



VET Statewide Workshops 2017

VCAA Information Booklet

This booklet has been prepared as an accompanying document to the VCAA VET Unit presentation as part of the Statewide Workshops for 2017.

This information has been designed to support the PowerPoint slides provided at the workshops.

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Preparing Secondary Students for Work

Supporting vocational learning and vocational education and training (VET) in secondary school is critical to ensuring students are equipped with the skills that meet the needs of our future workforce.

Schools have always prepared students for work, but bringing schools and employers together through quality vocational learning and VET programs can help school graduates meet the higher demands of the workplace and a globally competitive environment.

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”.

<http://www.pssfw.myskills.gov.au/>

What is VET delivered to secondary students?

Vocational education and training (VET) provides students with the opportunity to acquire workplace skills and knowledge through nationally recognised qualifications from industry-developed training packages or accredited courses while still at school.

Once a student is assessed as competent against the nationally agreed standards required to perform effectively in the workplace they are awarded a full or partial VET qualification issued by a Registered Training Organisation (RTO).

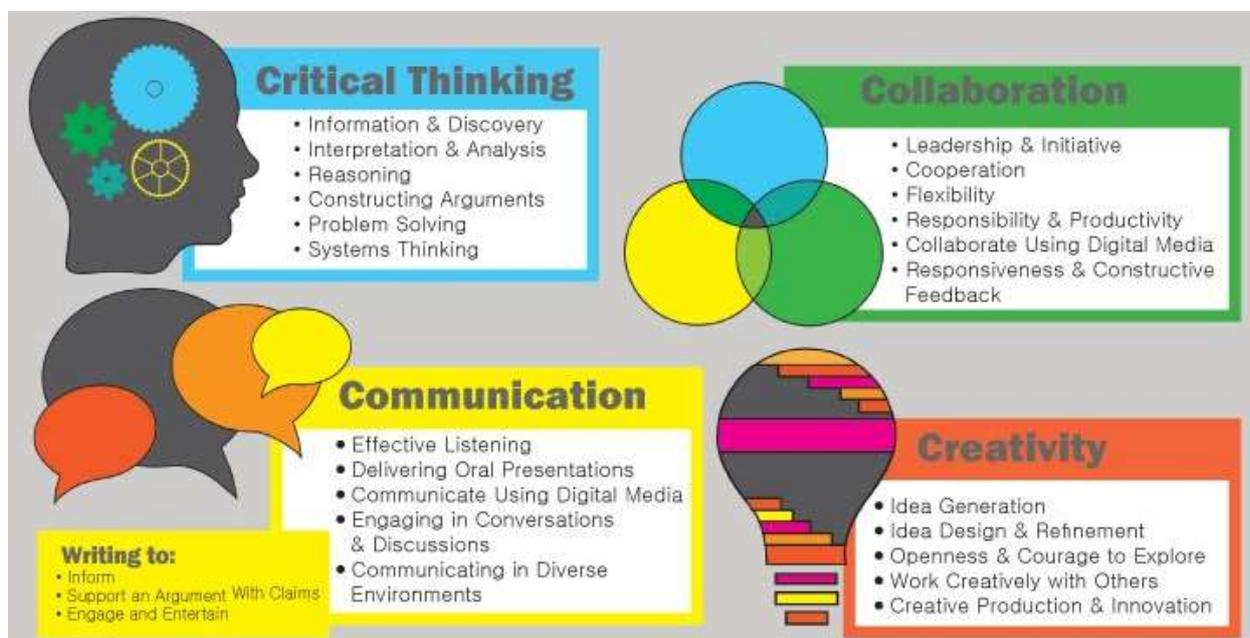
It's important to note the VET delivered to secondary students is nationally recognised, is the same as VET delivered in non-school settings, and held to same quality standards.

Supporting employer involvement with schools

Employers working with schools to help students understand work and to develop skills and knowledge that enable them to go on to further training, education or employment provides many benefits - not only for students, but also for employers.

Collaborating with schools enables employers to have a say in the training and skills students receive, and ultimately influence their future employees.

21st Century Skills



VET Jigsaw

The VET sector is a complex one and whilst schools do not need intimate knowledge of all the players, it is important to understand the structure. The VCAA VET Unit is available to provide advice and support to schools for the implementation of VET in their school and for their students.

Students must be at the centre of all arrangements.

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 providers and agricultural colleges, as well as private providers, community organisations, industry skill centres, and commercial 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.

The VET sector is crucial to the Australian economy; both for the development of the national workforce and as a major export industry.

VET Quality Framework

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.

The VET Quality Framework comprises:

- the Standards for Registered Training Organisations (RTOs) 2015
- the Australian Qualifications Framework
- the Fit and Proper Person Requirements
- the Financial Viability Risk Assessment Requirements, and
- the Data Provision Requirements.

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

Standards for Registered Training Organisations (RTOs) 2015

The Standards are enabled by the National Vocational Education and Training Regulator Act 2011 (NVR Act), which aims to:

- provide national consistency in regulation of the VET sector, using a standards-based quality framework and a risk-based approach
- promote quality, flexibility and innovation in VET
- promote Australia's reputation for VET locally and overseas
- promote a VET system that meets Australia's social and economic needs
- protect students undertaking or proposing to undertake VET in Australia, and
- ensure access to accurate information regarding the quality of VET

Victorian Registration and Qualifications Authority (VRQA) Guidelines

Victorian RTO's registered with the VRQA operate under the AQTF Continuing Conditions & Standards and 2016 VRQA Guidelines for VET Providers.

<http://www.vrqa.vic.gov.au/registration/Pages/vetqualitydef.aspx>

PURPOSE OF THE STANDARDS

The purpose of the Standards is to:

- describe the requirements that an organisation must meet in order to be an RTO in Australia
- ensure that training delivered by RTOs meets industry requirements (as set out in the training package or accredited course) and has integrity for employment and further study, and
- ensure RTOs operate ethically and consider the needs of both learners and industry.

The Standards describe outcomes RTOs must achieve, but do not prescribe methods to achieve these outcomes. This allows RTOs to be flexible and innovative in their VET delivery. It is an acknowledgement that each RTO is different and needs to operate in a way that suits their clients and learners. RTOs take a multitude of forms, including very large TAFE institutes and other public providers; enterprise RTOs that are part of larger organisations and only train staff of those organisations; community-based providers; commercial colleges; and many more.

