VCE VET Visual Arts

Program Booklet

Incorporating

CUA20720 Certificate II in Visual Arts (Release 1)

CUA31120 Certificate III in Visual Arts (Release 1)

January 2024

Modification history

|  |  |  |  |
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Introduction

VCE VET programs are vocational training programs approved by the Victorian Curriculum and Assessment Authority (VCAA). VCE VET programs lead to nationally recognised qualifications, thereby offering students the opportunity to gain the Victorian Certificate of Education (VCE) or the Victorian Certificate of Education Vocational Major (VCE VM), as well as a nationally portable vocational education and training (VET) certificate. VCE VET programs:

* are fully recognised within the Units 1 to 4 structure of the VCE and the VCE VM. VCE VET units have equal status with other VCE studies.
* will contribute towards the Victorian Pathways Certificate (VPC)
* function within the National Training Framework.

Program development

This iteration of the VCE VET Visual Arts program was implemented in 2022. It must be used in conjunction with the CUA Creative Arts and Culture Training Package (Release 6.0) qualifications – CUA20720 Certificate II in Visual Arts (Release 1) and CUA31120 Certificate III in Visual Arts (Release 1). This program booklet supersedes the previous VCE VET program booklet published in 2023.

VCE VET programs are developed with a reference group of industry and vocational professionals and include a predesignated program structure. Units of competency outside of this structure cannot be delivered as part of a VCE VET program.

Industry overview

Training package

Creative activity is by nature interdisciplinary, and traditional boundaries between art forms, individual practitioners, geographical location and institutions continue to break down. The following examples illustrate this ‘convergence’ of art forms, job roles and delivery mediums:

* Linkages between traditional visual arts, craft and design practices, and modern industrial design are being found.
* Many arts practitioners now practise their craft and work in related areas, for example, they may curate, manage, market and promote collections or exhibitions.

The visual arts sub-sector includes any non-performing artist who creates artistic content as standalone pieces (rather than a technician contributing to an overall production). This includes workers who may train under specialist visual arts qualifications such as a diploma of ceramics or under qualifications in Aboriginal and Torres Strait Islander cultural arts, as well as in a broad range of specialties within generalist visual arts qualifications.

Qualifications / Packaging rules

Students wishing to be awarded the qualification must successfully complete all required core and elective units of competency. Schools should communicate with their registered training organisation (RTO) partner to ensure the delivery sequence supports this outcome.

For further information, visit the [National Training Register](https://training.gov.au/Home/Tga).

* [CUA20720 Certificate II in Visual Arts (Release 1)](https://training.gov.au/Training/Details/CUA20720)
* [CUA31120 Certificate III in Visual Arts (Release 1)](https://training.gov.au/Training/Details/CUA31120)

Links to a companion volume implementation guide may be provided as a resource for this qualification. For further information, visit [VETNet](https://vetnet.gov.au/Pages/default.aspx).

VCE VET program details

Aims

The VCE VET Visual Arts program aims to:

* provide participants with the knowledge, skill and competency that will enhance their training and employment prospects in the visual arts industry in a range of areas such as ceramics, digital art, glasswork, illustration, painting, photography, printmaking, sculpture, textile design and woodwork design.
* enable participants to gain a recognised credential and to make an informed choice of vocation or career path.

Scored assessment

The VCE VET Visual Arts program does not offer scored assessment.

VCE VET credit

Students undertaking CUA20720 Certificate II in Visual Arts (Release 1) are eligible for up to four VCE VET units on their VCE (including VCE VM and VPC) statement of results:

* four VCE VET units at Units 1 and 2 level.

Students undertaking CUA31120 Certificate III in Visual Arts (Release 1) are eligible for up to six VCE VET units on their VCE, VCE VM or VPC statement of results:

* two VCE VET units at Units 1 and 2 level.
* two VCE VET Unit 3–4 sequences

For more information on VCE (including VCE VM and VPC) credit contributions, please refer to the [Appendix](#Appendix).

Nominal hour duration

Nominal hours represent the supervised structured learning and assessment activities required to sufficiently address the content of each unit of competency.

Nominal hours are used to determine credit towards the VCE (including VCE VM and VPC) for VET units of competency.

Duplication

When a VCE VET program duplicates or is very similar to another VCE study or VET unit of competency in a student’s program, a reduced VCE VET unit entitlement may apply.

