

VCE VET Automotive

**Incorporating
22015VIC Certificate II in Automotive Studies
(Prevocational)**

November 2010

**This program is for implementation from 2011 and must be used in conjunction with the Victorian
accredited course curriculum**

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Introduction

VCE VET programs are vocational training programs approved by the Victorian Curriculum and Assessment Authority (VCAA).

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

VCE VET programs:

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

VCE VET PROGRAM BOOKLET

This publication is produced by the VCAA and provides information and advice on the delivery of the redeveloped VCE VET Automotive program. The *VCE VET Automotive Program Booklet* includes information on the completion requirements for the VCE VET Automotive program, program structure, credit arrangements and delivery and assessment options.

The *VCE VET Automotive Program Booklet* must be used in conjunction with the Victorian accredited course curriculum for 22015VIC Certificate II in Automotive Studies (Prevocational).

The *VCE VET Automotive Program Booklet* can be downloaded from the VCAA website under the 'Publications' section on the VCE VET Automotive webpage at: www.vcaa.vic.edu.au/vet/programs/automotive/automotive.html

Alternatively, hardcopies can be requested from the VET Unit on (03) 9651 4445.

ADDITIONAL SOURCES OF INFORMATION

VCAA Bulletin VCE, VCAL and VET

The *VCAA Bulletin VCE, VCAL and VET* is the VCAA's official publication for VCE and VCAL studies and VCE VET programs. The *VCAA Bulletin VCE, VCAL and VET* includes all information on VCE VET program updates. It is the responsibility of each VCE VET teacher to refer to each issue of the *VCAA Bulletin VCE, VCAL and VET*. The *VCAA Bulletin VCE, VCAL and VET* is available on the VCAA website at: www.vcaa.vic.edu.au/correspondence/bulletins/bulletinindex.html

VCE and VCAL Administrative Handbook

The *VCE and VCAL Administrative Handbook* includes all aspects of the administration of the VCE, VET and VCAL, and sets out the rules, regulations and procedures governing the delivery of the VCE, VET and VCAL. The integration of VET into the VCE and VCAL is also fully explained. The handbook is available on the VCAA website at: www.vcaa.vic.edu.au/schooladmin/index.html

National Skills Framework

The two key elements of the National Skills Framework are the Australian Quality Training Framework (AQTF) and training packages. The AQTF comprises national standards for the registration and auditing of training providers and accreditation of courses, and national standards for state and territory registering authorities.

Registered Training Organisations (RTOs) are providers and assessors of nationally recognised training. Only RTOs can issue nationally recognised qualifications.

The development of training packages is managed by industry skills councils on behalf of the industry and endorsed by the National Quality Council, agreed to by state and territory ministers for vocational education and training, and placed on the National Training Information Service (NTIS). Training packages consist of a set of competency standards, assessment guidelines and national qualifications that apply across an industry. These packages underpin delivery of training by RTOs and industry.

ACCREDITED COURSES

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

Accreditation indicates the formal recognition of a course by a course accrediting body in accordance with the *AQTF 2007 Standards for State and Territory Course Accrediting Bodies* and the *AQTF 2007 Standards for Accredited Courses*.

Standards for Accredited Courses

The *AQTF 2007 Standards for Accredited Courses* apply to the course design for VET accredited courses. Accreditation of a course means that the course:

- meets industry, enterprise or community needs
- provides appropriate competency outcomes and a satisfactory basis for assessment
- meets national quality assurance requirements
- is aligned to the appropriate level of the Australian Qualifications Framework (AQF) where it leads to a qualification.

Accreditation means the course is nationally recognised and that an RTO can issue a nationally recognised qualification or Statement of Attainment following its full or partial completion. Once a course has been accredited, it is listed on the NTIS by the course accrediting body. Accredited courses:

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

Units of competence are developed in consultation with, and validated by, appropriate industry, enterprise, community and/or professional groups and documented in accordance with nationally agreed specifications, consistent with the requirements of the *Training Package Development Handbook*.