These organisations are diverse in size, structure, governance and the scope and volume of services provided. By describing outcomes rather than inputs, the Standards encourage flexibility and innovation while assuring the quality of training.

AUSTRALIAN QUALIFICATIONS FRAMEWORK (AQF)

Implementation of the current AQF commenced on 1 July 2011, with all aspects of the AQF required to be fully complied with from 1 January 2015. The AQF applies across school and higher education as well as VET.

By ensuring that delivery aligns to the AQF in the same way training product design does, the skill level and employability of VET graduates is assured. RTOs are required to be fully compliant with all aspects of the AQF. This is articulated largely through:

- Standard One (in regard to the amount of training provided), and
- Standard Three (in regard to issuance of qualifications and statements of attainment).

By 2030 what we do in every job will change

By 2030, automation, globalisation and flexibility will change what we do in every job. To prepare young people for this future we must urgently shift our understanding of what it will mean to be smart in the New Work Order. Analysing 20 billion hours of work completed by 12 million Australians each year, this report reveals the most important skills we will need to be work smart in the future.

View the full report: https://www.fya.org.au/report/the-new-work-smarts/?gclid=EAlaIqobChMI47Xeg4721gIVFyRoCh2gNAIPEAAAYASAAEgJ5g_D_BwE

New Work Order

Launched in 2015, the Foundation for Young Australians' (FYA) New Work Order report series has revealed the implications of a changing world of work for young Australians and how to best prepare the next generation for a more technology driven, globalised and increasingly flexible workplace.

VET Sector key to future proofing Australia's Economy

The vocational education and training (VET) sector is the key to future proofing Australia's economy, says Nicholas Wyman, CEO of the not-for-profit Skilling Australia Foundation.

"Political and business leaders often bemoan Australia's perennial social and economic problems, but it is clear the VET sector can play a significant role in resolving them," he said on the cusp of the release of a report, *Perceptions Are Not Reality: myths, realities & the critical role of vocational education & training in Australia*. The Skilling Australia Foundation and McCrindle Research produced the report with funding support from Citi Australia.

<http://saf.org.au/vet-sector-key-to-future-proofing-economy/>

Perceptions Are Not Reality: myths, realities & the critical role of vocational education & training in Australia.

Australia's vocational education & training (VET) sector continues to deliver excellent results and outcomes for its students, industry and the economy at large. Yet, among the Australian public, perceptions surrounding vocational education continue to be widely out of step with the reality of the sector and its achievements.

Sandwiched between debates about university deregulation and private vs public school funding, vocational education all too often is relegated to forgotten child status, struggling to gain the media attention required for the public to understand VET's unique abilities and ambitions. Further, the current overemphasis on academic and university pathways means VET pathways are often not given due consideration by high-school leavers.

As such, public awareness and recognition of the crucial role that VET can play and is playing—in training the Australian workforce with the skills required to grasp future industry opportunities— is poor.

When compared with employment outcomes for university graduates, VET continues to produce superior results, and has proven itself to be a more flexible, accessible and adaptable platform for educating and skilling Australians than university education. Importantly, given the rising cost of formal education, VET is also a more cost effective training option for both businesses and individuals.

If we are to ensure that young people, parents and educators are aware of the breadth and depth of opportunities available through VET programs and pathways, it is clear we need to raise the profile of VET and build community awareness of the employment and career opportunities vocational training can facilitate.

Using a range of local and international data sources as well as real-life success stories, this report addresses some of these pervasive and inaccurate perceptions about vocational education and, also, highlights the importance of including VET pathways in the overall discussion about our nation's long-term educational strategies and employment solutions.

Nicholas Wyman : CEO, Skilling Australia Foundation

Workforce of tomorrow demands a new mindset

The New Work Mindset, - Foundation for Young Australians

This report analysed 2.7 million job advertisements to reveal 7 new clusters of work.

These clusters highlight that jobs are closely related and more portable than previously thought – when a young person trains or works 1 job they acquire skills that will help them get 13 other jobs. What does this mean? Well, for one thing instead of thinking about a 'dream job' we could be preparing for a 'dream cluster' based on skills and interests.

Download the report: <https://www.fya.org.au/report/the-new-work-mindset-report/>

NCVER Research

The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the Commonwealth and state and territory ministers responsible for vocational education and training.

It is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally.

NCVER's vision is to inform and influence vocational education and training in Australia through credible, reliable and responsive research and statistical services.

Future bright for quality VET in Schools studies

The report VET in Schools students: characteristics and post-school employment and training experiences shows what students are doing five years after their in-school training, with close to 90% of participants either working, studying or both.

“This new research tells us that, when chosen well, quality VET in Schools studies can work,” said Dr Craig Fowler, Managing Director, NCVET.

“Seventy eight percent of students who participated in VET in Schools in 2006 were employed five years later, with many of them in occupations related to their training, especially those in trade-specific pathways.”

<https://www.ncver.edu.au/publications/publications/all-publications/vet-in-schools-students-characteristics-and-post-school-employment-and-training-experiences>

LSAY

The Longitudinal Surveys of Australian Youth (LSAY) is a study that follows young Australians over 10 years, from their mid-teens to mid-twenties, as they move through school to further study, work and beyond.



Age 15

Your current reading level plays a big part in whether you finish Year 12.



Age 19

You're more likely to still be living with your parents than ever before.



Age 22

There's a 1 in 4 chance you're experiencing moderate to high levels of financial stress.



Age 25

Full-time jobs are getting harder to find, but part-time and casual jobs can lead to more opportunities.

The factors affecting the educational and occupational aspirations of young Australians (LSAY Report 66)

The key message from the analysis so far is just how important parents and peers are to young people's aspirations. This message is further underscored by a path analysis, which shows that parental and peer influences almost entirely mediate the effects of gender, Indigenous status, socioeconomic status, location, family structure and immigration status.

Students whose parents want them to attend university are four times more likely to complete Year 12 and 11 times more likely to plan to attend university compared with those whose parents expect them to choose a non-university pathway.

