

## **Part A: Qualifications**

**Section 1: Victorian Certificate of Education**

**Section 2: Victorian Certificate of Applied Learning**

**Section 3: Vocational Education and Training**

# 1 Victorian Certificate of Education (VCE)

The Victorian Certificate of Education (VCE) is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF). The VCE is designed to be completed by school students over a minimum of two years.

The VCE includes general education curriculum components (VCE studies) and programs from Vocational Education and Training (VET) qualifications (VCE VET).

Each VCE study is designed to provide a two-year program. Units at 1 and 2 level are nationally and internationally benchmarked to a Year 11 standard. Similarly, Units at 3 and 4 level are benchmarked to a Year 12 standard. In many studies there are multiple options for students to choose from, such as a choice of mathematics studies and histories. Units 1 and 2 can be completed as single units and Units 3 and 4 are designed to be taken as a sequence.

Outcomes are the basis for satisfactory completion of a VCE unit. Each VCE unit includes a set of two to four outcomes. Satisfactory completion of units is determined by the school, in accordance with Victorian Curriculum and Assessment Authority (VCAA) requirements. The learning outcomes and associated assessment tasks are specified in the currently accredited VCE study designs.

Students' levels of achievement for Units 1 and 2 are determined by the school and not reported to the VCAA.

Students' levels of achievement for Units 3 and 4 sequences are assessed using school-based assessment and external examinations. Each VCE study has three graded assessment components, either one school assessment and two examinations, or two school assessments and one examination. Each of the three graded assessment components contributes to a study score. Scored VCE VET studies have only two graded assessment components, comprising one school assessment and one examination. Graded assessments are reported on an eleven-point scale as grades A+ to E or UG (Ungraded).

There are two examination periods each year; there are six written examinations in June, and the General Achievement Test (GAT) is also conducted at this time. The performance and oral examinations occur in October and most of written examinations in November.

There are two forms of school assessment – School-assessed Coursework and School-assessed Tasks. The score for each school-assessment is reported to the VCAA.

School-assessed Coursework is based on an assessment of each student's overall level of achievement on the assessment tasks specified in the study design for assessing achievement of the unit outcomes. Schools provide a score for each component of coursework specified in the study design. The VCAA aggregates these scores into a single total score for each student which is then statistically moderated against the examination scores in the study. The GAT is also used in statistical moderation.

School-assessed Tasks are set by the VCAA to assess specific sets of practical skills and knowledge. Teachers assess the students' level of achievement on the basis of a rating against criteria specified by the VCAA. Schools provide a single score for each student which is then either confirmed or reviewed by the VCAA on the basis of the schools' GAT results.

## 1.1 VCE PROGRAM COMPONENTS

### 1.1.1 VCE units

VCE units are numbered 1, 2, 3 or 4. Units 1 and 2 are benchmarked to a Year 11 standard and Units 3 and 4 are benchmarked to a Year 12 standard. Student programs may include some Units 1 and 2 in the second or final year and/or some Units 3 and 4 in the first year.

#### *VCE Units 1 and 2*

Units 1 and 2 may be undertaken separately or as a pair. Schools may timetable Units 1 and 2 in a sequence that is suitable for their program.

Students may simultaneously enrol in Units 1 and 2 of a study.

#### *VCE Units 3 and 4*

Units 3 and 4 of all studies must be undertaken as a sequence. Unit 3 must be offered in Semester 1 and Unit 4 must be offered in Semester 2.

A student who has previously received an **N** for either Unit 3 or Unit 4 may complete the sequence provided the enrolment into Units 3 and 4 is received by the Enrolment 2 date .

### 1.1.2 VET

The VCE can include components of nationally recognised VET qualifications from within the AQF.

Training from a nationally recognised VET or Further Education (FE) qualification can contribute towards the VCE through the following recognition arrangements:

- through enrolment in a VCAA approved **VCE VET program**, or a **School Based Apprenticeship or Traineeship**
- through enrolment in any other nationally recognised qualification at AQF level II or above. This arrangement is called Block Credit Recognition.

### 1.1.3 VCAL units

The VCE can include Victorian Certificate of Applied Learning (VCAL) units. Intermediate VCAL units may contribute to the satisfactory completion of the VCE at Units 1 and 2 level. Senior VCAL units may contribute to the satisfactory completion of the VCE at Units 3 and 4 level. Foundation VCAL units **do not** contribute to the VCE.

## 1.2 ENTRY TO VCE STUDIES

Students may enter studies at Units 1, 2 or 3 level.

In some studies, students are advised to complete either or both Units 1 and 2 before attempting Unit 3, or have equivalent experience, or be willing to undertake some preparation. This advice is published in the study design for each study.

Units 3 and 4 of studies are designed to be taken as a sequence; students must undertake Unit 3 before commencing Unit 4 of that study.

### 1.2.1 Restrictions on entry to VCE studies

The following studies consist of more than four units:

- History
- Information Technology
- International Politics
- Languages Other Than English (LOTE)
- Mathematics
- Music.

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Except for units that are deemed to be equivalent, there are no restrictions within a study on the number or combinations of units which students may undertake or for which credit may be gained towards satisfactory completion of the VCE. For example, students may obtain credit for Units 3 and 4 of both VCE IT Applications and Software Development. However, to get credit for a sequence, students must satisfactorily complete both Units 3 and 4 from the one study.

There are specified entry requirements for English as a Second Language and the Second Language studies in Chinese, Japanese, Korean and Indonesian.

***Second Languages in Language/s Other Than English (LOTE)***

VCE LOTE Second Language studies in Chinese, Indonesian, Japanese and Korean are designed to cater for students who have learnt all they know of the language in an Australian school or similar environment.

All enrolments in VCE LOTE Second Language studies Units 3 and 4 must be approved by the VCAA **1**.

**Chinese Second Language**

A student is NOT eligible for Chinese Second Language if they have one of the following:

- twelve months or more of education in a school where Chinese is the medium of instruction
- three years (36 months) or more residence in any of the VCAA nominated countries or regions.

The nominated countries and regions are China, Taiwan, Hong Kong and Macau.

**Chinese Second Language Advanced**

A student is eligible for Chinese Second Language Advanced if:

- they have had no more than seven years of education in a school where Chinese is the medium of instruction
- the highest level of education attained in a school where Chinese is the medium of instruction is no greater than the equivalent of Year 7 in a Victorian school.

**Indonesian Second Language**

A student is eligible for Indonesian Second Language if they have had no more than seven years of education in a school where Indonesian or Malay is the medium of instruction.

**Japanese Second Language**

A student is eligible for Japanese Second Language if they have had no more than seven years of education in a school where Japanese is the medium of instruction.

**Korean Second Language**

A student is eligible for Korean Second Language if they have had no more than seven years of education in a school where Korean is the medium of instruction.

***English (ESL)***

Enrolment in English (ESL) is available only to students who have approved English as a Second Language (ESL) status.

A student may be eligible for ESL status if they meet both conditions 1 and 2 as set out below:

1. (a) He/she has been a resident in Australia or New Zealand or other predominantly English speaking country for no more than seven (7) years. Note: The period of seven (7) years is to be calculated cumulatively over the student's whole life. The calculation of time spent in Australia is made from the Date of Last Arrival plus any previous periods of time spent in Australia or any predominantly English speaking country. Time spent out of Australia during school vacations should be included as no disruption to education occurs during these periods.

or

- (b) He/she is an Aboriginal student whose first language is not English.

**AND**

2. English has been the student's major language of instruction for a total period of not more than seven (7) years over the period of his/her education.

### Special Circumstances

If the student is from a non-English-speaking background the following special circumstances could be considered by the VCAA in determining the student's eligibility for ESL status, namely:

- minimal or no primary school education
- material interruptions to schooling during primary years, particularly if there were changes to the language of instruction
- material interruptions to schooling after arrival in Australia.

## 1.3 VCE ELIGIBILITY

The VCE is awarded on the basis of satisfactory completion of units according to VCE program requirements. The decision about satisfactory completion of a unit is distinct from the assessment of levels of performance.

When making their enrolment selection, students should consider the requirements for satisfactory completion and the award of the VCE.

Study for the VCE is normally completed over at least two years, but students may accumulate units over any number of years. It is possible for students returning as adults, and students who have received credit equivalent to a full Year 11, to complete their VCE in a single year.

### 1.3.1 Minimum requirements for the award of the VCE

The minimum requirement is satisfactory completion of 16 units which must include:

- three units from the English group, with at least one unit at Units 3 or 4 level
- at least three sequences of Units 3 and 4 studies other than English, which may include any number of English sequences once the English requirement has been met.

**Note:** The Victorian Tertiary Admissions Centre (VTAC) advises that for the calculation of a student's Equivalent National Tertiary Entrance Rank (ENTER), satisfactory completion of both Units 3 and 4 of an English sequence is required.

Students undertaking atypical programs may have their previous studies or experience counted in the award of the VCE. These students are students returning to study (adult students), including those with Year 12 results prior to the VCE, students with credit from interstate and overseas studies, and students with previously attained VET or VCAL qualifications.

### 1.3.2 English requirements: The English group

The minimum English requirement is three units from the English group, with at least one at Unit 3 or 4 level.

English units may be selected from Foundation English Units 1 and 2, English Units 1 to 4, English (ESL) Units 3 and 4, English Language Units 1 to 4, and Literature Units 1 to 4.

No more than two units at Units 1 and 2 level selected from the English group may count towards the English requirement. The English group at this level comprises English Units 1 and 2, English Language Units 1 and 2, Foundation English Units 1 and 2 and Literature Units 1 and 2.

English Units 3 and 4 and English (ESL) Units 3 and 4 are equivalent sequences and a student may not count both towards the award of the VCE.