No significant duplication has been identified between the VCE VET Visual Arts program and other VCE studies but if a student is also undertaking VCE Art Creative Practice or VCE Art Making and Exhibiting, care must be taken when selecting units of competency to minimise the potential overlap. For example, the same artistic medium must not be developed in both the VCE VET program and the VCE study.

Dual enrolments

When students undertake multiple qualifications within a VCE VET program, care must be taken to ensure the students enrol in all the units of competency only once. Credit for a unit of competency can be counted only once towards the VCE (including VCE VM and VPC).

Sequence

Certain units of competency will complement each other, lending to coordinated delivery that minimises content overlap. Units of competency have guidelines for different situations and delivery contexts, and a range of delivery sequences is possible.

The intention of VCE VET programs is to provide students with a qualification that meets industry expectations. The strong advice and assumption of industry bodies is that the quality of the qualification is compromised when foundation training is neglected.

The sequencing of units of competency is determined by the RTO, teacher or trainer; however, it is anticipated that a number of the core units of competency will be undertaken in the first year of the program.

VCE VET Visual Arts program structure

CUA20720 Certificate II in Visual Arts (Release 1)

|  |  |  |
| --- | --- | --- |
| Code | Unit title | Nominal hours |
| **Units 1 and 2** |
| **Compulsory units** |
| BSBWHS211 | Contribute to the health and safety of self and others | 20 |
| CUAACD201 | Develop drawing skills to communicate ideas | 60 |
| CUAPPR211 | Make simple creative work | 40 |
| CUARES202 | Source and use information relevant to own arts practice | 30 |
| **Compulsory units subtotal** | **150** |
| **Elective units** |
| Select a minimum of **FIVE** electives with a minimum of **210** hours.* Minimum of **TWO** units from Group A and / or Group B
* Minimum of **ONE** unit from Group B
* Maximum of **TWO** units from Group C.
 |
| **Elective Group A** |
| BSBCRT201 | Develop and apply thinking and problem solving skills | 30 |
| BSBESB301 | Investigate business opportunities | 25 |
| BSBPEF202 | Plan and apply time management | 20 |
| BSBSTR301 | Contribute to continuous improvement | 40 |
| BSBSUS211 | Participate in sustainable work practices | 20 |
| BSBTEC101 | Operate digital devices | 20 |
| BSBTEC201 | Use business software applications | 60 |
| BSBTEC202 | Use digital technologies to communicate in a work environment | 20 |
| BSBTWK201 | Work effectively with others | 40 |
| ICTICT215 | Operate digital media technology packages | 40 |
| **Elective Group B** |
| CUAATS111 | Develop understanding of own Aboriginal and/or Torres Strait Islander identity | 150 |
| CUACER201 | Develop ceramic skills | 50 |
| CUADES201 | Follow a design process | 50 |
| CUADES202 | Evaluate the nature of design in a specific industry context | 30 |
| CUADIG212 | Develop digital imaging skills | 50 |
| CUADIG213 | Develop video art skills | 50 |
| CUADRA201 | Develop drawing skills | 50 |
| CUAGLA201 | Develop glassworking skills | 50 |
| CUAIND211 | Develop and apply creative arts industry knowledge | 20 |
| CUAIND212 | Develop and apply knowledge of information and cultural services organisations | 45 |
| CUAJWL211 | Develop jewellery-making skills | 50 |
| CUAPAI211 | Develop painting skills | 50 |
| CUAPPR202 | Participate in planning process for proposed artwork sites | 15 |
| CUAPPR203 | Store finished creative work | 30 |
| CUAPRI211 | Develop printmaking skills | 50 |
| CUASCU211 | Develop sculptural skills | 50 |
| CUATEX201 | Develop skills in textile work | 50 |
| CUAWOO201 | Develop woodworking skills | 50 |
| MSATCM305A | Demonstrate basic knowledge of casting operations | 30 |
| MSFDG3003 | Paint and fire glass | 180 |
| MSFGG3024 | Form glass | 40 |
| MSFGN2001 | Make measurements and calculations | 30 |
| MSFPF1001 | Frame a simple artwork | 100 |
| MSFPF2014 | Assemble basic artwork packages | 40 |
| MSMPCII295 | Operate manufacturing equipment | 40 |
| MSMPCII296 | Make a small furniture item from timber | 0 |
| MSMPCII297 | Make an object from cloth using an existing pattern | 0 |
| MSMPCII298 | Make an object from metal | 0 |
| MSMPCII299 | Make an object from plastic | 0 |
| MSMPMC308 | Operate slip casting equipment | 40 |
| MSMPMC310 | Hand mould products | 30 |
| MSTFD2001 | Design and produce a simple garment | 80 |
| MSTFD2002 | Apply printing techniques to produce indigenous textile designs | 80 |
| MSTFD2003 | Apply dyeing techniques to produce indigenous textile designs | 80 |
| MSTFD2004 | Work within an indigenous cultural framework | 40 |
| MSTGN2013 | Identify fibres, fabrics and textiles used in the TCF industry | 80 |
| **Elective Group C: Imported electives** |
| BSBCMM211 | Apply communication skills | 40 |
| CUADES301 | Explore the use of colour | 50 |
| CUAPHI312 | Capture photographic images | 60 |
| CUAPPR312 | Document the creative work progress | 15 |
| **Minimum elective units subtotal** | **210** |
| **Minimum total for four VCE VET units at Units 1 and 2 level** | **360** |

