://www.vcaa.vic.edu.au/Documents/vass/vetquickguide.pdf">http://www.vcaa.vic.edu.au/Documents/vass/vetquickguide.pdf</a></li> <li>• Administrative Dates and Outlook Calendar for 2015 will be available at the following link: <a href="http://www.vcaa.vic.edu.au/pages/schooladmin/admindates/index.aspx">http://www.vcaa.vic.edu.au/pages/schooladmin/admindates/index.aspx</a></li> <li>• Administrative Handbook will be available from the link on the VCAA Home page: <a href="http://www.vcaa.vic.edu.au/Pages/index.aspx">http://www.vcaa.vic.edu.au/Pages/index.aspx</a></li> </ul>	.....
<b>Slide 70 – Structured Workplace Learning</b>	.....
National and international evidence and research clearly articulates the benefits associated with a structured work placement aligned to a student's learning program.	.....
The VCAA is proposing to formally recognise the time a student spends in the workplace through SWL aligned to a VET certificate or a SBAT through credit into the VCE or VCAL.	.....
<ul style="list-style-type: none"> <li>• SWL credit is based on 1 VCE / VCAL unit for a minimum of 80hrs.</li> <li>• SBAT credit is based on 2 VCE / VCAL units per year where the student has completed 1 year of their SBAT.</li> </ul>	.....
<b>Schools interested in being involved in the pilot program in 2017 please email <a href="mailto:vet.vcaa@edumail.vic.gov.au">vet.vcaa@edumail.vic.gov.au</a></b>	.....
<b>Slide 77 – Industry Pathways in the VCE and VCAL</b>	.....
To gain an Industry Pathway students must complete a VCE or Senior VCAL that includes the Industry Pathway program of studies and 80 hours of workplace learning.	.....
They are available in four industries: Building and Construction, Community Services and Health, Manufacturing and Engineering and Sport and Recreation	.....
<b>Updates:</b>	.....
<ul style="list-style-type: none"> <li>• Changes to contributing studies</li> <li>• Adding new related studies such as Psychology</li> <li>• Adding Higher Ed studies</li> <li>• Development of further industry areas</li> <li>• <a href="http://www.vcaa.vic.edu.au/Pages/vet/Industry_pathways_VCE_VCAL.aspx">www.vcaa.vic.edu.au/Pages/vet/Industry_pathways_VCE_VCAL.aspx</a></li> </ul>	.....