Units from the English group may also contribute to the sequences other than English requirement. In calculating whether students meet the minimum requirements for the award of the VCE, the VCAA first calculates the student's English units. Once students have met the English requirement, or have satisfied an English sequence, any additional sequences from the English group will be credited towards the sequences other than English requirement.

Students returning to study (adult students), students with credit from study interstate, and students with credit from study overseas can use their previous studies and experience for the English requirement.

The following table provides examples of how the English requirement will apply for students who are not adults and have no credit from interstate or overseas study and have not previously attained their Intermediate or Senior VCAL.

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**Note:** Not all possible combinations of units from the English group have been listed in this table.

	English group Units 1 and 2 satisfactorily completed	English group Units 3 and 4 satisfactorily completed	English requirement met?	Sequences other than English	Units contributing to minimum 16-unit count	Notes
1	English Units 1 and 2	English Units 3 and 4	Yes	0	4	
2	English Units 1 and 2	Literature Units 3 and 4	Yes	0	4	
3	English Units 1 and 2	Literature Unit 3	Yes	0	3	Because there is no S for Literature Unit 4, there will be no study score and no ENTER.*
4	Literature Units 1 and 2	Literature Units 3 and 4	Yes	0	4	
5	English Language Units 1 and 2	English Language Units 3 and 4	Yes	0	4	
6	English Units 1 and 2	English Language Units 3 and 4	Yes	0	4	
7	English Units 1 and 2	English Units 3 and 4; English Language Units 3 and 4	Yes	1	6	The study score for both Units 3 and 4 sequences can be included in the primary four for the ENTER.*
8	Foundation English Units 1 and 2	English (ESL) Unit 3	Yes	0	3	Because there is no S for English (ESL) Unit 4, there will be no study score and no ENTER.*
9		English Units 3 and 4; English Language Units 3 and 4	Yes	1	4	The study score for both Units 3 and 4 sequences can be included in the primary four for ENTER.*
10		English Units 3 and 4; Literature Units 3 and 4	Yes	1	4	The study scores for both Units 3 and 4 sequences can be included in the primary four for ENTER.*
11	Literature Units 1 and 2; English Units 1 and 2		No	0	4	Only two of these units count towards the English requirement. The student needs at least one S from a Units 3 and 4 English study.
12		English Units 3 and 4; English Language Units 3 and 4; Literature Units 3 and 4	Yes	2	6	Only two study scores from Unit 3 and 4 sequences can be included in the primary four for ENTER.* The third study score can contribute to an increment.
13	English Units 1 and 2	English Unit 3; English Language Units 3 and 4	Yes	1	5	
14	English Unit 1; Literature Unit 2	English Unit 3	Yes	0	3	Because there is no S for English Unit 4, there will be no study score and no ENTER.*

\* VTAC advises that for the calculation of a student's ENTER, satisfactory completion of both Units 3 and 4 of an English sequence is required.

### 1.3.3 Equivalent studies

Rules referring to combinations of studies or units satisfied before 2001 are not set out in detail here. Schools are expected to run a VCE Student Eligibility Report for all students and should contact the Student Records and Results Unit if they have any concerns arising from the report.

#### *VCE Health and Human Development*

For satisfactory completion of the VCE, students can count only two of the following three sequences of Units 3 and 4:

- Health Education Units 3 and 4
- Human Development Units 3 and 4
- Health and Human Development Units 3 and 4.

#### *VCE History: Renaissance Italy*

Students who satisfactorily complete Units 3 and 4 of The City in History cannot count Units 3 and 4 Renaissance Italy towards satisfactory completion of the VCE.

#### *VCE Information Technology*

The *VCE Information Technology Study Design* (accredited 2007–2010) replaces the previous study design for VCE Information Technology. In the reaccredited study the unit titles for both Units 3 and 4 sequences have been changed.

Students who satisfactorily complete Units 3 and 4 Information Processing and Management cannot count Units 3 and 4 IT Applications towards satisfactory completion of the VCE.

Students who satisfactorily complete Units 3 and 4 Information Systems cannot count Units 3 and 4 Software Development towards satisfactory completion of the VCE.

#### *VCE International Politics*

In 2006, the *VCE International Politics Study Design* (accredited 2006–2010) replaced the previous study designs for VCE International Studies and VCE Political Studies. VCE International Politics offers two Units 3 and 4 sequences: International Studies and National Politics.

Students who satisfactorily complete Units 1 and 2 in either International Studies or Political Studies can count Units 1 and 2 International Politics towards satisfactory completion of the VCE.

Students who satisfactorily complete Units 3 and 4 Political Studies cannot count Units 3 and 4 National Politics towards satisfactory completion of the VCE. Students who satisfactorily completed Units 3 and 4 of International Studies prior to 2006 cannot count Units 3 and 4 of the reaccredited International Studies towards satisfactory completion of the VCE.

#### *VCE Languages Other Than English (LOTE)*

The study Languages Other Than English (LOTE) is available in 46 languages and students may study more than one language. However, students cannot count the same units of VCE Chinese First Language, VCE Chinese Second Language and VCE Chinese Second Language Advanced, or VCE Indonesian First Language and VCE Indonesian Second Language, or VCE Korean First Language and VCE Korean Second Language, or VCE Japanese First Language and VCE Japanese Second Language towards satisfactory completion of the VCE.

#### *VCE Mathematics*

Students can count either Units 1 and 2 VCE Mathematical Methods or Units 1 and 2 VCE Mathematical Methods (CAS), but not both of these studies towards satisfactory completion of the VCE.

Students can count either Units 3 and 4 VCE Mathematical Methods or Units 3 and 4 VCE Mathematical Methods (CAS), but not both towards satisfactory completion of the VCE.

#### *VCE Sociology*

The *VCE Sociology Study Design* (accredited 2006–2009) replaces the previous study of VCE Contemporary Australian Society. Students who satisfactorily complete Units 1 to 4 VCE Contemporary Australian Society cannot count Units 1 to 4 VCE Sociology towards satisfactory completion of the VCE.

#### *VCE Systems Engineering*

The *VCE Systems Engineering Study Design* (accredited 2007–2010) replaces the previous study of Systems and Technology.

Students who satisfactorily complete Units 1 to 4 VCE Systems and Technology cannot count Units 1 to 4 VCE Systems Engineering towards satisfactory completion of the VCE.

### **1.3.4 Recognition within the VCE for VCE VET programs**

VCE VET units may only make a contribution towards satisfactory completion of the VCE where no significant duplication exists between a VCE VET program and VCE studies or other VCE VET program/s. Where significant duplication exists, students may enrol in the VCE VET program, VCE studies or other VCE VET program/s identified, but a reduced VCE VET unit entitlement will then apply.

Schools should refer to VCE VET program booklets for further information on the duplication between VCE VET programs and VCE studies or other VCE VET programs.

**Note:** Duplication between VCE VET programs and other VET or FE qualifications available through Block Credit Recognition will be taken into account when determining the amount and level of credit towards the VCE.

### **1.3.5 Repeating VCE units**

There are no restrictions on students repeating units, but students may obtain credit once only for each unit.

Students who repeat a unit are required to repeat the full unit, including outcomes specified for the unit as accredited in the year of repetition.

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## 1.4 ATYPICAL VCE PROGRAMS

Students may vary the usual VCE program requirements if they:

- are returning to study (adult students)
- have transferred from interstate or overseas
- have results from VCAL
- are exchange students
- have previously been enrolled in the International Baccalaureate.

## 1.4.1 Students returning to study (adult students)

Students must meet two criteria to be enrolled as an adult. They must:

- be at least 18 years of age on 1 January in the year of enrolment
- not have undertaken full-time secondary schooling for the full year preceding the first year of enrolment as an adult.

The following table provides examples of the criteria required for a student to be enrolled as an adult:

Schooling	Age requirement	VCE with adult status
No schooling for the whole of year preceding enrolment as an adult	18 years of age as at 1 January in the year of enrolment as an adult	Yes
No schooling for the whole of year preceding enrolment as an adult	Not yet 18 years of age as at 1 January in the year of enrolment as an adult	No
*Part-time student in the year preceding enrolment as an adult	18 years of age as at 1 January in the year of enrolment as an adult	Yes
*Part-time student in the year preceding enrolment as an adult	Not yet 18 years of age as at 1 January in the year of enrolment as an adult	No

\*As a guide, a **part-time student** is a student who is enrolled in not more than seven units over a whole year. The units may be a combination of Units 1, 2, 3 and 4.

*Students returning to study (adult students) eligibility*

To satisfy requirements for the award of the VCE, students returning to study (adult students) must satisfactorily complete at least eight units including:

- two units from the English group (from Units 1, 2, 3 or 4) at any level
- three sequences of Units 3 and 4 in studies other than English.

For students returning to study (adult students), an English sequence will count as a sequence other than English when it is additional to a student satisfying two other units from the English group. See example below:

Total units satisfied	English requirement	Three sequences other than English	Satisfies adult VCE
Business Management Units 3 and 4 English Units 1 and 2 English Units 3 and 4 Accounting Units 3 and 4	English Units 1 and 2	Business Management Units 3 and 4 English Units 3 and 4 Accounting Units 3 and 4	Yes

*Students returning to study (adult students) with credit for interstate or overseas studies or Block Credit from VET/FE training eligibility*

For these students, at least five of the eight units required for satisfactory completion must be VCE units or credit from nationally recognised VET/FE training, of which four must be at Units 3 and 4 level.