The job aspirations of 15-year-olds are somewhat unrealistic. By age 25 years, the age until which data are available for analysis, a significant portion of young people fall short of what they set out to achieve in terms of occupation. However, this does not mean that they cannot achieve their desired occupations at a later stage in life. <https://www.lsay.edu.au/>

Industry Overview

Australian Jobs 2017.

Australian Jobs is an easy to follow guide to the Australian labour market. It includes information about industries and occupations as well as states, territories and regions. The publication highlights trends in the Australian labour market and provides guidance about job search and the skills employers value.

<https://docs.employment.gov.au/collections/australian-jobs>

Victoria has the strongest jobs growth in the nation, with 268,000 jobs created over the past five years.

International Perspectives

It is instructive to consider how VET systems operate within national secondary and tertiary education systems. The European Centre for the Development of Vocational Training has produced short publications (6 pages) that inform that understanding, including Spotlight on VET Germany, Spotlight on VET United Kingdom, and Spotlight on VET Austria.

Variations in VET systems described in the Spotlight series prompt thinking about how Australia's system varies and what our development options might be.

For example:

- In Austria, 75% of learners who complete compulsory schooling are in VET programs
- In Germany, 'vocational action competence' is the preferred model of skills development – it's a 'holistic and integrated approach to competence acquisition' rather than 'acquisition of isolated skills and competences based on the learning-outcomes approach.'

<http://www.cedefop.europa.eu/en/publications-and-resources/publications/8116?src=email&freq=weekly>

After decades of pushing bachelor's degrees, U.S. needs more tradespeople

California budgets millions to rebrand long-disparaged vocational education - There are an estimated 30 million jobs that pay at least \$55,000 per year and don't require a bachelor's degree.

<http://hechingerreport.org/after-decades-of-pushing-bachelors-degrees-u-s-needs-more-tradespeople/>

VET Reform

A well-functioning VET system that delivers the skills we need is fundamental to a strong and prosperous economy that delivers the jobs Australian families and industry want.

The Australian Government has embarked on a significant reform of the VET system. The objectives of reform are to improve the quality, job outcomes and status of VET which are necessary for the system to adapt to future skills need.

Reforms focus on enhancing industry leadership in the development of training products (to reflect emerging skills needs and support greater mobility between occupations), strengthening the apprenticeships system and supporting increased participation in high-quality training.

<https://www.education.gov.au/vocational-education-and-training-reform>

Government Priorities for Vocational Education and Training

The Australian Government has implemented substantial reforms in skills since 2014. Ongoing evolution is required to ensure the vocational education and training (VET) keeps up with the needs of industry and the demands of the economy.

VET in Australia has industry at the centre to ensure it delivers the right, industry relevant skills that benefit individuals and employers.

Enhancing the VET system has been a priority for the Australian Government since 2013. Reforms focus on enhancing industry leadership in the development of training products (to reflect emerging skills needs and support greater mobility between occupations), strengthening the apprenticeships system and supporting increased participation in high-quality training.

Four key themes reflect the key objectives of VET reform. These are:

- Industry responsiveness
- Quality and regulation
- Funding and governance
- Data and consumer information

VET for School Students

The Victorian Government has provided funds to support new initiatives to strengthen the provision of VET for school students. Thousands of school students will benefit from the initiatives, which aim to:

- improve program quality
- strengthen school-industry engagement
- build the VET capacity of school communities.

<http://www.education.vic.gov.au/school/teachers/support/Pages/vet.aspx?Redirect=1>

VCAA VET Reform Projects

The VCAA has been engaged by the Department of Education and Training to review the appropriateness, and improve the quality, of VET programs within the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL).

This project will include:

- analysing VET qualifications undertaken by VCE and VCAL students and consideration of the funded course list and the Australian Qualifications Framework level of qualifications
- examining the purpose of VET qualifications delivered to VCE and VCAL students from a student, training provider and industry perspective
- examining emerging industries and the relationship to current and proposed qualifications
- breaking down certificate types (VES, VEF, NAP) against trends and enrolments by industry
- researching and consulting through the Industry Skills Commissioner and Industry Advisory Groups
- reviewing block credit recognition policy
- examining training, delivery and assessment strategies for each of the two years of each VCE VET program
- reviewing scored assessment support materials for units 3 & 4 and modify to incorporate at units 1 & 2 level
- publishing revised VCE VET units 3 & 4 scored assessment guides and new units 1 & 2 assessment guides.

The VCAA has also been engaged to undertake a promotion project which will include:

Promote VET for Secondary School Students with two clear goals:

- Understanding; so the school community understands the value of VET and possible pathways for its students*
- Promotion; so that school students' make informed decisions that ultimately strengthen their outcomes, and post-school transitions to further education, training or employment.*

Block Credit Review

The VCAA surveyed schools (government, independent and Catholic), TAFEs and private RTOs as part of the "Driving quality and appropriateness of VET" project, which includes the block credit recognition review. This survey took place in July 2017. 85% of respondents agreed that greater clarity is required around the VCAA different course types (VES/NAP/VFE).

Key issues identified through this survey were:

- Schools, teachers, students and parents do not understand how block credit works and even what it really means.
- Clarity around credit is required – credit aligned to units of competency is not transparent and 'provides the opportunity for abuse'.
- Guidelines are not clear with no clear advice about selecting electives.

Survey respondents asked for greater clarity with simpler rules, transparency, checklists and simpler language around block credit recognition.