CUA31120 Certificate III in Visual Arts (Release 1)

|  |  |  |
| --- | --- | --- |
| Code | Unit title | Nominal hours |
| **Units 1 to 4** |
| **Compulsory units** |
| BSBWHS211 | Contribute to the health and safety of self and others | 20 |
| CUAACD311 | Produce drawings to communicate ideas | 80 |
| CUAPPR311 | Produce creative work | 45 |
| CUARES301 | Apply knowledge of history and theory to own arts practice | 50 |
| **Compulsory units subtotal** | **195** |
| **Elective units** |
| Select a minimum of **EIGHT** electives with a minimum of **165** hours.* Minimum of **TWO** units from Group A and / or Group B
* Minimum of **FOUR** units from Group A
* Maximum of **TWO** units from Group C.
 |
| **Elective Group A** |
| BSBCRT201 | Develop and apply thinking and problem solving skills | 30 |
| BSBCRT411 | Apply critical thinking to work practices | 50 |
| CUAACD201 | Develop drawing skills to communicate ideas | 60 |
| CUAACD312 | Produce computer-aided drawings | 50 |
| CUAACD313 | Produce technical drawings | 50 |
| CUAACD314 | Make scale models | 50 |
| CUAANM302 | Create 3D digital animations | 75 |
| CUAANM313 | Create 3D digital models | 75 |
| CUAATS312 | Produce work that expresses own Aboriginal and/or Torres Strait Islander identity | 100 |
| CUAATS313 | Develop and apply knowledge of Aboriginal and/or Torres Strait Islander cultural arts | 200 |
| CUACAL311 | Produce calligraphy | 50 |
| CUACER311 | Produce ceramic works | 50 |
| CUADES201 | Follow a design process | 50 |
| CUADES202 | Evaluate the nature of design in a specific industry context | 30 |
| CUADES301 | Explore the use of colour | 50 |
| CUADES302 | Explore and apply the creative design process to 2D forms | 60 |
| CUADES303 | Explore and apply the creative design process to 3D forms | 60 |
| CUADES304 | Source and apply design industry knowledge | 20 |
| CUADES305 | Source and apply information on the history and theory of design | 65 |
| CUADIG303 | Produce and prepare photo images | 20 |
| CUADIG304 | Create visual design components | 30 |
| CUADIG312 | Author interactive sequences | 40 |
| CUADIG315 | Produce digital images | 50 |
| CUADIG316 | Produce video art | 50 |
| CUADRA311 | Produce drawings | 50 |
| CUAGLA201 | Develop glassworking skills | 50 |
| CUAGLA301 | Produce glasswork | 50 |
| CUAIND311 | Work effectively in the creative arts industry | 50 |
| CUAIND314 | Plan a career in the creative arts industry | 35 |
| CUAJWL311 | Produce jewellery | 50 |
| CUAPAI311 | Produce paintings | 50 |
| CUAPHI305 | Use wet darkroom techniques to produce monochrome photographs | 50 |
| CUAPHI312 | Capture photographic images | 60 |
| CUAPHI314 | Process colour materials in a wet darkroom context | 50 |
| CUAPHI316 | Capture images using drone technology | 120 |
| CUAPPR211 | Make simple creative work | 40 |
| CUAPPR312 | Document the creative work progress | 15 |
| CUAPPR314 | Participate in collaborative creative projects | 50 |
| CUAPRI312 | Produce prints | 50 |
| CUASCU311 | Produce sculpture | 50 |
| CUATEX311 | Produce textile work | 50 |
| CUAWOO301 | Produce wood objects | 50 |
| MSATCM305A | Demonstrate basic knowledge of casting operations | 30 |
| MSFDG3003 | Paint and fire glass | 180 |
| MSFGG3024 | Form glass | 40 |
| MSFGG3025 | Apply patterns and designs to glass | 32 |
| MSMPCII295 | Operate manufacturing equipment | 40 |
| MSMPMC302 | Operate equipment to blend/mix materials | 40 |
| MSMPMC304 | Prepare for production | 30 |