COMPLETION REQUIREMENTS FOR THE CERTIFICATE

22015VIC Certificate II in Automotive Studies (Prevocational)

The following information needs to be read in conjunction with the accredited course curriculum for 22015VIC Certificate II in Automotive Studies (Prevocational).

The Certificate II in Automotive Studies (Prevocational) consists of:

- two core units of competence
- elective units of competence equivalent to a minimum of 340 hours of training effort. (Note: elective units that appear in more than one area of specialisation may not be counted as two electives.)

On successful completion of this program students are eligible for the award of 22015VIC Certificate II in Automotive Studies (Prevocational).

VCE VET Automotive program

The revised VCE VET Automotive program is for implementation from 2011 and must be used in conjunction with the Victorian accredited course curriculum, 22015VIC Certificate II in Automotive Studies (Prevocational). This program replaces the *VCE VET Automotive Program Booklet* published in August 2005. This revision to the VCE VET Automotive program is a consequence of the revision to the Victorian accredited course curriculum 21560VIC Certificate II in Automotive Technology Studies.

The VCE VET Automotive program provides students with the knowledge and skills to enhance their employment prospects in the automotive or automotive related industries.

AIMS

The VCE VET Automotive program is a work ready pre-employment course designed to meet the needs of full-time or part-time students wishing to pursue a career in the automotive industry through an apprenticeship or higher education. The learning outcomes of the Certificate II in Automotive Studies (Prevocational) enable an individual with this qualification to:

- demonstrate basic operational knowledge in a moderate range of automotive technologies
- apply a defined range of skills appropriate to entry to the automotive industry
- apply known solutions to a limited range of predictable problems associated with an understanding of basic automotive technologies
- perform a range of tasks where choice between a limited range of options is required
- assess and record information from varied sources
- take limited responsibility for own outputs in work and learning.

VCE VET PROGRAM STRUCTURE

The VCE VET Automotive program consists of:

- Units 1 and 2: two compulsory units of competence and a minimum of 140 hours of elective units of competence
- Units 3 and 4: a minimum of 200 hours of elective units of competence.

On successful completion of the VCE VET Automotive program students are eligible for:

- the award of 22015VIC Certificate II in Automotive Studies (Prevocational)
- recognition of up to two units at Units 1 and 2 level and a Units 3 and 4 sequence.

PROGRAM DURATION

The VCE VET Automotive program has a nominal duration of 400 hours.

The nominal hours attached to each unit of competence are calculated by Skills Victoria as an indicator of the training time required to become competent. They are a guide only, and the actual duration of the training is affected by students' readiness to be assessed for the particular unit of competence.

It is important to note that the allocation of nominal hours for each unit of competence is intended to cover both delivery and assessment.

SEQUENCE

For the VCE VET Automotive program, the identified sets of competencies have been grouped to form Units 1 and 2 and a Units 3 and 4 sequence for recognition purposes. The enhanced recognition status of VCE VET programs are outlined in this program booklet.

A range of delivery sequences is possible; however, the selected delivery schedule should take into account the linkages between units of competence. Each unit of competence provides guidelines on the different situations and contexts within which to deliver the unit and may indicate some linkages with other units of competence.

Schools are advised that the Units 3 and 4 sequence is not designed as a stand-alone study. The intention of VCE VET programs is to provide students with a qualification that meets industry expectations. The foundation knowledge and skills for the ability to function effectively in the workplace are often acquired in the early stages of the training program and are necessary for the achievement of competence in other areas of the program. A student may have great difficulty in achieving competence in the specified areas without first having undertaken training in the foundation units of competence. The strong advice and assumption of industry bodies is that the value of the training will be compromised unless based on the foundation skills specified by industry for the qualification.

ARRANGEMENTS FOR CONTINUING STUDENTS

Students enrolled in 21560VIC Certificate II in Automotive Technology Studies in 2010 or earlier, should complete their program in 2011 under the arrangements outlined in the *VCE VET Automotive Technology Studies Program Booklet* published in August 2005.

No new students may enrol in 21560VIC Certificate II in Automotive Technology Studies in 2011 and beyond.