Four alternative block credit recognition models have been developed and are contained in the discussion paper Block Credit Recognition Review – Discussion Paper. The online survey can be accessed here:

<http://www.vcaa.vic.edu.au/Pages/vet/vet-reform-projects.aspx>

VET Enrolments

2014: Confirmed Enrolments Total: 70,357

- VCE VET programs (VES): 41,839
- Block Credit programs (VFE): 24,494
- SBAT: 4,024

2015: Confirmed Enrolments Total: 68,470

- VCE VET programs (VES): 44,662
- Block Credit programs (VFE): 20,152
- SBAT: 3,656

2016: Confirmed Enrolments Total: 68,384

- VCE VET programs (VES): 46,449
- Block Credit programs (VFE): 18,568
- SBAT: 3,367

2017: Preliminary Enrolments (Sep) Total: 67,783

- VCE VET programs (VES): 51,355
- Block Credit programs (VFE): 13,693
- SBAT: 2,735

Top Programs by Enrolment 2017 (Interim Data - September)

Top 25 Certificates by Enrolment

SIS30115	Certificate III in Sport and Recreation	VES	7,934
22216VIC	Certificate II in Building and Construction	VES	5,376
SIT20416	Certificate II in Kitchen Operations	VES	3,252
BSB20115	Certificate II in Business	VES	3,189
SIT20316	Certificate II in Hospitality	VES	2,512
CUA30915	Certificate III in Music Industry	VES	2,156
CHC32015	Certificate III in Community Services	VES	2,128
22209VIC	Certificate II in Engineering Studies	VES	2,051
CUA31015	Certificate III in Screen and Media	VES	1,936
AUR20716	Certificate II in Automotive Vocational Preparation	VES	1,776
ICT30115	Certificate III in Information, Digital Media & Technology	VES	1,459
HLT33015	Certificate III in Allied Health Assistance	VES	1,357
10297NAT	Certificate II in Applied Language	VES	1,348
22280VIC	Certificate I in Employment Pathways	VFE	1,281
CHC30113	Certificate III in Early Childhood Education and Care	VES	1,131
SIS20115	Certificate II in Sport and Recreation	VES	1,108
SHB30115	Certificate III in Beauty Services	VES	988
22236VIC	Certificate I in General Education for Adults	VFE	911
22304VIC	Certificate II in Plumbing	VFE	909
ACM20110	Certificate II in Animal Studies	VES	874
UEE22011	Certificate II in Electrotechnology (Career Start)	VES	823
SHB20216	Certificate II in Salon Assistant	VES	820
BSB30115	Certificate III in Business	VES	804
SHB20116	Certificate II in Retail Cosmetics	VFE	783
PUA20713	Certificate II in Public Safety (Firefighting Operations)	VFE	779