| MSMPMC308 | Operate slip casting equipment | 40 |
| MSMPMC309 | Finish products after firing | 20 |
| MSMPMC310 | Hand mould products | 30 |
| MSMPMC311 | Operate a firing kiln | 30 |
| MSMPMC329 | Prepare moulds and dies | 40 |
| MSTGN2013 | Identify fibres, fabrics and textiles used in the TCF industry | 80 |
| MSTTD4002 | Prepare stencils and screens for textile printing | 60 |
| MSTTD4005 | Produce screen printed textiles | 80 |
| MSTTD4007 | Analyse textile design influences | 100 |
| MSTTD4010 | Apply manipulation techniques to create experimental textile samples | 60 |
| MSTTD4012 | Analyse use of colour in textiles | 30 |
| PMBPREP201 | Prepare moulds for composites production | 30 |
| PMBPREP206 | Prepare materials to formulae | 30 |
| PMBPREP301 | Set up and prepare for production | 30 |
| PMBPROD247 | Hand lay up composites | 60 |
| PMBPROD330 | Make moulds for formed products | 50 |
| PMBPROD356 | Construct moulds for composite products | 60 |
| PMBPROD358 | Develop patterns | 60 |
| **Elective Group B** |
| BSBESB301 | Investigate business opportunities | 25 |
| BSBFIN302 | Maintain financial records | 60 |
| BSBOPS301 | Maintain business resources | 15 |
| BSBPEF202 | Plan and apply time management | 20 |
| BSBPEF301 | Organise personal work priorities | 30 |
| BSBSTR401 | Promote innovation in team environments | 40 |
| BSBSUS211 | Participate in sustainable work practices | 20 |
| BSBTEC201 | Use business software applications | 60 |
| BSBTWK201 | Work effectively with others | 40 |
| BSBTWK301 | Use inclusive work practices | 30 |
| BSBWRT311 | Write simple documents | 30 |
| CUACMP311 | Implement copyright arrangements | 20 |
| CUAWRT301 | Write content for a range of media | 40 |
| CUAWRT302 | Write simple stories | 30 |
| ICTICT214 | Operate application software packages | 60 |
| ICTICT215 | Operate digital media technology packages | 40 |
| ICTICT312 | Use advanced features of applications | 40 |
| **Elective Group C: Imported electives** |
| BSBCRT311 | Apply critical thinking skills in a team environment | 40 |
| BSBTEC101 | Operate digital devices | 20 |
| CUAACD101 | Use basic drawing techniques | 50 |
| CUACAM211 | Assist with basic camera shoots | 30 |
| CUADIG212 | Develop digital imaging skills | 50 |
| CUADIG311 | Prepare video assets | 30 |
| CUAEVP413 | Install and dismantle exhibition elements | 20 |
| CUAPHI411 | Capture images in response to a brief | 150 |
| CUAPHI412 | Apply photo imaging lighting techniques | 100 |
| CUAPHI403 | Enhance, manipulate and output photo images | 80 |
| CUAPPR203 | Store finished creative work | 30 |
| CUAPPR417 | Select and prepare creative work for exhibition | 30 |
| CUAPRI411 | Experiment with printing techniques | 50 |
| ICPPRP2210 | Select and apply type | 30 |
| ICTWEB305 | Produce digital images for the web | 40 |
| **Minimum elective units subtotal** | **165** |
| **Minimum total for VCE VET Units 1 to 4** | **360** |

Enrolment advice

Transition arrangements

All students commencing training from January 2023 and beyond will be required to be enrolled in CUA20720 Certificate II in Visual Arts (Release 1) and/or CUA31120 Certificate III in Visual Arts (Release 1).

VASS industry group

CUA20720 Certificate II in Visual Arts (Release 1) and CUA31120 Certificate III in Visual Arts (Release 1) are included within the **CUA** VASS industry group for credit purposes.

For more information on VASS industry groups, please refer to the [Appendix](#Appendix).