STUDENTS COMMENCING IN 2011 AND BEYOND

All new students commencing 22015VIC Certificate II in Automotive Studies (Prevocational) in 2011 and beyond must comply with the requirements outlined in this program booklet.

VCE VET Automotive program structure

22015VIC CERTIFICATE II IN AUTOMOTIVE STUDIES (PREVOCATIONAL)

Code	Unit of competence title	Nominal hours
Units 1 and 2		
Compulsory:		
VBN644	Carry out industry research	40
AURC270103A	Apply safe work practices	20
Elective units:		
Select a minimum of 140 hours from the elective bank (listed on pages 7–8)		140
Total for Units 1 and 2		200
Units 3 and 4		
Elective units:		
Select a minimum of 200 hours from the elective bank (listed on pages 7–8)		200
Total for Units 3 and 4		200
Total for Units 1 to 4		400

Code	Unit of competence title	Nominal hours
Elective Bank		
GENERAL		
AURC251356A	Read in the workplace	10
VBN047	Job seeking	30
AURC251677A	Use numbers in the workplace	10
AURC270789A	Communicate effectively in the workplace	20
BSBWOR204A	Use business technology	30
MAINTENANCE		
AURT225667A	Use and maintain measuring equipment	15
AURT270278A	Use and maintain workplace tools and equipment	20
VBN645	Set up and use oxy-acetylene equipment	30
VBN646	Set up and use welding equipment	40
VBN647	Clean a vehicle	20
VPAU209	Participate in basic vehicle servicing operations	40
AUTOMOTIVE MECHANICAL		
VBN648	Remove and replace engine assembly (conventional)	20
VBN649	Remove and replace engine and transaxle assembly (FWD)	20
VBN650	Dismantle and assemble engine, two-stroke single cylinder (petrol)	40
VBN651	Dismantle and assemble engine, four-stroke single cylinder (petrol)	40
VBN652	Dismantle and assemble engine, four-stroke multi cylinder (petrol)	40
VBN653	Remove and replace engine cylinder head	20
VBN654	Remove and replace carburettor	10
VBN655	Dismantle and assemble carburettor	20
VBN656	Remove and replace fuel pump	10
VBN657	Dismantle and assemble fuel pump	20
VBN658	Remove and replace transmission, manual (conventional)	20
VBN659	Dismantle and assemble transmission, manual (conventional)	40
VBN660	Remove and replace transmission, manual (transaxle)	20
VBN661	Dismantle and assemble transmission, manual (transaxle)	40
VBN662	Remove and replace clutch assembly	20
VBN663	Remove and replace suspension, front springs	25
VBN664	Remove and replace suspension, rear springs	25
VBN665	Remove and replace brake assemblies	20
VBN666	Remove and replace wheel and tyre assemblies	10
VBN667	Remove and replace radiator	20
VBN692	Remove and replace steering assembly	20

Code	Unit of competence title	Nominal hours
AUTOMOTIVE ELECTRICAL		
VBN668	Operate electrical test equipment	40
VBN669	Construct lighting circuits	40
VBN670	Remove and replace alternator	15
VBN671	Dismantle and assemble alternator	40
VBN672	Remove and replace starter motor	15
VBN673	Dismantle and assemble starter motor	40
VBN674	Remove and refit batteries	15
VBN675	Recharge batteries	15
VBN676	Construct basic electronic circuits	40
VBN677	Construct microcomputer circuits	40
VEHICLE BODY (PANEL BEATING)		
VBN678	Maintain vehicle body repair/making hand tools	20
VBN679	Carry out panel beating hand skill procedures	35
VBN680	Carry out visual damage assessment	20
VBN681	Remove and realign body panels	40
VBN682	Carry out basic panel repair	40
VBN683	Set up body alignment equipment	40
VBN684	Repair a plastic component	20
VBN685	Apply sealants	10
VEHICLE BODY (PAINTING)		
VBN686	Maintain and test a spray gun	20
VBN687	Prepare surface and apply masking materials	20
VBN688	Prepare surface and prime a repaired body panel	50
VBN689	Apply vehicle paint to a body panel	90
VBN690	Cut and polish a painted body panel	30
VEHICLE BODY (TRIMMING)		
VBN691	Carry out automotive trimming skill procedures	40
VEHICLE BODY (BODY MAKING)		
VBN678	Maintain vehicle body repair/making hand tools	20
VBN693	Carry out body making skill procedures	40
VEHICLE ENGINE RECONDITIONING		
VBN694	Carry out automotive machining skill procedures	40