Information	Notes												
<b>Slide 80 – World Skills</b>	.....												
12 VETiS categories offered at the WorldSkills Australia National Competition:	.....												
<table border="0"> <tr> <td>Automotive Services</td> <td>Business Services</td> <td>Commercial Cookery</td> </tr> <tr> <td>Construction</td> <td>Electrotechnology</td> <td>Food and Beverage</td> </tr> <tr> <td>Hairdressing</td> <td>Information Technology</td> <td>Metals &amp; Engineering</td> </tr> <tr> <td>Primary Industries</td> <td>Retail</td> <td>Tourism</td> </tr> </table>	Automotive Services	Business Services	Commercial Cookery	Construction	Electrotechnology	Food and Beverage	Hairdressing	Information Technology	Metals & Engineering	Primary Industries	Retail	Tourism	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
Automotive Services	Business Services	Commercial Cookery											
Construction	Electrotechnology	Food and Beverage											
Hairdressing	Information Technology	Metals & Engineering											
Primary Industries	Retail	Tourism											
Contact: Mick Prato : Victorian Regional Coordinator - WorldSkills Tel +61 3 9249 1000   Mob +61 419 005 578   <a href="mailto:mprato@worldskills.org.au">mprato@worldskills.org.au</a> <a href="http://www.worldskills.org.au/">http://www.worldskills.org.au/</a>	<p>.....</p> <p>.....</p> <p>.....</p>												
<b>Slide 82 – Victorian Training Awards</b>	.....												
“The Victorian Training Awards are an opportunity to shine a light on some of the very positive training stories in Victoria. All our finalists are examples of training excellence and they should be proud of their achievements.” - Minister for Training and Skills Steve Herbert.	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>												
<b>2016 Winners:</b>	.....												
<b>Victorian School-based Apprentice of the Year</b> James Schifferle - Swan Hill College	<p>.....</p> <p>.....</p>												
<b>Victorian Teacher/Trainer of the Year</b> Marc Nichol - Holmesglen Institute	<p>.....</p> <p>.....</p>												
<b>Victorian VET in Schools Excellence Award</b> Bendigo Senior Secondary College <a href="http://www.premier.vic.gov.au/2016-victorian-training-award-winners-announced/">http://www.premier.vic.gov.au/2016-victorian-training-award-winners-announced/</a> <a href="http://www.education.vic.gov.au/about/awards/Pages/vta.aspx?Redirect=1">http://www.education.vic.gov.au/about/awards/Pages/vta.aspx?Redirect=1</a>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>												
<b>Slide 84 – Approval of high level qualifications</b>	.....												
Providers and schools planning to deliver a high level qualification in 2017 must complete an application form as soon as possible <a href="http://www.vcaa.vic.edu.au/Pages/vet/general/recognition/vetcredit.aspx">http://www.vcaa.vic.edu.au/Pages/vet/general/recognition/vetcredit.aspx</a>	<p>.....</p> <p>.....</p> <p>.....</p>												
<b>Slide 85 – Contribution of Block Credit towards the ATAR</b>	.....												
For more information visit: <a href="http://www.vtac.edu.au/pdf/publications/gazette/Gazette_feb2015.pdf">http://www.vtac.edu.au/pdf/publications/gazette/Gazette_feb2015.pdf</a>	<p>.....</p> <p>.....</p>												
<b>Slide 86 – Victorian Institute of Teaching (VIT)</b>	.....												
Information regarding re-registering for PTT and the Application for PTT can be found: <a href="http://www.vit.vic.edu.au/registered-teacher/registration-categories/i-hold-permission-to-teach-ptt2">http://www.vit.vic.edu.au/registered-teacher/registration-categories/i-hold-permission-to-teach-ptt2</a>	<p>.....</p> <p>.....</p> <p>.....</p>												
<b>Slide 87 – Future Trends</b>	.....												
Education State – Priority Directions <a href="http://www.education.vic.gov.au/about/department/Pages/direction.aspx?Redirect=1">http://www.education.vic.gov.au/about/department/Pages/direction.aspx?Redirect=1</a> The Government has outlined its vision for training in the Education State, with the publication of the VET Funding Review and the Government’s Response, Skills and Jobs in the Education State. <a href="http://www.education.vic.gov.au/Documents/about/department/Skills_and_Jobs_Ed_State_Response.pdf">http://www.education.vic.gov.au/Documents/about/department/Skills_and_Jobs_Ed_State_Response.pdf</a>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>												
The Government’s response to the Bracks Review into Government School Funding focuses on the following four important reform directions that were major themes in the Bracks Review and which build on the Education State schools reform agenda <a href="http://www.education.vic.gov.au/Documents/about/department/Bracks%20Government%20Response%202016.pdf">http://www.education.vic.gov.au/Documents/about/department/Bracks%20Government%20Response%202016.pdf</a>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>												

**Information**

**Notes**

**Slide 91 – SBAT - Introduction**

A School Based Apprenticeship or Traineeship (SBAT) offers students enrolled in the Victorian Certificate of Education (VCE) or the Victorian Certificate of Applied Learning (VCAL) the option of combining part-time employment, school and training enabling them to gain a nationally accredited qualification at Certificate II, III or IV level and a head start to work.

In all situations the student must be at the centre of the arrangement.

<http://www.education.vic.gov.au/Documents/school/principals/curriculum/sbatguide.pdf>

School Based Apprenticeships and Traineeships (SBATs) were introduced in 1998 as a distinct pathway within Vocational Education and Training in Schools (VETiS). They are available to secondary school students over 15 years old and enrolled in the Victorian Certificate of Education (VCE) or the Victorian Certificate of Applied Learning (VCAL).

A SBAT offers students the option of combining part-time employment, school and training. The program is undertaken under a training contract with an employer, has a Training Plan signed by the school and formally registered with the Victorian Registration and Qualifications Authority (VRQA) and leads to a nationally recognised qualification.

A SBAT forms an integral part of the student’s school learning program and study timetable and a minimum of one day of the normal school week (which may be averaged over three periods of four months duration in each year of the training contract) must be spent in employment and/or structured training as an apprentice or trainee. Schools should only endorse a Training Plan for a SBAT under these circumstances.

Endorsement of the Training Plan by the school will indicate that it is undertaking responsibility to enrol the student on Victorian Assessment Software System (VASS) so that credit for the training within the VCE or VCAL can be awarded to the student.