Additional information

Consider the following when determining the sequence of a student’s VCE VET Visual Arts program:

* Prior to engaging in Structured Workplace Learning (SWL), students must be undertaking or have completed the workplace health and safety unit aligned with the VCE VET program.

Resources

For updates or information relating to VCE VET programs, please refer to:

* the [VCE VET program webpage](https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/Index.aspx)
* the [*VCAA* *Bulletin*](https://www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx)
* the ‘[Get VET](https://www.vcaa.vic.edu.au/studentguides/getvet/Pages/Index.aspx?Redirect=1)’ webpage for videos, success stories, flowcharts and posters designed to support teachers in engaging, informing and inspiring students and parents about VET Delivered to Secondary Students.

Supplementary advice is available for scored VCE VET programs on the relevant VCE VET program webpage.

Appendix

Credit arrangements

VASS industry group

|  |  |
| --- | --- |
| VCE VET program | VASS industry group |
| VCE VET Agriculture, Horticulture, Conservation and Ecosystem Management |  |
| * Certificate II in Agriculture
 | AHC |
| * Certificate II in Conservation and Ecosystem Management
 | AHC |
| * Certificate II in Horticulture
 | AHC |
| VCE VET Animal Care |  |
| * Certificate II in Animal Care
 | ACM |
| VCE VET Applied Fashion Design and Technology |  |
| * Certificate II in Applied Fashion Design and Technology
 | MST |
| VCE VET Applied Language |  |
| * Certificate II in Applied Language
 | GEN |
| * Certificate III in Applied Language
 | GEN |
| VCE VET Automotive |  |
| * Certificate II in Automotive Vocational Preparation
 | AUR |
| VCE VET Building and Construction |  |
| * Certificate II in Building and Construction Pre-apprenticeship
 | CPC |
| * Certificate II in Construction Pathways
 | CPC |
| VCE VET Business |  |
| * Certificate II in Workplace Skills
 | BSB |
| * Certificate III in Business
 | BSB |
| VCE VET Cisco |  |
| * CISCO CCNA v7
 | ICT |
| VCE VET Civil Infrastructure |  |
| * Certificate II in Civil Construction
 | RII |
| VCE VET Community Services |  |
| * Certificate II in Active Volunteering
 | CHC |
| * Certificate II in Community Services
 | CHC |
| * Certificate III in Community Services
 | CHC |
| * Certificate III in Early Childhood Education and Care
 | CHC |
| VCE VET Creative and Digital Media |  |
| * Certificate II in Creative Industries
 | CUA |
| * Certificate III in Screen and Media
 | CUA |
| VCE VET Dance |  |
| * Certificate II in Dance
 | CUA |
| * Certificate III in Dance
 | CUA |
| VCE VET Electrical Industry |  |
| * Certificate II in Electrotechnology Studies (pre-vocational)
 | UEE |
| * Certificate II in Electrotechnology (Career Start)
 | UEE |
| VCE VET Engineering Studies |  |
| * Certificate II in Engineering Studies
 | MEM |
| VCE VET Equine Studies  |  |
| * Certificate III in Equine Studies
 | ACM |
| VCE VET Events and Tourism |  |
| * Certificate II in Events
 | SIT |
| * Certificate II in Tourism
 | SIT |
| * Certificate III in Tourism
 | SIT |
| VCE VET Furnishing |  |
| * Certificate II in Furniture Making Pathways
 | MSF |
| VCE VET Hair and Beauty |  |
| * Certificate II in Retail Cosmetics
 | SHB |
| * Certificate II in Salon Assistant
 | SHB |
| * Certificate III in Beauty Services
 | SHB |
| * Certificate III in Make-Up
 | SHB |
| VCE VET Health |  |
| * Certificate II in Health Support Services
 | HLT |
| * Certificate III in Allied Health Assistance incorporating:
* Certificate III in Health Services Assistance
 | HLT |
| VCE VET Hospitality |  |
| * Certificate II in Hospitality
 | SIT |
| * Certificate II in Kitchen Operations
 | SIT |
| * Certificate II in Cookery
 | SIT |
| VCE VET Information and Communications Technology  |  |
| * Certificate II in Applied Digital Technologies
 | ICT |
| * Certificate III in Information Technology
 | ICT |
| VCE VET Integrated Technologies |  |
| * Certificate II in Integrated Technologies
 | ICT |
| VCE VET Laboratory Skills |  |
| * Certificate III in Laboratory Skills
 | MSL |
| VCE VET Music |  |
| * Certificate II in Music
 | CUA |
| * Certificate III in Music (Performance)
 | CUA |
| * Certificate III in Music (Sound Production)
 | CUA |
| VCE VET Plumbing |  |
| * Certificate II in Plumbing (Pre-apprenticeship)
 | CPC |
| VCE VET Small Business |  |
| * Certificate II in Small Business (Operations/Innovation)
 | BSB |
| VCE VET Sport and Recreation |  |
| * Certificate II in Outdoor Recreation
 | SIS |
| * Certificate II in Sport and Recreation
 | SIS |
| * Certificate III in Sport and Recreation
 | SIS |
| VCE VET Visual Arts |  |
| * Certificate II in Visual Arts
 | CUA |
| * Certificate III in Visual Arts
 | CUA |