*Students returning to study (adult students) claiming results prior to the VCE eligibility*

Students wishing to attain their VCE utilising VCE (HSC), VCE (TOP) or VCE (T12) results must accumulate satisfactory results for eight semester units, including two units from the English group, provided that all units are taken at Units 3 and 4 (Year 12) level. These students are exempt from all requirements for sequences other than English. VET qualifications may contribute units to the award of the VCE.

### 1.4.2 Student transfer and credit from interstate studies

Credit is available at Units 1 and 2 and Units 3 and 4 levels for equivalent studies undertaken interstate.

The requirements for satisfactory completion for students with credit for interstate studies are the same as the requirements for other VCE students, with two differences. Firstly, students who have credit granted at **any level** for studies undertaken interstate must satisfy *one* of the following requirements for English:

- a Units 3 and 4 sequence from the VCE English group, or the equivalent in credit
- three units from the VCE English group, with at least one at Units 3 or 4 level, or the equivalent in credit.

Secondly, at least five of the minimum 16 units required for satisfactory completion must be VCE units or credit from nationally recognised VET/FE training, of which four must be at Units 3 and 4 level.

The requirement for three sequences other than English may be met using credit granted at Units 3 and 4 level.

Students must apply to the VCAA through the Victorian school at which they are enrolled using the **Application for Credit Towards the VCE/VCAL** form .

Credit will be granted only where students have completed a semester or a full year of study in one or more subjects. Partly completed subjects will not be considered for credit.

Credit granted will specify the number and level of units. It will not state the titles of studies or subjects except for English. The VCAA is able to grant up to a maximum of twelve units of credit at Units 1 and 2 and Units 3 and 4 levels to each student.

At Units 1 and 2 level, schools will recommend the amount of credit to be granted on receipt of an interstate school or authority transcript and after consulting the equivalent qualification guidelines. Credit recommended by the school will be entered on the application form. The student's previous school reports and certificates should be attached. Credit granted will be confirmed and recorded at the VCAA and may be viewed by the school on the Victorian Assessment Software System (VASS). Decisions on the amount of credit to be granted at Units 3 and 4 level will be made by the VCAA. Credit granted will be recorded at the VCAA and may be viewed by the school on VASS.


All applications for credit must be accompanied by copies (certified by the principal) of statements of results or certificates. **Original documents must not be submitted.** Credit granted will be reported by the VCAA on the Statement of Results.

### 1.4.3 Student transfer and credit from overseas studies

Credit is **not granted** at **Units 3 and 4 level** for studies undertaken overseas. Credit from overseas is available at Units 1 and 2 level only.

The requirements for satisfactory completion for students from overseas who have been granted credit for equivalent study undertaken at **Units 1 and 2 level** will be the same as for continuing students, except that the student must satisfy *one* of the following requirements for English:

- a Units 3 and 4 sequence from the VCE English group
- three units from the VCE English group, with at least one at Units 3 and 4 level and up to two of which may be credited at Units 1 and 2 level.

Students must apply to the VCAA, through the Victorian school at which they are enrolled, using the **Application for Credit Towards the VCE/VCAL** form .

Credit will be granted only where students have completed a semester or a full year of study in one or more subjects. Partly completed subjects will not be considered for credit.

Credit granted will specify the number and level of units. It will not state the titles of studies or subjects except for English. The VCAA is able to grant up to a maximum of twelve units of credit to each student.

Decisions on the amount of credit to be granted will be made by the VCAA. Credit granted will be recorded at the VCAA and may be viewed by the school on VASS.

All applications for credit must be accompanied by copies (certified by the principal) of statements of results or certificates. **Original documents must not be submitted.** All accompanying documentation must be in English, or have been translated into English by a recognised translation authority. Credit granted will be reported on the Statement of Results issued by the VCAA.

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If a student from overseas has not completed the equivalent of Year 11, yet wishes to undertake Year 12, the principal should decide the student's readiness. The principal should ask to see the student's reports and other documentation from overseas. A principal who judges that the student is ready for Year 12 should recommend the number of units of credit to be awarded, including those for English. The VCAA may accept this advice and grant up to six units of credit. A signed statement from the principal, covering the matters described here, should be sent to the VCAA with the application for credit.

**1.4.4 Students with credit from VCAL***Credit for VCAL completion*

Students who have successfully completed the VCAL at Intermediate or Senior level and who enrol in the VCE in a subsequent year will be eligible to complete the VCE if they satisfactorily complete:

- two units from the VCE English group
- three sequences of VCE Units 3 and 4 in studies other than English.

*Credit for VCAL units*

If a VCAL student who has not yet completed a VCAL Intermediate or VCAL Senior certificate transfers to the VCE, he/she must meet the minimum VCE requirements for continuing students and may count VCAL and VCE units successfully completed.

Studies completed as part of a VCAL learning program will contribute towards the VCE as follows:

- Intermediate VCAL units contribute towards satisfactory completion of the VCE at Units 1 and 2 level
- Senior VCAL units contribute towards the VCE at Units 3 and 4 level
- Senior VCAL units can be accumulated towards a VCE Units 3 and 4 sequence in the following ways:
  - two Senior VCAL units from the Personal Development Skills strands and Literacy and Numeracy Skills strands
  - a combination of any Senior VCAL Personal Development Skills/Literacy and Numeracy Skills unit and 90 nominal hours of appropriate FE training at AQF III and above from the Literacy and Numeracy Skills strands
  - any two Senior VCAL units from the Work Related Skills strand
  - a combination of any Senior VCAL Work Related Skills unit and 90 nominal hours of appropriate VET training at AQF III or above from the Industry Specific Skills strand
- training completed from VET/FE qualifications as part of a VCAL program can contribute towards the VCE through Block Credit Recognition.

**1.4.5 Exchange students***Returning Victorian exchange students*

Returned exchange students may apply to the VCAA for credit for study undertaken overseas. The procedure and level of credit available is identical to that described for students from overseas.

If students have undertaken a full Year 12 course of study overseas and have been awarded a formal qualification, they may apply to the VCAA for a Statement of Equivalent Qualification to the VCE.

*Overseas exchange students*

Overseas exchange students may enrol in Unit 3, Units 3 and 4, or Unit 4 only. The final date for enrolling in Unit 4 is **ENROLMENT 3 <sup>1</sup>**.

These students may complete some or all Graded Assessments and have their grades reported, but a study score is calculated only if Units 3 and 4 are completed in the one year.

**1.4.6 Credit from the International Baccalaureate (IB)**

Students may transfer from the IB to the VCE, but may not be enrolled in a mix of IB and VCE studies on the VCAA database in the same semester.

A student cannot be awarded credit for any IB subject undertaken in the same semester that the student was enrolled in any VCE study on the VCAA database.


Year 11 IB students may transfer from the IB to the VCE at the end of Semester 1. These students will be eligible for credit towards their VCE based on their Semester 1 IB results providing they have not undertaken any VCE units in that same semester.

Students transferring from an IB program in Year 11 to the VCE in Year 12 may receive credit towards the relevant number of VCE units at levels 1 and 2 and levels 3 and 4 on the basis of their IB results (including any Year 12 IB subjects) obtained in Year 11.

Credit will be granted only where students have completed a semester or a full year of study in one or more subjects. Partly completed subjects will not be considered for credit.

Credit granted will specify the number and level of units. It will not state the titles of studies or subjects except for English. The VCAA is able to grant up to a maximum of twelve units of credit at Units 1 and 2 and Units 3 and 4 levels to each student.

Decisions on the amount of credit to be granted will be made by the VCAA. Credit granted will be recorded at the VCAA and may be viewed by the school via VASS.

All applications for credit must be made on the **Application for Credit towards the VCE/VCAL form**  and be accompanied by copies (certified by the principal) of statements of results or certificates. **Original documents must not be submitted.** Credit granted will be reported by the VCAA on the Statement of Results.

## 1.5 AWARD OF THE VCE

A student may complete the VCE and be awarded the certificate by satisfactorily completing sufficient units of study according to VCE program requirements. In all cases where a student achieves **S** in sufficient units he/she will be awarded the VCE.

For VCE Units 3 and 4, all students must meet the requirements of a study as set out in the accredited study designs. However, students may demonstrate achievement of the study outcomes, but not submit their School-assessed Coursework assessment tasks or School-assessed Tasks or sit examinations, and still be eligible for award of the VCE. However, these students will not have a study score calculated for those studies.

Where no study scores are available, an ENTER cannot be calculated. Absence of Graded Assessments may limit a student's options for further training, study and work and students should be encouraged to attempt all Graded Assessments, wherever possible.

## 1.6 OTHER RELEVANT INFORMATION

### 1.6.1 References within this handbook

Study score calculation – Section 12.1.1

Victorian Certificate of Applied Learning (VCAL) – Section 2

Vocational Education and Training (VET) – Section 3

Students seeking ESL status – Section 5.2.1

Students seeking enrolment in LOTE second languages – Section 5.2.2

VET enrolment – Section 5.4

### 1.6.2 Publications

VCE Study Designs

VCE Assessment Handbooks for each study

### 1.6.3 Website references

Extension studies count towards an ENTER – VTAC – [www.vtac.edu.au](http://www.vtac.edu.au)

Application for Credit Towards the VCE/VCAL form – [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

Minimum tertiary entrance requirements and ENTER eligibility – VTAC – [www.vtac.edu.au](http://www.vtac.edu.au)



## 2 Victorian Certificate of Applied Learning (VCAL)

The Victorian Certificate of Applied Learning (VCAL) is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF). The VCAL can include components of accredited Vocational Education and Training (VET) qualifications from within the AQF.

VET and Further Education (FE) form an integral part of the VCAL. VET training is a compulsory requirement for completion of VCAL certificates at Intermediate and Senior level.