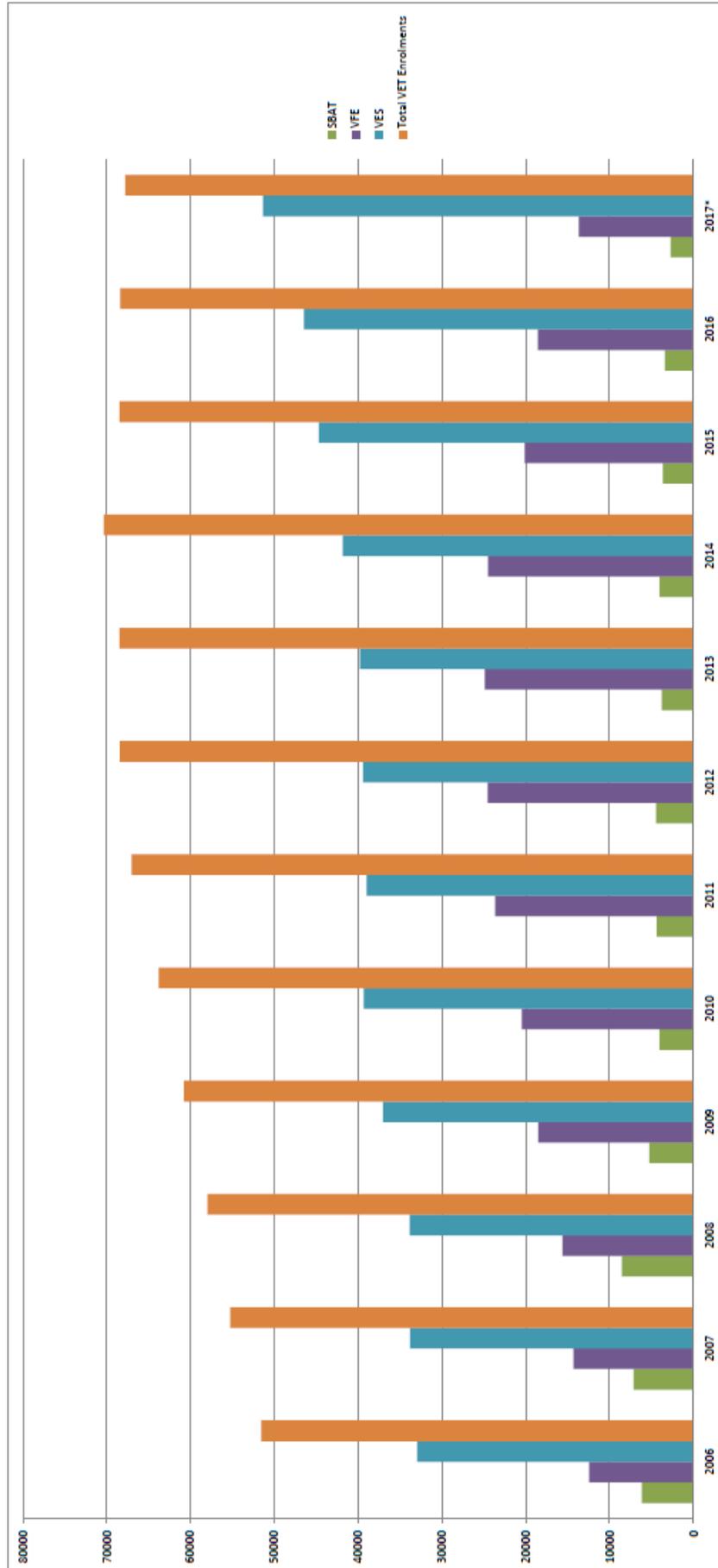
Enrolment Trends 2014 - 2017

Program	2014	2015	2016	2017*	% Change
VCE VET Agriculture, Horticulture, Conservation and Land Management	1200	1293	1049	1071	-11%
VCE VET Animal Studies	472	534	765	872	85%
VCE VET Applied Fashion Design and Technology	645	616	537	466	-28%
VCE VET Applied Language	1203	1553	1795	1792	49%
VCE VET Automotive	2449	2427	2200	2281	-7%
VCE VET Building and Construction	5178	5013	5179	5376	4%
VCE VET Business	2325	3266	3127	3918	69%
VCE VET Cisco	163	166	144	110	-33%
VCE VET Community Services	2127	1995	1616	2992	41%
VCE VET Creative and Digital Media	2408	2392	2225	2415	0%
VCE VET Dance	683	622	649	588	-14%
VCE VET Electrical Industry	1074	839	1455	1490	39%
VCE VET Engineering Studies	2053	2125	1972	2051	0%
VCE VET Equine Studies	408	403	373	418	2%
VCE VET Furnishing	991	1105	838	934	-6%
VCE VET Hair and Beauty	2902	2947	2660	2728	-6%
VCE VET Health	2009	1370	1349	1331	-34%
VCE VET Hospitality	5413	5896	5368	5812	7%
VCE VET Information and Communications Technology	1776	1719	1619	1732	-2%
VCE VET Integrated Technologies	580	456	367	266	-54%
VCE VET Laboratory Skills	109	182	217	215	97%
VCE VET Music Industry	2765	2652	2658	2611	-6%
VCE VET Small Business	330	425	509	457	38%
VCE VET Sport and Recreation	7753	8016	8089	9367	21%

*2017 interim data September 2017.

VET ENROLMENT DATA TRENDS - 2006 - 2017

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017*
SBAT	6161	7125	8506	5242	4050	4373	4482	3787	4024	3656	3367	2735
VFE	12453	14310	15626	18493	20446	23662	24535	24881	24494	20152	18568	13693
VES	32962	33814	33857	37041	39310	39013	39421	39795	41839	44662	46449	51355
Total VET Enrolments	51576	55249	57989	60776	63806	67048	68438	68463	70357	68470	68384	67783
% Enrolment VES	63.9%	61.2%	58.4%	60.9%	61.6%	58.2%	57.6%	58.1%	59.5%	65.2%	67.9%	75.8%



What do you need to teach VET?

Under the Standards for Registered Training Organisations (RTOs) 2015 which incorporates the Standards for Registered Training Organisations (RTOs) Amendment 2017, a trainer's qualifications and vocation competency requirements can be found here: <https://www.asqa.gov.au/standards/about-standards-rtos-2015>

Schedule 1

Item	Standard	Training and assessment credentials
1	1.11 1.14 1.15 1.24	The following credential: <i>TAE40110 Certificate IV in Training and Assessment.</i>
2	1.11 1.14 1.15 1.24	One of the following credentials: Credential: <i>TAE40116 Certificate IV in Training and Assessment <u>or</u> its successor</i> <u>or</u> Credential: <i>TAE40110 Certificate IV in Training and Assessment, <u>and</u> one of the following:</i> <i>(i) TAE LLN411 Address adult language, literacy and numeracy skills <u>or</u> its successor <u>or</u></i> <i>(ii) TAE LLN401A Address adult language, literacy and numeracy skills</i> <i><u>and</u> one of the following:</i> <i>(iii) TAE ASS502 Design and develop assessment tools <u>or</u> its successor <u>or</u></i> <i>(iv) TAE ASS502A Design and develop assessment tools <u>or</u></i> <i>(v) TAE ASS502B Design and develop assessment tools.</i>
3	1.14 1.15	The following credential: <i>A diploma or higher level qualification in adult education.</i>

<https://www.legislation.gov.au/Details/F2017C00663>

New TAE qualifications

The Training and Education (TAE) Training Package was updated in April 2016. The core units of competency (units) of the Certificate IV in Training and Assessment were updated to include the 'Design and develop assessment tools' and 'Address adult language, literacy and numeracy (LLN) skills'. The core units of the Assessor Skill Set were updated to include the 'Design and develop assessment tools' unit of competency.

To ensure the VET workforce has appropriate skills in designing and developing assessment tools and identifying and evaluating LLN requirements, Skills Ministers agreed to update the training and assessment credential requirements in line with the changes to the TAE Training Package.

<https://www.education.gov.au/trainer-and-assessor-credential-requirements>

Assessment

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.

Principles of Assessment

Fairness

The individual learner's needs are considered in the assessment process.

Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner's needs.

The RTO informs the learner about the assessment process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.

Flexibility

Assessment is flexible to the individual learner by:

- reflecting the learner's needs;
- assessing competencies held by the learner no matter how or where they have been acquired; and
- drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.

Validity

Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner.

Validity requires:

- assessment against the unit(s) of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance;
- assessment of knowledge and skills is integrated with their practical application;
- assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and
- judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.

Reliability

Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

Rules of Evidence

Validity : The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.

Sufficiency : The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner's competency.

Authenticity : The assessor is assured that the evidence presented for assessment is the learner's own work.

Currency : The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

Unit of Competency – 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

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.

<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>

Impact of changes:

<https://www.asqa.gov.au/standards/about-standards-rtos-2015/standard-one/clauses-1.8-1.12>

Developing Programs

In developing a VET program schools and RTOs must consider the approved VCE VET Program first. These programs are in an approved format with the UoCs designated. UoCs cannot be imported into a VCE VET Program structure.

There are a variety of qualifications available in VCE VET programs, some which provide credit for VCE Units 1 & 2, and others that provide credit for VCE units 1 - 4. All VCE VET programs provide an opportunity for credit towards VCE Units 1 - 4, or VCAL.

VCE VET programs are constantly being developed or revised. Schools are advised to refer to the VCAA website and VCAA Bulletin for the most up-to-date information.

For program specific information on VCE VET programs, please refer to the individual pages: <http://www.vcaa.vic.edu.au/Pages/vet/programs/index.aspx>

If there is not an appropriate VCE VET Program, schools and providers can develop other VET qualifications for delivery to secondary students. This arrangement is known as Block Credit. Under block credit recognition, credit toward the VCE is determined by the AQF level at which the units of competency/modules (UoC/Ms) are recognised and the nominal hours of training completed.

<http://www.vcaa.vic.edu.au/Pages/vet/general/recognition/vetcredit.aspx>

The VCAA encourages schools and RTOs to:

- Be clear about expected results / qualification outcomes
- Confirm UoCs before commencing
- Include practical activities
- Provide results well before the VASS November deadline

And please consider the following:

- Engagement of students
- Structured Workplace Learning
- Flexibility required
- Available time

Entry Requirements

Under the Standards for RTOs, the training provider is required to meet the needs of their learners.