Like other VETiS offerings, the vocational training components of SBATs also contribute credit towards a senior secondary certificate. Many school based apprentices and trainees move on to a full-time contract with their employer after leaving school, while others choose to continue their education and training at a Registered Training Organisation or university.

**Slide 96 – SBAT- Requirements**

7 hours of employment and 6 hours of training per week

At least one day during the normal school week must be timetabled to be spent on the job or in training – this can be two half days or similar.

[School Based Apprenticeships and Traineeships](#)

**Questions**

- What are appropriate qualifications?
- What is an appropriate training environment?
- What are appropriate work places?
- When do I sign?
- What is the schools duty of care?

## APPENDIX : LINKS

### New Arrangements for Training Product Development

[https://docs.education.gov.au/system/files/doc/other/factsheet\\_updated\\_130516.pdf](https://docs.education.gov.au/system/files/doc/other/factsheet_updated_130516.pdf)

### IRC Operating Framework

<https://www.aisc.net.au/sites/aisc/files/documents/Industry%20Reference%20Committee%20-%20Operating%20Framework%20May%202016%20V1.pdf>

### VETNet

<https://vetnet.education.gov.au>

- The Department of Education and Training commissioned a national repository system called VETNet to store documents relating to Vocational Education and Training (VET).
- VETNet provides a central storage facility for relevant current and historical materials relating to the national VET sector, in particular [companion volumes implementation guides](#).

### VCAA VET

<http://www.vcaa.vic.edu.au/Pages/vet/index.aspx?Redirect=1>

Students who complete all or part of a nationally recognised qualification may receive credit towards satisfactory completion of their VCE and/or VCAL.

### School Based Apprenticeships and Traineeships

<http://www.education.vic.gov.au/school/principals/curriculum/Pages/apprentice.aspx>

School Based Apprenticeships and Traineeships (SBATs) were introduced in 1998 as a distinct pathway within Vocational Education and Training in Schools (VETiS).

### VET Quality Framework

<http://www.asqa.gov.au/about/australias-vet-sector/vet-quality-framework.html>

The vocational education and training (VET) Quality Framework is aimed at achieving greater national consistency in the way RTOs are registered and monitored and in how standards in the vocational education and training (VET) sector are enforced.

### VET Network Australia

<https://www.vetnetwork.org.au/>

VETnetwork Australia is a national network of teachers, trainers, career advisors, program coordinators, administrative and support personnel committed to vocational learning and youth transition.

## What is a unit of competency?

Units of competency are the nationally agreed statements of the skills and knowledge required for effective performance in a particular job or job function. Units of competency describe work outcomes as agreed by industry. As such, they do not describe the procedures necessary to perform a particular role, but rather, identify the skills and knowledge, as outcomes, that contribute to the whole job function. Each unit of competency describes:

- a specific work activity and what it involves
- particular skills (and level of skills) that are needed to perform the work activity
- conditions under which the work activity may be conducted
- knowledge and skills required to perform the work activity
- foundation skills required to perform the work activity
- how learners can show they are competent in the work activity
- performance and knowledge evidence that must be considered in assessing competency of the unit
- conditions under which evidence for assessment must be gathered.

Units of competency are not aligned to levels within the AQF because units of competency can be included across a range of qualification levels. However, the qualification in which a unit is first packaged in a training package is indicated in the unit code.

## What is competency?

The broad concept of industry competency is the ability to perform particular tasks and duties to the standard of performance expected in the workplace. Competency covers all aspects of workplace performance and involves:

- performing individual tasks
- managing a range of different tasks
- responding to contingencies or breakdowns
- dealing with the responsibilities of the workplace, including working with others.

Workplace competency is the ability to apply relevant skills and knowledge consistently over time and in the required workplace situations and environments.

Competency standards are determined by industry to meet industry skill needs and focus on what is expected of a competent individual in the workplace.

## Unit of competency structure

### Unit code

Each unit of competency has a unique code, which is assigned when the training package is endorsed, or when new units of competency are added to an endorsed training package:

- the first three characters identify the training package

### Unit title

The title describes the unit outcome and complies with the length specified in the AVETMIS Standard (no more than 100 characters).

**Unit application**

This field describes how the unit is practically applied, who would typically use it and the unit of competency's relationship to licensing, legislative or certification requirements.