### *Qualification title*

The VCAL is accredited and issued at three award levels:

- Victorian Certificate of Applied Learning (Foundation)
- Victorian Certificate of Applied Learning (Intermediate)
- Victorian Certificate of Applied Learning (Senior).

### *Aims of the qualification*

The qualification aims to provide the skills, knowledge and attitudes to enable students to make informed choices regarding pathways to work and further education. Personal development, the utilisation of a student's particular interests, and new pathways for senior secondary students, in the context of applied learning, are underpinning principles of the VCAL.

VCAL acknowledges these principles by the development of:

- knowledge and employability skills that help prepare the individual for employment and for participation in the broader context of family, community and lifelong learning
- knowledge and skills that assist the individual to make informed vocational choices within specific industry sectors and/or to facilitate pathways to further learning.

The VCAL certificate at each level recognises completion of a senior secondary qualification and primarily prepares students for further studies at the next VCAL level, in Victorian Certificate of Education (VCE) and in VET and/or employment.

Students enrol in a VCAL learning program at the level that matches their skills and abilities. For example, a student may start at either Foundation level or Intermediate level in Year 11.

### *Nominal duration*

Each of the three award levels has a nominal duration of 1000 hours.

A typical VCAL learning program would be based on a full-time load of independent learning and timetabled class time of 1000 hours. However, particularly in non-school settings, the nominal hours (including both scheduled and unscheduled contact hours) may vary, when considering the specific needs of the student.

## 2 SECTION

The three qualification levels provide flexible entry and exit points for a range of student abilities and interests and offer a clear progression for skills, knowledge and attitudinal development.

*Focus of and award level of training*

Foundation	<p><b>Focus</b> At Foundation level, knowledge and employability skills development is supported by a strong emphasis on literacy and numeracy skills and preparatory learning.</p> <p><b>Level</b> The following components of training are classified at Foundation level.</p> <ul style="list-style-type: none"> <li>• VCAL Foundation units</li> <li>• VET Certificate I</li> <li>• FE Certificate I</li> </ul>
Intermediate	<p><b>Focus</b> At Intermediate level, knowledge and employability skills development leads to independent learning, confidence and a high level of transferable skills.</p> <p><b>Level</b> The following components of training are classified at Intermediate level.</p> <ul style="list-style-type: none"> <li>• VCAL Intermediate units</li> <li>• VCE Units 1 and/or 2</li> <li>• VET Certificate II</li> <li>• FE Certificate II</li> </ul>
Senior	<p><b>Focus</b> At Senior level, knowledge and employability skills development leads to a high level of interpersonal skills, independent action and achievement of tasks that require decision-making and leadership.</p> <p><b>Level</b> The following components of training are classified at Senior level.</p> <ul style="list-style-type: none"> <li>• VCAL Senior units</li> <li>• VCE Units 3 and/or 4</li> <li>• VET Certificate III and above</li> <li>• FE Certificate III and above</li> </ul>

*VCAL delivery principles*

The delivery of VCAL is based on adult learning and youth development principles. These principles have been found to be relevant in providing successful programs for students seeking a pathway to further vocational education and training and/or employment. Delivery and teaching strategies for VCAL learning programs should include:

- curriculum content negotiated to build on the student's interests, abilities and strengths
- curriculum content that focuses on practical 'hands-on' opportunities for learning
- curriculum content and delivery strategies that encourage personal development and growth and include opportunities to integrate learning across the learning program
- recognition of student achievement and student contributions that are both formal and informal
- curriculum and delivery strategies that enable students to learn at their own pace
- curriculum and delivery strategies that enable students to learn in different ways according to different learning styles
- delivery and assessment that assists the individual in achieving positive educational outcomes
- curriculum that values and engages the contribution of young people
- curriculum that builds competence and resilience in individuals, including minimising risk factors and enhancing the promotion of protective behaviours of young people
- curriculum and delivery strategies that encourage civil and civic participation and promote active citizenship
- the development of partnership approaches to program planning and delivery that link young people with the broader community.

### *Educational and delivery practices*

The VCAL is underpinned by the following curriculum principles:

- student-centred approaches and decision-making regarding program design, delivery and evaluation
- opportunities for experiential learning and skill development through activities that are structured and sequential in their learning outcomes
- program design that has high relevance to personal strengths and experiences and that is responsive to diverse needs
- program delivery that builds resilience, confidence and self-worth
- learning environments that strengthen connections with the community
- program design that allows students to enter and exit learning programs at each level to pursue a range of pathway options.

The following practices should be considered when planning VCAL learning programs for students:

#### **Negotiating learning programs**

It is important that students are actively involved in negotiating and planning their individual learning program, in particular the VCAL units.

#### **Using flexible delivery modes**

When planning the VCAL learning program, teachers should determine the delivery modes most suited to students' needs and circumstances. Delivery of the VCAL can take place in classrooms, online, in community or workplace settings and may involve workplace or community contexts. VCAL providers will need to ensure that delivery modes for units and units of competency/modules are consistent, with any mandatory requirements specified in the relevant accredited curriculum document.

#### **Adopting student-centred teaching practices**

Delivery should be based on student-centred experiential learning activities such as role-plays, case studies, guest speakers and audiovisual presentations. Where possible, teachers should extend the learning experiences beyond the classroom through excursions and field trips and through applied learning, for example integrating the classroom learning with another unit that has an applied or practical focus.

#### **Integrating curriculum**

The teaching and learning program for the various units and units of competency/modules that make up the learning program can be integrated. The knowledge and skills development that lead to the learning outcomes in one unit, such as a VCAL unit, can be extended by including content drawn from VET units of competency/modules. Record-keeping for each curriculum component should reflect assessment of each learning outcome and/or unit of competency.

Programs can be designed to include a thematic or project-based approach. Planning for this includes learning experiences and assessment tasks that are based on integration of learning outcomes. This might include combining the learning outcomes from different curriculum components in the same or different VCAL curriculum strands to reflect the integration of skills and competencies in authentic contexts, such as social or work activities.

#### **Delivery modes**

VCAL allows for a range of delivery modes in a variety of settings. Delivery modes may include but are not limited to:

- applied learning linked to community, work or school activities
- classroom delivery based on whole class, small group or individual activities
- flexible delivery such as distance learning and online learning.

Delivery settings may include schools, post-compulsory providers, community, family, workplace, sporting or simulated environments.

Delivery is normally full-time. Some students may choose to complete units over longer periods of time than the nominal hours. Single VCAL or VCE units can be delivered over two semesters where appropriate. Students are also able to complete the VCAL at an award level in a shorter timeframe, allowing them to continue working at another award level within a year's full-time commitment of hours.

Delivery modes for any accredited units and units of competency/modules contained in the learning program must be consistent with the delivery requirements of the curriculum.

**2** SECTION**Pathways**

The VCAL is designed to develop and extend pathways for young people. On completion of a VCAL, students will be able to make informed choices about employment or education pathways.

Meaningful pathways are created through linking student aspirations and future employment goals to the choice of accredited curriculum in individualised ways, as well as connecting local community partnerships with VCAL learning programs for work and industry experiences, active participation in the community, and to support young people.

The ability to include curriculum from VET and FE in VCAL learning programs connects students with broader options for work, further education, and active community participation.

Successful partnerships in the VCAL involve building a culture of collaboration and crossing bridges between schools and other providers. Achieving the pathways that arise from these partnerships relies on strong cooperative relationships and commitment to:

- a shared understanding that ‘learning does not stop at the school gate’
- personal, current, working knowledge of cultures of Technical and Further Education (TAFE) institutes/Adult Community Education (ACE) organisations and of schools, with easy movement between these sectors
- a ‘whole community’ approach, involving shared leadership, the pooling of resources and expertise, and the letting go of exclusive ownership of learning programs.

Pathways at each level of VCAL certificate completion can include the following:

**Foundation level**

- Intermediate or Senior Level VCAL
- completion of VCE
- Apprenticeships and Traineeships (school-based or full-time)
- Certificate I (or above) VET courses
- Certificate I (or above) FE courses
- employment.

**Intermediate level**

- Senior Level VCAL
- completion of VCE
- Apprenticeships and Traineeships (school-based or full-time)
- Certificate II (or above) VET courses
- Certificate II (or above) FE courses
- employment.

**Senior level**

- completion of VCE
- Apprenticeships and Traineeships (school-based or full-time)
- Certificate III (or above) VET courses
- Certificate III (or above) FE courses
- employment.

**2.1 VCAL PROGRAM COMPONENTS**

A VCAL program must contain curriculum that can be justified against the purpose statements of each of the VCAL strands. A program must contain two VCAL units and curriculum components from:

- VCAL units
- VCE units
- VET accredited curriculum or training packages or FE accredited curriculum.

### 2.1.1 VCAL units

A VCAL unit contains accredited learning outcomes that are generic by nature and enable content to be developed and/or planned at the local level to suit the individual needs of students. Locally developed non-accredited curriculum and activities or structured workplace learning programs can be included as the subject content that allows the achievement of learning outcomes in a VCAL unit.

Each VCAL unit is 100 nominal hours in length. Each unit successfully completed contributes one credit toward the VCAL at the appropriate award level. The nominal hours include both scheduled and unscheduled time.