Standard 1.7 states:

The RTO determines the support needs of individual learners and provides access to the educational and support services necessary for the individual learner to meet the requirements of the training product as specified in training packages or VET accredited courses.

This means that RTOs must be able to demonstrate they identify, for each learner, any additional support required and that this support is made available, either directly or via arrangements with a third party.

At minimum, support should include:

- identifying particular requirements such as literacy, numeracy, English language or physical capabilities learners would need to complete each course
- developing strategies to make support available where gaps are identified.

While a formal assessment process is not required, an RTO must be able to demonstrate how it identifies support needs (for example, by requiring learners to complete a self-assessment as part of the enrolment process).

Where additional support requirements have been established, you must be able to demonstrate that this support has been made available.

To maximise the chance of learners successfully completing their training, all RTOs need to:

- identify any support individual learners need prior to their enrolment or commencement (whichever is the earliest)
- provide access to that support throughout their training.

This may include providing:

- Language, Literacy and Numeracy (LLN) support
- assistive technology
- additional tutorials
- other mechanisms, such as assistance in using technology for online delivery components.

If support attracts an additional cost to the learner, the RTO must make this clear in pre-enrolment information.

If there are limitations to the support the RTO is able to provide, these limitations need to be made clear in information provided to potential learners.

The RTO and School should be clear that the course is appropriate for the student, their needs and abilities. Students should not attempt to commence in a high level qualification at Cert IV or above without having undertaken lower levels of training.

Some form of course counseling or a pre-training review may assist in identifying the most appropriate course for the student to undertake. The RTO should be able to determine if the proposed qualification and materials are appropriate for that individual or if reasonable adjustments are required.

Workplace simulation criteria

Simulation is not, and should not be considered as, an assessment 'short cut' as the rules of evidence still apply. A simulated environment for assessment would be considered a last option.

Simulation is 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.

Simulations vary from recreating realistic workplace situations such as in the use of flight simulators, through the creation of role-plays based on workplace scenarios to the reconstruction of a business situation on a spreadsheet.

In developing simulations, the emphasis is not so much on reproducing the external circumstance but on creating situations in which the candidate can demonstrate:

- technical skills
- underpinning knowledge
- generic skills such as decision making and problem solving
- workplace practices such as effective communication and compliance with occupational health and safety procedures.

When appropriately designed and implemented, simulation is an effective form of evidence gathering. It is particularly suited to situations in which the candidate is being assessed against unit(s) of competency that focus on aspects of work that:

- are difficult or costly to create in workplace situations, eg shut down or servicing of plant and machinery that must remain in production
- cannot be reproduced in the workplace due to the lack of specific plant, equipment or facilities, eg a skills bay is used in assessing specific welding skills
- pose a risk to personal and public safety, eg a health and safety emergency situation
- are of a personal or confidential nature and as such may not be able to be directly identified in the workplace, e.g. dealing with the personal health and welfare of clients
- are performed in a wide variety of circumstances that may not be able to be reproduced in the workplace, e.g. tasks that are conducted in widely varying environments such as sailing a vessel in different weather conditions
- occur on a seasonal basis or at intervals which make direct observation in the workplace difficult to organise, e.g. performing a seasonal work function
- are carried out over an extended period of time, eg managing a long-term construction project.

Assessing in Simulated Environments

Assessment activities must be realistic and reasonable in terms of scale. Assessment conducted under simulated conditions should reflect those typically found in the workplace. The following checklist can be used to make sure that some key points are considered. Does the Assessment allow the learner to:

- deal with typical customers, including difficult customers and diverse types of customers?
- use facilities, equipment and materials that meet current industry standards?
- plan and prioritise multiple tasks to meet deadlines?
- experience the typical workflow for the industry?
- require adherence to service standards, workplace procedures, health and safety requirements?
- work with others as part of a team?
- consider constraints and pressures met in the workplace, e.g. budget, time, resource availability?

VCE VET Program Updates

VCE VET Building and Construction

- 22338VIC Certificate II in Building and Construction Pre-apprenticeship
- All new enrolments for 2018
- Current students 12 month transition. VCE students must continue their enrolment in the old course to access Unit 3+4
- VCE and VCAL credit is now 6 units, down from 7

Trainer Requirements

All assessments must be undertaken by a person or persons in accordance with:

- Standard 1.4 of the AQTF: Essential Conditions and Standards for Continuing Registration, or
- Standard 1, of the Standards for Registered Training Organisations 2015 (SRTOs), or
- the relevant standards for RTOs at the time of assessment.

In addition, assessors must:

- hold a Certificate III trade qualification in the trade stream they are assessing
- must have worked in the trade stream for at least seven years, inclusive of apprentice duration, where they have applied the skills and knowledge of the unit/s of competency they are assessing.

All assessment of units of competency imported from training packages must reflect the requirements for assessors specified in the relevant training packages.

<http://www.education.vic.gov.au/Documents/training/providers/rto/curr22338VIC%20buildingandconstruction.pdf>

VCE VET Applied Language

As a result of this minor review the following changes were agreed upon:

Program 1:

- 10297NAT Certificate II in Applied Language
- Provides Credit at Units 1+2
- Total Credit available will be three units – 1,2,1
- Total Hours increased by 40 nominal hours to 280.

Program 2:

- 10661NAT Certificate III in Applied Language
- Provides Credit at Units 3+4
- Total Credit available will be three units – 3,4,3
- Total Hours increased by 40 nominal hours to 320
- Equivalent units of competency from the existing Unit 3 and 4 sequence.

VCE VET Health

From 2018 VCE VET Health will offer scored assessment. Please refer to the updated Program Extract.

NOTE

VCAA will publish the VCE VET Program Changes for 2018 and VCE VET Program Transition Advice for 2018 and revised Program Extracts in January 2018

<http://www.vcaa.vic.edu.au/Pages/vet/programs/index.aspx>

Attached Document – Program Changes for 2018 Full List of VCE VET Programs

Appropriateness / Analysis

The first phase of this review was to undertake a detailed analysis of VET delivered to secondary students and develop a methodical approach to determining appropriateness of qualifications.