VET credit arrangements

Accruing credit in one certificate

Students may accrue two VCE VET units of credit at Units 1 and 2 level by completing 180 nominal hours in a certificate II or III qualification. Students may further accrue a VCE VET Unit 3–4 sequence by completing an additional 180 nominal hours in the same certificate provided that it is drawn from:

* a VE1 – VCE VET qualification that provides a Unit 3–4 sequence.
* a VE3 – Other VET qualification at a certificate III level.

Where a qualification includes enough nominal hours, further units of credit may be available.

Accruing credit across multiple certificates

Students may accrue two or more VCE VET units of credit at Units 1 and 2 level by completing a minimum of 180 nominal hours across multiple certificate II or III qualifications. From 2024, students may further accrue a VCE VET Unit 3–4 sequence by completing an additional 180 nominal hours in one certificate provided that it is drawn from:

* the same industry group as at least one certificate from the student’s first 180 hours of VET
* a VE1 – VCE VET program that provides a Unit 3–4 sequence.
* a VE3 – Other VET qualification at a certificate III level.

Accruing credit in a VE2 – SBAT

Students may accrue two VCE VET units of credit at Units 1 and 2 level by completing 180 nominal hours in a traineeship or apprenticeship. Students may further accrue a VCE VET Unit 3–4 sequence by completing an additional 180 nominal hours in the same VE2 – SBAT provided that it is drawn from:

* a VE2 – SBAT qualification that provides a Unit 3–4 sequence.

From 2024, where a student accrues their initial VCE VET units of credit at Units 1 and 2 level from a VE1 – VCE VET program or a VE3 – Other VET qualification, the next 180 hours they complete in a VE2 – SBAT will provide a VCE VET Unit 3–4 sequence provided that it is drawn from:

* a VE2 – SBAT qualification that provides a Unit 3–4 sequence.

VCE VM credit arrangements

The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE VM will give students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life.

For information on credit arrangements, please refer to [VCE Vocational Major (VM)](https://www.vcaa.vic.edu.au/curriculum/vce/Pages/AboutVCEVocationalMajor.aspx).

VPC credit arrangements

The Victorian Pathways Certificate (VPC) is an inclusive Year 11 and 12 standards-based certificate that meets the needs of a smaller number of students who are not able or ready to complete the VCE (including the VCE VM). It provides an enriched curriculum and excellent support for students to develop the skills, capabilities and qualities for success in personal and civic life.

For information on credit arrangements, please refer to [Victorian Pathways Certificate (VPC)](https://www.vcaa.vic.edu.au/curriculum/VPC/Pages/AboutVPC.aspx).

‘Get VET’ resources

Discover the wide range of VET courses available to secondary school students in Victoria. Explore these helpful ‘Get VET’ resources, including videos and success stories, and talk to the relevant teachers or coordinators at your school to assist you on the right pathway.

* VET Fast Facts
* How VET is different
* What you get from VET
* How VET can prepare you for the future
* What a VET pathway looks like
* 7 questions to ask yourself
* Which VET are you?
* VCE VET programs
* Structured Workplace Learning
* School-based apprenticeship or traineeship
* Other VET qualifications
* Get a taste of VET careers and training
* Where to find out more about VET
* Resources
* Hear what VET students say
* Hear what VET teachers say
* Career pathway posters

For more information, please refer to [‘Get VET’](https://www.vcaa.vic.edu.au/curriculum/vce/Pages/AboutVCEVocationalMajor.aspx).

VCE VET program chart

The [VCE VET program chart](https://www.vcaa.vic.edu.au/Documents/vet/GetVET/resources/VCE-VET-program-chart.pdf) provides a list of all VCE VET programs and shows if they can be undertaken as scored or non-scored. The chart also shows if a program offers Units 1 and 2 and/or a Unit 3–4 sequence.