VCAL units are available at the three VCAL award levels – Foundation, Intermediate and Senior – to cater for the different needs, abilities and experiences of students. The VCAL units available for selection are as follows:

- WRS011 Work Related Skills Foundation Unit 1
- WRS012 Work Related Skills Foundation Unit 2
- WRS021 Work Related Skills Intermediate Unit 1
- WRS022 Work Related Skills Intermediate Unit 2
- WRS031 Work Related Skills Senior Unit 1
- WRS032 Work Related Skills Senior Unit 2
- PDS011 Personal Development Skills Foundation Unit 1
- PDS012 Personal Development Skills Foundation Unit 2
- PDS021 Personal Development Skills Intermediate Unit 1
- PDS022 Personal Development Skills Intermediate Unit 2
- PDS031 Personal Development Skills Senior Unit 1
- PDS032 Personal Development Skills Senior Unit 2
- LIT011 Literacy Skills Foundation Reading and Writing
- LIT012 Literacy Skills Foundation Oral Communication
- LIT021 Literacy Skills Intermediate Reading and Writing
- LIT022 Literacy Skills Intermediate Oral Communication
- LIT031 Literacy Skills Senior Reading and Writing
- LIT032 Literacy Skills Senior Oral Communication
- NUM011 Numeracy Skills Foundation
- NUM021 Numeracy Skills Intermediate
- NUM031 Numeracy Skills Senior
- NUM032 Advanced Numeracy Skills Senior.

Any additional VCAL units that become available will be advised to VCAL providers through the *VCAA Bulletin*.

The assessment of the VCAL unit learning outcomes may be in the context of programs that include community-based projects/activities, school-based projects/activities, sports-based activities. More information about assessment is provided in the *VCAL Unit Assessment Planning Guide* available from the VCAA website at: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

### 2.1.2 VCAL learning programs: appropriate curricula at award levels

VCAL learning programs must be designed to meet the VCAL course requirements. VCAL learning programs need to be designed so that the curriculum selected is consistent with the purpose statement of the curriculum strand and the award level.

Each student should be enrolled in a learning program that includes curriculum that develops literacy and numeracy skills, industry specific skills, work related skills and personal development skills.

Each learning program needs to be designed to allow students to achieve the required credits and to meet all course requirements. It should also be designed at the appropriate level.

To ensure that a student can receive a VCAL Certificate, a provider should consult the table in Section 2.3.3 and run the eligibility test in the Victorian Assessment Software System (VASS).

## 2 SECTION

**2.1.3 VCAL curriculum strands**

Each VCAL award level contains four curriculum strands:

- Literacy and Numeracy Skills
- Industry Specific Skills
- Work Related Skills
- Personal Development Skills.

To ensure coherence in designing a VCAL learning program, selected curriculum components must closely align with the purpose statement of the appropriate curriculum strand.

*Selecting curriculum for VCAL curriculum strands*

Curriculum components for the VCAL can be selected from VCAL units, VCE units, accredited curriculum from VET and FE units of competency/modules.

Locally developed non-accredited curriculum, structured workplace learning programs and community and youth programs provide the context for the achievement of VCAL units.

Delivery strategies for units or modules should be consistent with the VCAL delivery principles and the requirements outlined in accredited course documents, VCE study designs or VCAL Curriculum Planning Guides.

*Literacy and Numeracy Skills strand*

Curriculum selected for inclusion in the Literacy and Numeracy Skills Strand must be consistent with the purpose statement of this strand.

**Literacy skills purpose statement**

The purpose of literacy curriculum selected for this strand is to enable the development of skills, knowledge and attitudes in literacy that allow progression in the main social contexts of family, employment, further learning and citizenship.

Literacy skills corresponding with these social contexts include literacy for self-expression, practical purposes, knowledge and public debate.

Literacy includes reading, writing and oral communication skills.

**Numeracy Skills purpose statement**

Numeracy is the ability to use mathematical skills in order to carry out purposes and functions within society related to designing, measuring, constructing, using graphical information, money, time and travel, and the underpinning skills and knowledge for further study in mathematics or related fields.

Curriculum selected for numeracy in this strand should develop skills to facilitate the practical application of mathematics at home, work and in the community.

Curriculum in the Literacy and Numeracy Skills strand can include:

- VCAL Literacy and Numeracy Skills units
- VCE English and Mathematics units
- accredited modules with a literacy or numeracy focus from FE certificates, for example Certificates in General Education for Adults (Certificate I or above).

**Where the VCAL Literacy Skills units, or modules from FE certificates, are selected as the sole means of fulfilling the literacy requirement for the VCAL award level in which the student is enrolled, the VCAL Literacy Skills Reading and Writing unit and FE modules which focus on reading and writing must be selected for that purpose.**

*Industry Specific Skills strand*

Curriculum selected for inclusion in the Industry Specific Skills Strand must be consistent with the purpose statement of this strand.

**Industry Specific Skills purpose statement**

The purpose of the Industry Specific Skills strand is to enable the development of skills, knowledge and attitudes related to one or more vocational contexts in preparation for progression to further learning or employment. While specific VET units can be curriculum components of this strand, the learning program should focus on vocational contexts in order for learners to make informed choices as to the pathway options available to them through the VCE, VCAL, VET and FE and employment.

Curriculum\* selected for this strand can include:

- nationally accredited certificates
- School Based Apprenticeships and Traineeships
- units of competency/modules of VET certificates that focus on a particular industry, or that sample a range of experiences in a number of industries, such as:
  - Certificate in Retail Operations
  - TAFE Taster programs (made up of 100 nominal hours of accredited VET curriculum)
  - Certificate in Engineering Technology
  - Certificate in Process Manufacturing
  - Certificate in Furnishing.

### ***Work Related Skills strand***

Curriculum selected for inclusion in the Work Related Skills strand must be consistent with the purpose statement of this strand.

### **Work Related Skills purpose statement**

The purpose of the Work Related Skills strand is to develop employability skills and knowledge and attitudes valued within community and work environments as a preparation for employment. The development of employability skills within this strand provides learners with a capacity to consider and choose from a range of pathways.

Work related skills include skills that align with the Employability Skills. The Employability Skills are:

- communication
- team work
- problem solving
- technology
- initiative and enterprise
- planning and organising
- self management
- learning.

Employability skills are those that are valued by employers.

Curriculum selected for this strand can include:

- VCAL Work Related Skills units
- selected VCE units
- accredited FE modules or certificates
- nationally accredited certificates
- units of competency/modules of VET that focus on skills to prepare students for employment
- School Based Apprenticeships and Traineeships.

Skills in Occupational Health and Safety (OH&S) are also considered essential work related skills.

Structured workplace learning programs and part-time work may be undertaken within this strand provided they link to the VCAL learning program and/or the accredited curriculum contained within the learning program, for example School Based Apprenticeships and Traineeships and VCAL units. Structured workplace learning procedures are to be used where a structured workplace learning program is part of the delivery of the learning for a VCAL unit, for example a VCAL Work Related Studies unit.

Government schools must comply with Ministerial Order 55 relating to structured workplace learning program arrangements entered into with an employer by a principal of a school. The arrangement must be in accordance with Part IVA of the *Workplace Learning Act 2003* and Ministerial Order 55. For more detailed information about structured workplace learning programs please refer to the Department of Education and Early Childhood Development (DEECD) website at: [www.education.vic.gov.au/sensecyouth/careertrans/worklearn/default.htm](http://www.education.vic.gov.au/sensecyouth/careertrans/worklearn/default.htm)

VCAL providers that are TAFE institutes or ACE organisations must comply with the provisions of the Education and Training Reform Act, Part 5.4, Division 2 – Practical placement.

\*Curriculum selected for Foundation level VCAL learning programs can include selected VCE units that are consistent with the VCAL Industry Specific Skills purpose statement.

**2** SECTION**VCAL Work Related Skills units**

The VCAL Work Related Skills units have been designed to enable locally developed non-accredited curriculum to contribute to the VCAL qualification. In the Work Related Skills strand, achieving VCAL unit learning outcomes and meeting the purpose statement of the strand may involve programs that incorporate part-time work, structured workplace learning programs, School Based Apprenticeships and Traineeships and on the job learning.

Where learning and assessment occur through structured workplace learning programs, the VCAL provider will need to ensure that the student will have opportunities to demonstrate successful completion of the learning outcomes for the VCAL unit that the student is enrolled in. This will require appropriate supervision and monitoring of student progress, and a cooperative arrangement with the employer.

**Providers have a legal obligation to exercise reasonable care (that is, minimising foreseeable risks or harm in order that no harm may befall another person). Students undertaking a structured workplace learning program in an industry setting must have completed a VCAL Work Related Skills Unit 1, or undertaken training in an accredited OH&S module within the Industry Specific Skills or Work Related Skills strands before commencing a structured workplace learning placement.**

*Personal Development Skills strand*

Curriculum selected for inclusion in the Personal Development Skills strand must be consistent with the purpose statement of this strand.

**Personal Development Skills purpose statement**

The purpose of the Personal Development Skills strand is to develop skills, knowledge and attitudes that lead toward:

- social responsibility
- building community
- civic responsibility, for example through volunteering and working for the benefit of others
- improved self-confidence and self-esteem
- valuing civic participation in a democratic society.

The development of skills, knowledge and understanding in this strand underpins the development of skills in the three other VCAL curriculum strands.

Curriculum selected for learning programs must include at least one VCAL Personal Development Skills unit at the award level or above.

**2.2 ENTRY TO VCAL STUDIES**

There are no formal entry requirements. Students can enter at the appropriate level of VCAL to suit their learning needs, abilities and interests.

The VCAL has been designed to accommodate flexible entry and exit. Parameters for entry and exit in schools will be determined by school regulations and enrolling guidelines. Where a provider that is not a school delivers VCAL, flexible entry and exit points will be determined by the policies and regulations of that educational provider.

There are no barriers to obtaining VCAL qualifications based on gender, age, social background or nationality. Students with particular needs may require additional resources to be provided to enable the successful completion of the learning program. Some students may require additional time to achieve outcomes.

Students can gain one or more VCAL qualifications in their post-compulsory education program depending on their abilities and learning goals.