Key Findings

- **VES**
 - VES enrolments account for 80% of all enrolments
 - 61% of all VES enrolments are VCE students
 - 22% of all enrolments are less than 1 FTE or 180 nominal hours. (69% VCAL)
 - 21% of all students have an enrolment in more than 1 VET qualification. (65% VCAL)
- **VFE**
 - VFE programs are being used in some approved VCE VET Industry areas when an approved VES exists
 - 68% of VFE enrolments are VCAL students
- **NAP**
 - Traineeships and Apprenticeships in approved VCE VET Industry areas are not being consistently applied and recorded as NAP programs
 - Student programs that include a VET qualification, do not always support pathways
- **Policy**
 - High level qualifications (Certificate IV or Above) account for only 0.7% of all VET enrolments
 - Skill shortage areas are not linked to approved programs
 - Student programs that include a VET qualification, do not always support pathways
 - No identifiable correlation between Skills First priorities and the programs being selected

Determinations

- Approved VCE VET Programs are the default option and should be the first choice when selecting a student's program.
- Schools and RTOs should offer a VES program that meets the needs of students if a program is available.
- Credit for VET qualifications must be equitable with VES and NAP program types setting the maximum credit limit. VFE credit should be no more than a VES credit in the same industry area.

SBAT (NAP) qualifications must be on the Skills First list of funded qualifications for Apprenticeships and Traineeships

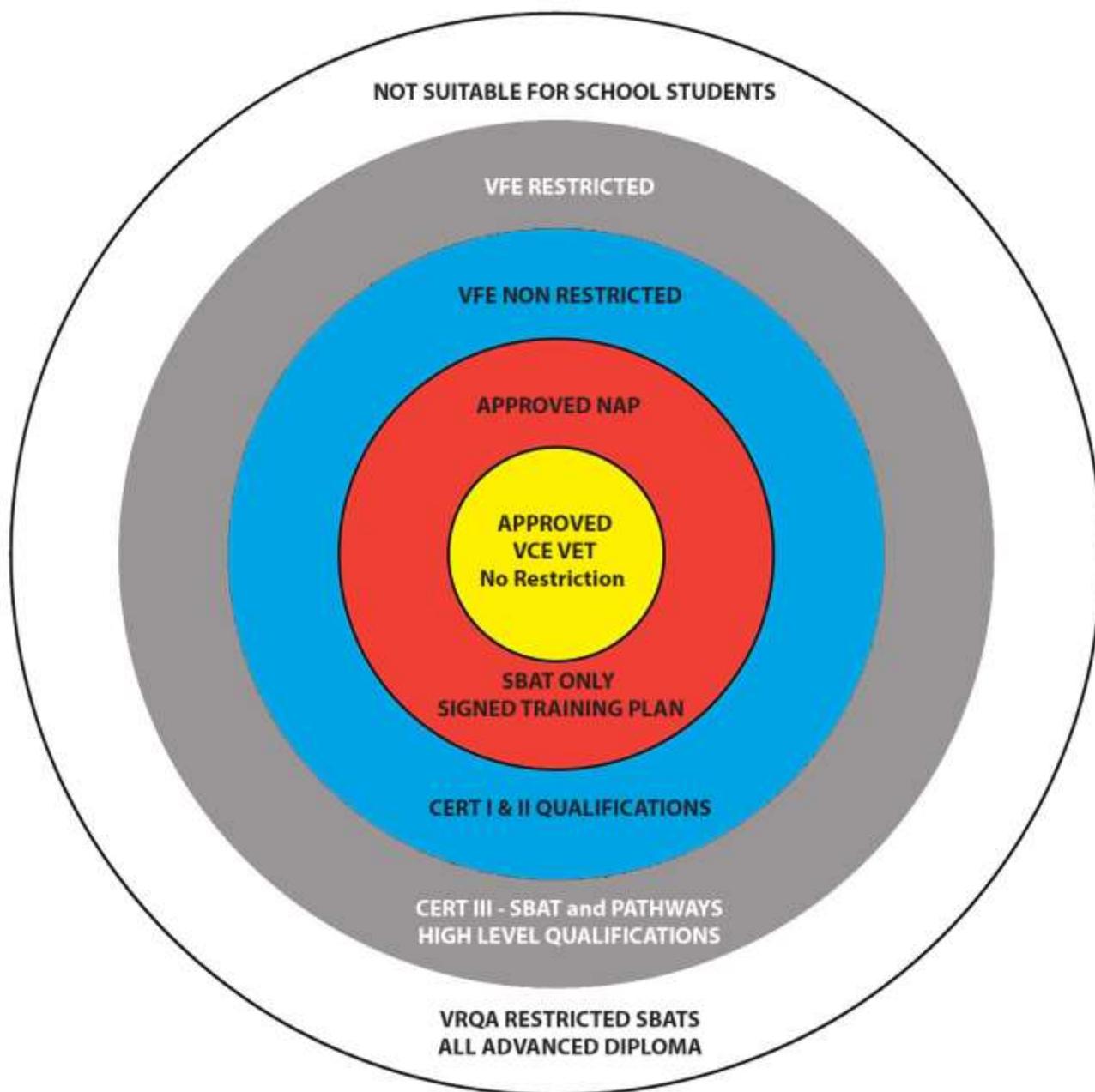
VET Target

The “VET Target” has been developed to clearly demonstrate the appropriateness of particular VET qualifications.

The most appropriate qualifications will be at the centre of the target with the most inappropriate qualifications at the extreme outer ring.

The most appropriate qualifications at the centre of the target will have no restrictions and can be freely selected by schools.

As the qualifications fall into rings moving away from the centre of the target, there will be increasing levels of scrutiny by the VCAA in order to approve the qualification for delivery.



RTO Survey

What is the purpose of VET for secondary students?