Scored assessment

Some VCE VET programs are scored and offer a scored Unit 3–4 sequence. The study score calculated from the scored Unit 3–4 sequence may contribute to a student’s ATAR as one of the primary four studies or as two available (and permissible) increments.

The scored Unit 3–4 sequence must be delivered and assessed in a single enrolment year. Students are strongly advised against undertaking the scored Unit 3–4 sequence without first completing Units 1 and 2 because Unit 3–4 sequences are not designed for standalone study.

Study score

To be eligible for a study score students must:

* satisfactorily complete all the units of competency required in the scored Unit 3–4 sequence.
* be assessed in accordance with the tools and procedures specified in the *VCE VET Scored Assessment Guide* and program-specific assessment plan templates published annually on the VCAA website.
* undertake an examination during the end-of-year examination period, based on the underpinning knowledge and skills in the compulsory units of competency in the scored Unit 3–4 sequence, and in accordance with the current examination specifications.

A study score for a scored VCE VET program is based on evidence from two sources: coursework tasks and an examination (or end-of-year performance examination where applicable). The assessment of three VCE VET coursework tasks does not replace the qualification assessments. Both tend to be complementary and may be integrated. Tasks may be designed with both assessment purposes in mind.

For further information on scored assessment, including an overview of study score assessment, advice regarding the development of coursework tasks, and integration of study scores with competency assessment, please refer to the [*VCE VET Scored Assessment Guide*](https://www.vcaa.vic.edu.au/Documents/vet/publications/VETScoredAssessmentGuide.pdf).

For more information on study scores and ATAR contributions, please refer to [Victorian Tertiary Admissions Centre (VTAC)](https://www.vtac.edu.au/).

ATAR contribution

Please note that for a Unit 3–4 sequence to be eligible it must come from one certificate enrolment on VASS. Where credit has accrued across multiple certificates, an ATAR contribution may not be available.

For more information on study scores and ATAR contributions, please refer to [VTAC](https://www.vtac.edu.au/).

Scored VCE VET program

Students wishing to receive an ATAR contribution for a scored VCE VET program must undertake scored assessment for the purpose of achieving a study score.

This study score can contribute directly to the ATAR, either as one of the student’s best four studies (the primary four) or as a fifth or sixth study increment.

Where a scored Unit 3–4 sequence is used as an increment, the increment will be calculated using 10% of the scaled score.

Where a student elects not to receive a study score, no contribution to the ATAR will be available.

For more information on study scores and ATAR contributions, please refer to [VTAC](https://www.vtac.edu.au/).

Scored VCE VET program with an additional
non-scored stream

Some scored VCE VET programs include both a scored and a non-scored Unit 3–4 sequence.

Where a non-scored Unit 3–4 sequence is undertaken, a student may be eligible for a fifth or sixth study increment. Fifth or sixth study increments are calculated using 10% of the fourth study score of the primary four.

For more information on study scores and ATAR contributions, please refer to [VTAC](https://www.vtac.edu.au/).

For more information on VCE VET programs with scored and non-scored Unit 3–4 sequences, please refer to the [VCE VET program chart](https://www.vcaa.vic.edu.au/Documents/vet/GetVET/resources/VCE-VET-program-chart.pdf).

Non-scored VCE VET programs and all other VET

Some VCE VET programs do not offer scored assessment. A student who achieves a Unit 3–4 sequence from a non-scored VCE VET program may be eligible for an increment towards their ATAR.

All other VET, including school-based apprenticeships and traineeships (VE2 – SBATs) where the certificate offers a Unit 3–4 sequence, may contribute towards a student’s ATAR as a fifth or sixth study increment.

Increments from a non-scored Unit 3–4 sequence or a Unit 3–4 sequence from all other VET are calculated using 10% of the fourth study score of the primary four.

For more information on study scores and ATAR contributions, please refer to [VTAC](https://www.vtac.edu.au/).

For more information on whether a Unit 3–4 sequence is available in a certificate, please contact the VET Unit.

Please note that for a Unit 3–4 sequence to be eligible it must come from one certificate enrolment on VASS. Where credit has accrued across multiple certificates, an ATAR contribution may not be available.

Structured Workplace Learning

The VCAA has determined that Structured Workplace Learning (SWL) is an appropriate and valuable component of all VCE VET programs. SWL involves on-the-job training, during which students are required to master a designated set of skills and competencies related to VCE VET programs.