**2.3 VCAL ELIGIBILITY****2.3.1 Course Requirements**

To be awarded the VCAL, students must successfully complete a learning program which contains a minimum of ten credits.

The VCAL program must include:

- curriculum components to the value of at least one credit, each of which can be justified against the purpose statement for each of the four VCAL curriculum strands
- a minimum of two VCAL units
- one credit for numeracy
- curriculum components to the value of six credits at the level of the VCAL award (or above), of which one must be for literacy and one credit must be for a VCAL Personal Development Skills unit.

At the VCAL Intermediate and Senior levels, the learning program must also include accredited VET curriculum components to the value of a minimum of one credit in the Industry Specific Skills Strand.

The VCAL program may also contain curriculum components drawn from VCE units and FE accredited curriculum. One credit is awarded on successful completion of 100 nominal hours of accredited FE curriculum.

### 2.3.2 Themed VCAL course requirements

To be awarded a Themed VCAL a student must successfully complete an Intermediate or Senior VCAL learning program made up of:

- accredited curriculum components that lead to a minimum of ten credits  
Curriculum components which can be justified against the purpose statement for each of the VCAL curriculum strands
- curriculum components drawn from VCAL units
  - VET accredited curriculum or training package qualifications. (One credit is awarded on successful completion of approximately 100 nominal hours of accredited curriculum.)
  - VCE units and FE accredited curriculum may be used to meet some of the strand requirements of a Themed VCAL program.

The Themed VCAL learning program must include:

- curriculum components which can be justified against the purpose statement of the VCAL curriculum strands
- a minimum of two VCAL units
- in the Literacy and Numeracy Skills strand, curriculum components to the value of one credit for literacy at the award level or above and one credit for numeracy
- curriculum components to the value of seven credits at the award level or above made up of:
  - one credit for literacy
  - one credit for a VCAL Personal Development Skills unit
  - a minimum of two credits in the Industry Specific Skills strand, made up of accredited VET curriculum components directly related to the industry theme designated in the learning program
  - a minimum of one credit for a VCAL Work Related Skills unit, which includes a structured workplace learning placement directly related to the industry theme designed in the learning program
  - two credits from the Personal Development Skills and/or Work Related Skills strands directly related to the industry theme designated in the learning program (not including the VCAL Work Related Skills unit stipulated above).

Integration of the industry theme across curriculum strands other than those identified above is encouraged where this approach takes account of the student's current skills and aptitudes.

The Themed VCAL learning program is intended to lead to informed choices for a broad range of occupations in the particular industry sector.

#### *Enrolling students in the Themed VCAL*

VCAL providers delivering the Themed VCAL will be required to enrol students in Themed VCAL through the VASS. Before enrolling students on VASS, providers must first obtain approval from the VCAA to deliver a Themed VCAL program.

Students in a Themed VCAL must be enrolled in either the Intermediate or Senior level of VCAL, with an additional industry theme appellation. This industry theme appellation will be included on the VASS enrolment screens and on the student's VCAL certificate.

## 2 SECTION

## 2.3.3 Curriculum options for VCAL eligibility

The following table outlines curriculum options which, on satisfactory completion, meet minimum requirements for VCAL eligibility.\*

Strand/Level	Foundation	Intermediate	Senior
Literacy	<ul style="list-style-type: none"> <li>• VCAL Literacy Skills Reading and Writing units</li> <li>• VCE units:               <ul style="list-style-type: none"> <li>– Foundation English</li> <li>– English</li> <li>– English Language</li> <li>– ESL</li> <li>– Literature</li> </ul> </li> <li>• FE reading and writing modules<sup>†</sup></li> </ul>	<ul style="list-style-type: none"> <li>• VCAL Literacy Skills Reading and Writing units</li> <li>• VCE units:               <ul style="list-style-type: none"> <li>– Foundation English</li> <li>– English</li> <li>– English Language</li> <li>– ESL</li> <li>– Literature</li> </ul> </li> <li>• FE Certificates II/III Literacy/Reading and Writing modules<sup>†</sup></li> </ul>	<ul style="list-style-type: none"> <li>• VCAL Literacy Skills Reading and Writing Senior unit</li> <li>• VCE Units 3 and/or 4:               <ul style="list-style-type: none"> <li>– English</li> <li>– ESL</li> <li>– English Language</li> <li>– Literature</li> </ul> </li> <li>• FE Certificate III Literacy/Reading and Writing modules<sup>†</sup></li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>• VCAL Numeracy Skills units</li> <li>• VCE units:               <ul style="list-style-type: none"> <li>– any Mathematics units</li> <li>– Accounting</li> <li>– Chemistry</li> <li>– Physics</li> </ul> </li> <li>• selected FE numeracy and mathematics modules<sup>†</sup></li> </ul>	<ul style="list-style-type: none"> <li>• VCAL Numeracy Skills units</li> <li>• VCE units:               <ul style="list-style-type: none"> <li>– any Mathematics units</li> <li>– Accounting</li> <li>– Chemistry</li> <li>– Physics</li> </ul> </li> <li>• selected FE numeracy and mathematics modules<sup>†</sup></li> </ul>	<ul style="list-style-type: none"> <li>• VCAL Numeracy Skills Intermediate/Senior units</li> <li>• VCE units               <ul style="list-style-type: none"> <li>– any Mathematics units</li> <li>– Accounting</li> <li>– Chemistry</li> <li>– Physics</li> </ul> </li> <li>• selected FE Certificate II/III numeracy and mathematics modules<sup>†</sup></li> </ul>
Industry Specific Skills	<ul style="list-style-type: none"> <li>• VET Certificates</li> <li>• VCE units:               <ul style="list-style-type: none"> <li>– The Arts</li> <li>– Physics</li> <li>– Biology</li> <li>– Chemistry</li> <li>– Industry and Enterprise</li> <li>– Technology Studies</li> <li>– Accounting</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• VET Certificates</li> </ul>	<ul style="list-style-type: none"> <li>• VET Certificates II and/or III</li> </ul>
Work Related Skills	<ul style="list-style-type: none"> <li>• VCAL Work Related Skills units</li> <li>• VET Certificates</li> <li>• VCE units:               <ul style="list-style-type: none"> <li>– Outdoor and Environmental Studies</li> <li>– Industry and Enterprise Studies</li> <li>– any Technology Studies</li> </ul> </li> <li>• selected FE Certificates</li> </ul>	<ul style="list-style-type: none"> <li>• VCAL Work Related Skills units</li> <li>• VET Certificates</li> <li>• VCE units:               <ul style="list-style-type: none"> <li>– Outdoor and Environmental Studies</li> <li>– Industry and Enterprise Studies</li> <li>– any Technology Studies</li> </ul> </li> <li>• selected FE Certificates</li> </ul>	<ul style="list-style-type: none"> <li>• VCAL Work Related Skills Intermediate/Senior units</li> <li>• VET Certificates II and/or III</li> <li>• VCE units:               <ul style="list-style-type: none"> <li>– Outdoor and Environmental Studies</li> <li>– Industry and Enterprise Studies</li> <li>– any Technology Studies</li> </ul> </li> <li>• selected FE Certificates II/III</li> </ul>
Personal Development Skills	<ul style="list-style-type: none"> <li>• VCAL Personal Development Skills unit</li> </ul>	<ul style="list-style-type: none"> <li>• VCAL Personal Development Skills Intermediate/Senior unit</li> </ul>	<ul style="list-style-type: none"> <li>• VCAL Personal Development Skills Senior unit</li> </ul>

\*Themed VCAL providers should refer to the Themed VCAL course requirements when considering curriculum options for learning programs.

<sup>†</sup>For example, Certificates in General Education for Adults.

### *Selection of components in VCAL learning programs at the award level*

The table includes the VET/FE qualifications for the VCAL award levels. It indicates the possible sources of accredited curriculum/units of competency.

While individual VET modules/units of competency may be selected for inclusion in a VCAL learning program, it is not necessarily intended that the student would achieve the entire VET qualification. The relevant Registered Training Organisation (RTO) will provide advice on selection of appropriate accredited units of competency/modules in accordance with the selected Training Package or curriculum document requirement.

## 2.4 ATYPICAL VCAL PROGRAMS


### 2.4.1 Students with credit from VCE

Accredited study successfully completed within the VCE that meets VCAL design rules will contribute to the award of a VCAL. If the student has a previous enrolment in VCE or VCAL or other Victorian qualifications, the studies completed will form part of the student's current year VCAL record.

### 2.4.2 Students returning to study (adult students)

There are no formal entry requirements for the VCAL. There is no variation in course requirements based on the age of the student.

### 2.4.3 Student transfer and credit from interstate studies

Nationally accredited studies that meet the VCAL qualification design, purpose statements and course requirements and that have been completed by a student prior to that student enrolling in VCAL may contribute to the award. Students must apply to the VCAA through the Victorian provider at which they are enrolled using the **Application for Credit Towards the VCE/VCAL form** .

## 2.5 AWARD OF THE VCAL

To be awarded a VCAL, students must successfully complete a learning program designed to comply with the course requirements.

Individual student eligibility can be checked on VASS when students are enrolled in the learning program. When planning the VCAL learning program, a combination of curriculum components (for example, VCAL units, VCE units, VET or FE units of competency/modules) that meet the course requirements will need to be selected.

Students who commence a VCAL but do not complete it will receive a Statement of Results at the completion of each year of study.

Upon successful completion of the requirements for a VCAL, students will receive a VCAL certificate and a Statement of Results. Successful completion will be certified in July or December in each enrolment year.

Additional Statements of Attainment or certificates will be provided (by the RTO) for successful completion of VET or FE curriculum.

Students are awarded a certificate on successful completion of the course requirements.