**Prerequisite units**

This is an optional field that specifies any unit(s) in which the learner must already be competent prior to the achieving competency in this unit.

**Unit sector**

This field is used to categorise units of competency in relation to industry sectors or types of work.

**Elements of competency**

Elements of competency describe the outcomes of the significant functions and tasks that make up the competency. Elements describe actions or outcomes that are demonstrable and assessable.

**Performance criteria**

Performance criteria specify the required performance in relevant tasks, roles, skills (including foundation skills) and the applied knowledge that enables competent performance.

**Foundation skills**

This field describes the language, literacy, numeracy and employment skills that are essential to performance.

**Range of conditions**

This is an optional field that specifies different work environments and conditions that may affect performance. Range is restricted to essential operating conditions and any other variables essential to the work environment, so it is quite different from the previous Range statement.

**Unit mapping information**

This field specifies the code and title of any equivalent unit of competency.

**Links**

This field provides a link to the Companion Volume Implementation Guide.

**Assessment requirements****Title**

This field uses the format: Assessment Requirements for [Unit of Competency Code and Title]

**Performance evidence**

Performance evidence, as the name implies, specifies what individuals must do to show that they satisfy the performance standards in the unit of competency.

**Knowledge evidence**

Knowledge evidence, as the name implies, specifies what individuals must know in order to carry out the work tasks described in the unit of competency safely and effectively.

**Assessment conditions**

This field describes mandatory conditions for assessment, e.g. details of equipment and materials; contingencies; physical conditions; relationships with other people; timeframes. It also specifies assessor requirements.



## Standards for RTOs : Clauses 1.8-1.12

### Conduct effective assessment

#### Clause 1.8

The RTO implements an assessment system that ensures that assessment (including recognition of prior learning):

- complies with the assessment requirements of the relevant training package or VET accredited course; and
- is conducted in accordance with the Principles of Assessment contained in Table 1.8-1 and the Rules of Evidence contained in Table 1.8-2.

#### *Table 1.8-1: Principles of Assessment*

- Fairness
- Flexibility
- Validity
- Reliability

#### *Table 1.8-2: Rules of Evidence*

- Validity
- Sufficiency
- Authenticity
- Currency

#### Clause 1.9

The RTO implements a plan for ongoing systematic validation of assessment practices and judgements.

#### Clause 1.10

For the purposes of Clause 1.9, each training product is validated at least once every five years.

#### Clause 1.11

For the purposes of Clause 1.9, systematic validation of an RTO's assessment practices and judgements is undertaken by one or more persons who are not directly involved in the particular instance of delivery and assessment of the training product being validated.

#### Clause 1.12

The RTO offers recognition of prior learning to individual learners.

## Standards for RTOs : Clauses 1.13-1.16

### Employ skilled trainers and assessors

#### Clause 1.13

In addition to the requirements specified in Clause 1.14 and Clause 1.15, the RTO's training and assessment is delivered only by persons who have:

- 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.

#### Clause 1.14

The RTO's training and assessment is delivered only by persons who have:

- prior to 1 January 2016, the training and assessment qualification specified in Item 1 or Item 2 of Schedule 1, or demonstrated equivalence of competencies; and
- from 1 January 2016, the training and assessment qualification specified in Item 1 or Item 2 of Schedule 1.

#### Clause 1.15

Where a person conducts assessment only, the RTO ensures that the person has:

- prior to 1 January 2016, the training and assessment qualification specified in Item 1 or Item 2 or Item 3 of Schedule 1, or demonstrated equivalence of competencies; and
- from 1 January 2016, Item 1 or Item 2 or Item 3 of Schedule 1.

#### Clause 1.16

The RTO ensures that all trainers and assessors undertake professional development in the fields of the knowledge and practice of vocational training, learning and assessment including competency based training and assessment.

### SCHEDULE 1

#### ITEM 1

- RELEVANT STANDARD – 1.14, 1.15
- AQF QUALIFICATION OR UNIT OF COMPETENCY – *TAE40110 Certificate IV in Training and Assessment* or its successor.

#### ITEM 2

- RELEVANT STANDARD – 1.14, 1.15
- AQF QUALIFICATION OR UNIT OF COMPETENCY – A diploma or higher level qualification in adult education.

#### ITEM 3

- RELEVANT STANDARD – 1.15
- AQF QUALIFICATION OR UNIT OF COMPETENCY – *TAESS00001 Assessor Skill Set* or its successor.