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

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

SWL should be spread across the duration of the training program.

The VCAA mandates SWL under the following situations:

* where a period of work placement is mandated for the award of the qualification
* where the assessment conditions from a unit of competency contain a statement regarding the requirement to demonstrate skills in a workplace

For more information, please refer to the [National Training Register](https://training.gov.au/Home/Tga).

For more information on SWL, the SWL Manual and the SWL portal, please refer to the [Department of Education](https://www2.education.vic.gov.au/pal/structured-workplace-learning/policy).

Structured Workplace Learning Recognition

The VCE Structured Workplace Learning (SWL) Recognition for VET study design provides students with the opportunity to gain credit into their VCE (including the VCE VM) or VPC, for undertaking a SWL placement that is aligned to a VE1 VCE VET program or VE2 School-based Apprenticeship or Traineeship (SBAT).

To receive recognition and credit, students are required demonstrate satisfactory achievement of the outcomes for the relevant unit of the VCE Structured Workplace Learning Recognition for VET study design outcomes VCE study.

For more information please refer to [VCE Structured Workplace Learning (SWL) Recognition for VET](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/SWLRforVET/Pages/Index.aspx).

Workplace health and safety

Schools/RTOs must ensure that workplace health and safety (WHS) is fully addressed in the training program.

The principal is responsible for ensuring the school meets its responsibilities for students in SWL arrangements.

Where the student will be employed under an SWL arrangement, the principal must be satisfied that the student is undertaking training in the WHS unit of competency before the arrangement can be entered into.

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

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

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

On the first morning of their placement, students should be introduced to their supervisor and provided with a formal induction to the workplace. This will include first-aid, emergency and incident reporting arrangements.

The student should be given an orientation tour of the workplace, during which any excluded areas or activities should be pointed out. Students should be instructed to report without delay anything they feel may be unsafe. They should be encouraged to ask for help or further instruction if they are not sure of the correct way to carry out any task.

Close supervision of students undertaking SWL is essential. Supervisors nominated by the employer must understand all requirements for safely managing a student’s activities. Supervisors must understand that a student may not fully grasp information or instructions the first time they are told. They should encourage students to ask for help if they have forgotten instructions or if they experience difficulty with putting information into practice.

For more information, please refer to [WorkSafe Victoria](https://www.worksafe.vic.gov.au/).

VCE Season of Excellence

The VCE Season of Excellence is a five-month annual festival showcasing the outstanding work of senior secondary students from Victorian schools. The VCE Season of Excellence presents work created by VCE (including VCE VM and VPC) and VET students in design, technology, research, multimedia and cinematic, and visual and performing arts through exhibitions, screenings and performances supported by educational talks, forums and panel discussions, catalogues, programs and online material.

The annual VCE Season of Excellence comprises 12 concerts (Top Class and Top Acts), two exhibitions (Top Designs and Top Arts), a research presentation program (Top Talks) and multiple screenings of short films (Top Screen) presented at Melbourne’s major cultural venues from February to June.

Works on show are by a representative sample of outstanding students from the previous year, for the benefit of current students and teachers.

The VCE Season of Excellence is a cross-sectoral project, involving students from government, Catholic and independent schools. Staff from the three sectors are on audition and selection panels. The aim of the VCE Season of Excellence is to provide a benchmark for VCE assessment and curriculum by showcasing exemplary student work and associated education programs.

The VCE Season of Excellence audition and selection panels comprise state reviewers and assistant state reviewers for visual arts studies, the chief assessors and assistant chief assessors for performing arts studies, subject association representatives where appropriate, and regional teacher representatives. Regional teacher representatives are appointed every two years through SSMS. VCAA Notices to Schools and the VCAA *Bulletin* advise when vacancies are available on panels.

The VCE Season of Excellence directly supports the VCAA’s goal to support high-quality education, recognise student achievement and best practice for teaching, and encourage students to move into allied work areas and further study.

For more information, please refer to [VCE Season of Excellence](https://www.vcaa.vic.edu.au/news-and-events/events-and-awards/season-of-excellence/Pages/Index.aspx).

VCAA professional learning

The VCAA offers a range of professional learning opportunities for principals, teachers and school administration staff.

For more information, please refer to [VCAA professional learning](https://www.vcaa.vic.edu.au/VCAAProfessionalLearning/ProfessionalLearningPrograms/Pages/default.aspx).