A student's VCAL learning program must include enrolment in curriculum that can lead to the award of ten credits. Six credits must be at the award level or above that the student is enrolled in, including one literacy credit and one VCAL Personal Development Skills unit credit. The other four credits can be drawn from the same award level that the student is enrolled in, or selected from a higher or lower award level.\*

Consequently, students may carry credit forward from the previous award level into the level in which they are currently enrolled.

\*However, credits classified at Foundation level, that is VCAL Foundation units, VET and FE units at Level I, cannot contribute to Senior level.

**2** SECTION

VCAL providers can include additional curriculum, such as the VCAL Literacy Skills Oral Communication units and other VCE units in a VCAL learning program, to meet the requirement for a minimum of ten credits, where the curriculum meets one of the VCAL strand's purpose statements and contributes to a coherent VCAL learning program.

**General credits**

VCE units included within a student's VCAL program that do not meet the purpose statement of any of the VCAL curriculum strands may contribute towards the overall minimum total credits required and/or minimum credits required at the award level.

**2.5.1 Award of more than one certificate**

Students who successfully complete the requirements for a VCAL will be awarded the certificate at the level in which they are enrolled.

Students who successfully complete the VCAL at the level they are enrolled in may also be eligible to be awarded the VCAL at another level.

Students who successfully complete the VCAL may also be eligible to receive the award of a VCE.

If a student has satisfied the requirements for the VCE or a VCAL certificate in which he/she was not enrolled and is seeking the award of that certificate, the VCAL provider should contact the Student Records and Results Unit for advice.

**2.6 OTHER RELEVANT INFORMATION****2.6.1 References within this handbook**

Victorian Certificate of Education (VCE) – Section 1

Themed VCAL course requirements – Section 2.3.2

Satisfactory completion of VCAL units – Section 7.2

**2.6.2 Publications**

VCAL Curriculum Planning Guides

*VCAL Unit Assessment Planning Guide*

*VCAL The hands-on option for Years 11 and 12 students* – Information for students and parents

**2.6.3 Website references**

VCAL – VCAA website – [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

## 3 Vocational Education and Training (VET)

### 3.1 VOCATIONAL EDUCATION AND TRAINING IN THE VCE AND VCAL

Recognition of Vocational Education and Training (VET) and Further Education (FE) within the Victorian Certificate of Education (VCE) and Victorian Certificate of Applied Learning (VCAL) ensures that students who complete all or part of a nationally recognised VET or FE qualification will receive credit towards satisfactory completion of the VCE or VCAL.


### 3.2 VET PROGRAMS

VET and FE qualifications have been coded on the Victorian Assessment Software System (VASS) as follows:

- VES (Victorian Curriculum and Assessment Authority (VCAA)-approved VCE VET program) or NAP (VCAA-approved School Based Apprenticeship or Traineeship). Both provide credit towards the VCE in the form of VCE VET units and nominal hour credit towards VCAL.
- VFE (VET or FE programs, outside the suite of VCAA-approved programs); these offer Block Credit Recognition towards the VCE and nominal hour credit towards VCAL.

Home schools must ensure that students are enrolled in the correct certificate type and that students receive accurate advice about eligibility for satisfactory completion of both the qualification **and** the VCE or VCAL.

Some VCAA-approved programs are available as both a VCE VET (certificate type: VES) and a School Based Apprenticeship or Traineeship (certificate type: NAP) qualification.

All other VET and FE qualifications are classified as certificate type: VFE on VASS. If the VET or FE qualification is not available on VASS, schools should contact the Student Records and Results Unit on (03) 9651 4402 or <student.records@edumail.vic.gov.au> for further advice or download the **Application for VET or Further Education Qualifications to be added to VASS** form  and send to VCAA accompanied by the information the form requires.

VET and FE programs appear on VASS in the following format:

Certificate Code – Type – Description, for example RTE20103-NAP-Certificate II in Agriculture

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*Summary of certificate types and contribution to VCE and VCAL*

The following table provides details on each certificate type and the recognition available for each type of program.

VASS certificate type and description	Credit arrangements
VES (VCE VET program)	<p>VCE</p> <ul style="list-style-type: none"> <li>Unit 1–4 level</li> <li>Generally includes one Units 3 and 4 sequence towards satisfactory completion of the VCE</li> <li>Automatic enrolment into VCE VET units through enrolments into units of competence/modules</li> <li>A study score may be available</li> </ul> <p>VCAL</p> <ul style="list-style-type: none"> <li>Credit awarded on satisfactory completion of approximately 100 nominal hours of training</li> </ul>
NAP (VCAA-approved School Based Apprenticeship or Traineeship)	<p>VCE</p> <ul style="list-style-type: none"> <li>Unit 1–4 level</li> <li>In most cases includes one Units 3 and 4 sequence towards satisfactory completion of the VCE</li> <li>Automatic enrolment into VCE VET units through enrolments into units of competence/modules</li> <li>A study score may be available</li> </ul> <p>VCAL</p> <ul style="list-style-type: none"> <li>Credit awarded on satisfactory completion of approximately 100 nominal hours of training</li> </ul>
VFE (VET or FE program)	<p>VCE</p> <ul style="list-style-type: none"> <li>Contribution to VCE through Block Credit Recognition</li> </ul> <p>VCAL</p> <ul style="list-style-type: none"> <li>Credit awarded on satisfactory completion of approximately 100 nominal hours of training</li> </ul>

**3.2.1 VCE VET programs**

All VCE VET programs provide credit towards the VCE. Most VCE VET programs provide credit at Units 1–4 level; however, some programs provide credit at Units 1 and 2 level only. Some programs have been revised for 2009.

VCE VET programs also provide credit towards VCAL.

VCE VET programs are identifiable on VASS as follows:

- certificate type: VES
- certificate type: NAP.

Some VET certificates are available as both a VCE VET program (certificate type: VES) and a School Based Apprenticeship or Traineeship (certificate type: NAP) qualification. **However, a student may not be enrolled simultaneously in both the certificate type: VES and certificate type: NAP version of the same program or within the same industry area.**

The following table shows the current list of certificate type: VES programs available for enrolment in 2009 at the time of publication. However, as 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. Programs offering a study score at Units 3 and 4 level and programs with enrolment restrictions are indicated in the Status column.

*VCE VET programs in 2009 (certificate type: VES only)*

Code	Certificate title	Status
RTE20103	Certificate II in Agriculture	
21560VIC	Certificate II in Automotive Technology Studies	
21844VIC	VCE VET Building and Construction	
BSB20101	Certificate II in Business and selected units of competence from Certificate III contained within the VCE VET program	Study score available Continuing students only
BSB20107	Certificate II in Business and selected units of competence from Certificate III contained within the VCE VET program	New in 2009 Study score available in 2010
CISCO	Cisco Networking Academy Program	

Code	Certificate title	Status
LMT21707	Certificate II in Applied Fashion Design and Technology and selected units of competence from Certificate III contained within the VCE VET program	New in 2009
RTD20102	Certificate II in Conservation and Land Management	
CHC20202	Certificate II in Community Services Work and selected units of competence from Certificate III contained within the VCE VET program	Study score available
21764VIC	Certificate II in Dance	Study score available
ICP20205	Certificate II in Printing and Graphic Arts (Desktop Publishing)	
ICP20105	Certificate II in Printing and Graphic Arts (General)	
21583VIC	Certificate II in Electrotechnology (Shared Technology)	Study score available
21566VIC	Certificate II in Engineering Studies	Study score available
21565VIC	Certificate III in Engineering Studies	Study score available
21327VIC	Certificate II in Equine Industry	Study score available Continuing students only
TBA	VCE VET Equine Industry	New in 2009 Study score available in 2010
FNS30107	Certificate III in Financial Services	Study score available
FDF20403	Certificate II in Food Processing (Wine)	
21278VIC	Certificate II in Furnishing (Pre-apprenticeship – Cabinet Making)	Study score available
RTF20103	Certificate II in Horticulture (all sectors)	
THH21802	Certificate II in Hospitality (Operations) with selected components from Certificate III contained within the VCE VET program	Study score available Continuing students only
TBA	VCE VET Hospitality	New in 2009 Study score available in 2010
ICA20105	Certificate II in Information Technology	
ICA30105	Partial completion of Certificate III in Information Technology	Study score available
PML30104	Certificate III in Laboratory Skills	Study score available
CUF30601	Certificate III in Multimedia	Study score available Continuing students only
CUF20107	Certificate II in Creative Industries (Media)	New in 2009
CUF30107	Certificate III in Media	New in 2009 Study score available in 2010
CUS20101	Certificate II in Music Industry (Foundation)	
CUS30101	Certificate III in Music	Study score available
CUS30201	Certificate III in Music Industry (Technical Production)	Study score available
PMB20101	Certificate II in Plastics	
21530VIC	Certificate II in Small Business (Operations/Innovations)	
SRC20206	Certificate II in Community Recreation and selected units of competence from Certificate III contained within the VCE VET program	Study score available
SRO20206	Certificate II in Outdoor Recreation and selected units of competence from Certificate III contained within the VCE VET program	Study score available

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**3.2.2 School Based Apprenticeships and Traineeships**

A student may choose to undertake a vocational training program within a part-time employment arrangement; this is referred to as a School Based Apprenticeship or Traineeship. The student will be required to enter into a formal training contract. The School Based Apprenticeship or Traineeship comprises three main parts:

- enrolment in the VCE or VCAL at school
- enrolment with a Registered Training Organisation (RTO) in a structured vocational training program that leads to a vocational qualification
- part-time, paid work.

Schools should only enrol a student in a School Based Apprenticeship or Traineeship if the:

- student is 15 years of age or over
- student is in relevant employment
- principal, or principal's delegate, has signed the training plan and the student is enrolled in a nationally recognised qualification that can be undertaken as a School Based Apprenticeship or Traineeship.