ENGAGING STUDENTS

- Engage students in school and to assist in retention of students.
- Provide young people with meaningful opportunities

CONSOLIDATING AND EXPANDING STUDY OPTIONS

- In a rural area where subject choices for students at senior level are limited due to lack of public transport, it is essential that the local State School provides vocational options for its youth.
- Opportunities for hands on learners to improve their ATAR scores,

CREATING EMPLOYMENT OPPORTUNITIES

- To gain employability skills which will be very attractive to future employers regardless of the VET program they have completed
- To develop secondary students skills and experience in a vocational area of interest that provides employment outcomes

EXPLORING STUDY AREAS, INDUSTRY AREAS, CAREERS

- A VET program allows students to experience industry appropriate training at an entry point which allows them to make an informed decision about their future pathway.
- To broaden the student experience and open them to options for their future.

FOCUSSING ON PATHWAYS

- To create career and learning pathways into industry for students who wish to further their knowledge and skills at an employment entry level prior to entering either the workforce and/or higher education.
- A stepping stone between school and tertiary education. To introduce post school study programs.

TARGETTING CAREERS

- To provide students with strong, supported access and entry into an industry field they're interested in pursuing a career in, that will engage, motivate and deliver a positive employability outcome
- To prepare students for a career in their chosen vocation.

FOR THE GREATER GOOD

- Enable students to contribute effectively to local communities.

What are high performing schools doing really well?

- Regular contact with the RTO
- Dedicated VET coordinator with sufficient time to coordinate
- They understand VET programs, courses, UoC, the contract and what is quality delivery
- Systematic communication between school and RTO – EG. Portal – weekly updates
- They know and support students that require additional assistance
- They know their students' capabilities and LLN standards
- Conduct comprehensive information sessions for students and parents
- Involve parents
- Provides career/course counselling for each student undertaking VET
- Committed to VCE VET and not just VCE
- VET programs are engaging, interactive and focussed on the workplace
- Students know the VET programs

SWL Recognition

Available in 2018

- All schools can access SWLR from 2018
- Available for all VCE VET Programs
- Maximum Credit
 - 3 Units per VCE VET Program
 - 4 Units per SBAT
 - 4 Units in Total
- Details are available on the VCAA Website
- <http://www.vcaa.vic.edu.au/Pages/vet/swl.aspx>

Quality of VET Programs

What does Quality mean?

COUNSELLING

- What is the industry, what is the course?
- What are your goals?
- Complementary studies & pathways

ENTRY REQUIREMENTS

- LLN requirements and students current abilities
- Pre requisites and suitability of level

SUPPORT

- Resources for delivery
- Students needs and access requirements

ASSESSMENT

- Meets the Training Package requirements
- Industry context
- Scored tasks

Working with an RTO

- **Students attend external RTO**
 - Greater costs
 - Less timetable flexibility
 - All quality managed by RTO
 - Industry training environment
- **School delivers under auspice**
 - Partner RTO
 - Contract for compliance and monitoring
 - School teacher meeting RTO requirements
 - Teacher currency
- **School RTO**
 - Management of the RTO Standards
 - Development of all resources and assessments
 - Industry standard equipment required
 - Teacher currency

VET self-assessment tool for schools

The self-assessment tool is designed to assist schools plan, implement and review vocational education and training (VET) programmes that offer nationally recognised qualifications from industry-developed training packages or accredited courses. It can be used by schools across all educational sectors to evaluate and improve the quality of VET delivery and can be applied to individual VET programmes or form part of a whole school approach to review VET delivered to secondary students.

<http://www.pssfw.myskills.gov.au/14757>

Illustrations of good practice

A series of 17 videos and case studies that highlight the key features required for delivering quality VET to school students.



<http://www.pssfw.myskills.gov.au/illustrations-of-good-practice/>

Victorian Training Awards

BETHANY SIMPSON

Winner - 2017 SCHOOL-BASED APPRENTICE/TRAINEE OF THE YEAR

A school-based traineeship reveals Bethany's passion for business

As an advocate of the School-based Apprenticeship and Traineeship (SBAT) program, Bethany Simpson, 17, wants to send a strong message that SBAT doesn't lock you out of a university pathway or take away from your school studies – in fact, in her experience, it did the opposite.

When Bethany was working part time at the Boulevard Motor Inn in Mildura last year, a customer told her parents – who own the business – about the SBAT program. Prior to enrolling in Year 11 at Mildura Senior College, Bethany and her parents explored the opportunity, leading her to start a Certificate III in Business Administration with training provider Murray Mallee Training Company.

Bethany says undertaking a SBAT was a smart choice alongside Year 11 and 12 study, providing her with a “passion for business”, insight into working in a business environment, a qualification and skills needed to enter the workforce.

“SBAT's provide an avenue to explore a potential career path, a recognised qualification, a source of income, skills and an opportunity to try something to see if it's your passion or interest.”

School-based Apprentice/Trainee of the Year

The School-based Apprentice/Trainee of the Year Award is presented to a student who is undertaking a Certificate II or above qualification as a part-time Victorian school-based apprentice or trainee. The Award recognises the student's commitment to their formal studies at school, and in the workplace.



“I didn't have a clear idea of what I wanted to do after school but after commencing my SBAT I found my passion for business.”

Last year Bethany excelled in VCE subject Business Management, partly due to skills and knowledge she developed through SBAT. Bethany was also accepted into the La Trobe VCE Plus program, where she studies a business degree part time at La Trobe University alongside completing Year 12.

<http://www.education.vic.gov.au/about/awards/Pages/2017vtawinnersfinalists.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) <https://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) <http://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, testumers and results are contained within the AQF.

Australian Quality Training Framework (AQTF)

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 \(Version 2010\) \(PDF 1.2 Mb\)](#) 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). The users guide can be downloaded from:

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

Back 2 Basics, 5th Edition www.education.gov.au/back-2-basics-5th-edition

Back 2 Basics, 5th Edition, is an easy-to-read guide explaining key information about the VET system in Australia and is appropriate for those who are new to the VET sector.

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 DEECD website:

Secondary Reform, Careers and Pathways

www.education.vic.gov.au/school/principals/curriculum/Pages/qualifications.aspx

The Secondary Reform, Careers and Pathways Branch supports schools and providers in the delivery of pathway programs including VET in Schools, the VCAL and school-based/part-time apprenticeships and traineeships. The branch 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 <https://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.

The current SSOs are:

SkillsIQ 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
- VASS Help Screens for enrolment advice.

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 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.