***VCAA-approved School Based Apprenticeships and Traineeships/certificate type: NAP program***

School Based Apprenticeships and Traineeships have Units 1 to 4 level credit towards the VCE, excluding SIR20207 Certificate II in Retail Operations, for which credit in the VCE is at Units 1 and 2 level only.

There are eleven VCAA-approved industry areas providing a range of qualifications that are available as School Based Apprenticeships and Traineeships:

- Agriculture
- Automotive
- Business
- Community Services and Health
- Engineering
- Food Processing – Wine
- Horticulture
- Hospitality
- Information Technology
- Retail
- Sport and Recreation.

School Based Apprenticeships and Traineeships in some of these industry areas may offer an optional scored Unit 3 and 4 stream for students who wish to access the study score. The *VCAA Guide to School Based Apprenticeship (SBA) General Information booklet* (2003) can be downloaded from the VCAA website <[www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)>. It should be noted that since publication of this booklet, a number of School Based Apprenticeship or Traineeship programs have been revised. Schools should refer to the VCAA website for current information.

A number of nationally recognised qualifications not included in the suite of VCAA-approved programs (certificate type: VFE on VASS) can be undertaken as a School Based Apprenticeship or Traineeship, for example SIR30207 Certificate III in Retail Operations.

Where these arrangements exist, a student's enrolment in a certificate type: VFE program needs to be flagged on VASS as being 'undertaken as SBA'.

**3.2.3 FE and VET other than VCE VET programs (VET/FE)**

Students can use training in any nationally recognised VET/FE qualification as part of their VCE or VCAL program.

***Block Credit Recognition in the VCE***

Students are eligible for credit towards the VCE if they have completed, or are completing, training in a nationally recognised VET or FE qualification/s that is not included in the suite of approved VCE VET and School Based Apprenticeship or Traineeship programs. Credit towards the VCE will be available for full or partial completion of a nationally recognised qualification at Australian Qualifications Framework (AQF) Level II and above. This credit is referred to as 'Block Credit Recognition'. To be eligible for Block Credit Recognition the student must be enrolled in the VCE.

VCE VET programs and approved School Based Apprenticeship and Traineeship programs with full recognition in the VCE are not eligible for Block Credit. All other nationally recognised qualifications at AQF Level II and above are eligible.

### *Students with a current enrolment in VET/FE*

Where students are completing training in a nationally recognised VET/FE qualification in 2009, they should only be enrolled in the certificate and all units of competence/modules expected to be completed in the current year. These certificates are identified as certificate type: VFE on VASS.

These students do not need to apply separately for Block Credit Recognition.

### *Students who have completed training in VET/FE prior to 2009*

Where students have completed training in a nationally recognised VET/FE qualification prior to 2009, and have not previously had their details entered onto VASS, they must apply to the VCAA, through the Victorian school at which they are enrolled.

All applications for credit in this way must be made on the **Application for Credit Towards the VCE/VCAL** form  and be accompanied by copies (certified by the principal) of Statements of Attainment and/or certificates. **Original documents must not be submitted.** Credit granted will be reported by the VCAA on the VCE Statement of Results.

## 3.3 ENTRY TO VET PROGRAMS

### *Transfer arrangements between certificate types*

If a student wishes to transfer to a different certificate type for the same qualification, for example from the certificate type: VES for RTE20103 Certificate II in Agriculture to the certificate type: NAP version, the following procedures should be followed:

- If the student is currently enrolled in the certificate type: VES program, the student should be withdrawn from the program before enrolment in the certificate type: NAP program.
- A statement from the RTO should be obtained listing the units of competence/modules that the student has satisfactorily completed in the previous enrolment.
- The student can now be enrolled in the certificate type: NAP program and (previously completed) units of competence/modules and then given a result of **S** for these units of competence/modules completed in the certificate type: VES program.
- The student should then be enrolled in the remaining units of competence/modules expected to be completed in the current year.
- Students should be awarded **S** for any units of competence/modules completed and **N** for units of competence/modules not yet completed.

## 3.4 SATISFACTORY COMPLETION OF VET PROGRAMS

### *Certificate type: VES and NAP programs*

The requirements for satisfactory completion of a VCE VET or VCAA-approved School Based Apprenticeship or Traineeship program are outlined in the relevant VCE VET program booklet or the Certificate unit of competence structure report on VASS.

### *Certificate type: VFE programs*

Satisfactory completion of an individual certificate type: VFE program is not calculated or reported on VASS; however, any training completed may contribute towards the student's overall VCE or VCAL as described below.

## 3.5 CONTRIBUTION OF VET TO VCE

VCE VET (VES and NAP) programs and VET/FE contribute to the VCE in different ways.

### 3.5.1 Recognition within the VCE for VCE VET programs

For certificate type: VES and NAP programs only, enrolment in units of competence/modules leads automatically to enrolment in VCE VET units. Schools will be unable to directly enrol students in, or withdraw them from, VCE VET units. This can only be done by enrolment in, or withdrawal from, units of competence/modules.

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As units of competence/modules are completed, VCE VET unit completion is calculated automatically. The value of each VCE VET unit is approximately 100 nominal hours. The nominal hours for VCE VET units vary from program to program.

In VCE VET programs where a study score is available, the contents of the Units 3 and 4 sequence are prescribed. Completion of the VCE VET units is dependent on completion of the prescribed units of competence/modules in the Units 3 and 4 sequence.

**Duplication**

VCE VET units may only make a contribution towards satisfactory completion of the VCE where no significant duplication exists between a VCE VET program and VCE studies or other VCE VET program/s. Where significant duplication exists, students may enrol in the VCE VET program, VCE studies or other VCE VET program/s identified, but a reduction in credit towards the VCE will then apply.

However, all satisfactorily completed VCE VET units will appear on the student's Statement of Results.

Program coordinators should refer to VCE VET program booklets for further information on the duplication between VCE VET programs and VCE studies or other VCE VET programs in 2009.

**Note:** Duplication between VCE VET programs and other VET or FE qualifications available through Block Credit Recognition will be taken into account when determining the amount and level of credit towards the VCE.

**3.5.2 Recognition of VET/FE within the VCE**

Contribution towards the VCE for certificate type: VFE programs is handled via Block Credit Recognition.

Credit is to be awarded in the VCE on the basis of achieving units of competence/modules. The level of credit is determined by the AQF level at which the units of competence/modules are recognised. Students who aggregate results from more than one VET training program will be eligible for credit for all of their training, subject to completion of sufficient hours.

**Rules for the award of credit in the VCE are outlined below**

- Attainment of units of competence/modules at AQF Level II provides credit at Units 1 and 2 level, subject to completion of a minimum of 90 nominal hours for each VCE unit.
- Attainment of units of competence/modules at AQF Level III and above provides credit at Units 3 and 4 level, subject to completion of a minimum of 90 nominal hours for each VCE unit.
- A Units 3 and 4 sequence will be awarded on satisfactory completion of a minimum of 180 nominal hours, according to the rules outlined above.

Where students apply for credit for training completed prior to 2009, decisions on the amount of credit granted will be made and recorded by the VCAA.

The award of credit will take into account issues of duplication with students' other VCE studies or VCE VET programs.

**3.6 CONTRIBUTION OF VET TO VCAL****VCAL strands**

Nationally recognised VET will contribute to two of the four VCAL strands – Work Related Skills and Industry Specific Skills. Curriculum in the Literacy and Numeracy Skills strand can include accredited units of competence/modules with a literacy or numeracy focus from FE qualifications.

At the Intermediate and Senior VCAL levels, components of nationally recognised VET to the value of at least one credit must be included in the Industry Specific Skills strand.

**Credit towards VCAL**

For all certificate types (VES, NAP and VFE), a credit towards VCAL is awarded on successful completion of approximately 100 nominal hours of accredited curriculum/nationally recognised training.

## 3.7 OTHER RELEVANT INFORMATION

### 3.7.1 References within this handbook

Important Administrative Dates – Section 16

### 3.7.2 Publications

VET Quick Guide for VASS Administrators – download through VASS

VET Administrative Issues – download through VASS

VCE VET program booklet

Certificate Unit of Competence structure report – download through VASS

### 3.7.3 Website references

The following websites may be useful when investigating or implementing a VET or FE program.

VCAA: All VCAA VET Unit publications can be found at <[www.vcaa.vic.edu.au/vet](http://www.vcaa.vic.edu.au/vet)>. Other sections of this website contain useful information such as the *VCAA Bulletin*, memos to schools and previous examinations and sample questions.

National Training Information Service <[www.ntis.gov.au](http://www.ntis.gov.au)>. This site contains listings of all nationally recognised qualifications, lists all RTOs according to their Scope of Registration, and also has a database of competency standards.

Skills Victoria (formerly Office of Training and Tertiary Education) <[www.skills.vic.gov.au](http://www.skills.vic.gov.au)>. Contains information on approved training schemes for School Based Apprenticeships and Traineeships.

TVET Australia Ltd (formerly Australian Training Products) <[www.atpl.net.au](http://www.atpl.net.au)>. Contains information for purchasing training packages and resource materials.

Training Support Network <<http://trainingsupport.otte.vic.gov.au/default.cfm>>. Contains links to *Training Package Purchasing Guides*, Additional Advice Guides, executive summaries of curriculum documents and *CMM Newsletters*.

Department of Education, Employment and Workplace Relations <[www.dest.gov.au/sectors](http://www.dest.gov.au/sectors)>. Outlines developments and policy changes in national Vocational Education and Training.

For further advice on VET, contact the VET Unit on (03) 9651 4458.