Structured Workplace Learning

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

Where SWL opportunities are limited, schools are advised to organise industry visits. A range of industry settings may provide useful and appropriate context for industry familiarisation. Schools/RTOs are also strongly encouraged to contact the Workplace Learning Coordinators in their Local Learning and Employment Network (LLEN) area. Workplace Learning Coordinators work with the LLENs, secondary schools, RTOs, Technical and Further Education (TAFE) institutes, Adult and Community Education (ACE) providers and local employers to coordinate work placements for School-based Apprenticeships and Traineeships, SWL and work experience. For more information refer to the contact details for the Workplace Learning Coordinators in each LLEN area:

www.eduweb.vic.gov.au/edulibrary/public/partnerships/natpartnerships/WLC_contact_list.pdf

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

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

The VCAA strongly recommends that students undertake a minimum of ten days SWL for each year of the VCE VET program. SWL should be spread across the duration of the training program.

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

A *SWL Manual* is available on the Department of Education and Early Childhood Development (DEECD) website: www.education.vic.gov.au/sensecyouth/careertrans/worklearn/structuredlearning.htm

The *SWL Manual* outlines roles and responsibilities of the student, parent, employer and the principal; procedures and guidelines for placing students in the workplace; relevant policy and legislation. The manual also has a link to the Ministerial Order 55 and the SWL Arrangement form.

Included on the DEECD website is a link to the Workplace Learning Toolbox. The Toolbox consists of 14 short video clips with accompanying teacher notes, lesson plans and student activities: Common Workplace Hazards, Introduction to Workplace Learning, Bullying and Sexual Harassment; Preparing for Work Placement and ten short video clips which highlight occupational health and safety (OH&S) in ten industry areas.

OCCUPATIONAL HEALTH AND SAFETY

Schools/RTOs must ensure that OH&S issues are fully addressed in the training program. To assist principals in meeting the school's responsibilities for students in SWL, the principal must be satisfied that the student has undertaken training in the OH&S unit of competence *AURC270103A Apply safe work practices* where the student will be employed under a SWL arrangement before the arrangement can be entered into.

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

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

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

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

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

The WorkSafe Victoria website provides useful resources for schools/RTOs:
www.worksafe.vic.gov.au/wps/wcm/connect/wsinternet/WorkSafe

* Employers should be provided with DEECD's *Structured Workplace Learning Employer Guidelines*, which sets out their responsibilities and provides information to assist them with induction and supervision of students. The guidelines are available on the DEECD website:
www.education.vic.gov.au/sensecyouth/careertrans/worklearn/structuredlearning.htm

Recognition within the VCE

VCE VET UNIT ENTITLEMENT

On successful completion of the VCE VET Automotive program students are eligible for:

- the award of 22015VIC Certificate II in Automotive Studies (Prevocational)
- recognition of up to two units at Units 1 and 2 level and a Units 3 and 4 sequence.

Students will obtain VCE VET units following the completion of:

- 100 nominal hours for a Unit 1
- 100 nominal hours for a Unit 2
- 100 nominal hours for a Unit 3
- 100 nominal hours for a Unit 4.

DUPLICATION

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

No significant duplication has been identified between the VCE VET Automotive program and VCE studies or other VCE VET programs.

Recognition within the VCAL

The VCE VET Automotive program is available for students who are enrolled in the VCAL.

The contribution of the VCE VET Automotive program to a student's VCAL program is determined by the number of units of competence successfully completed. When a student has been assessed as competent in units of competence totalling 90 nominal hours, this will contribute one VCAL unit towards satisfactory completion of the VCAL.

The VCE VET Automotive program will satisfy the eligibility requirement for the Industry Specific Skills and Work Related Skills strands.

Students undertaking a SWL placement may also satisfy some of the learning outcomes related to the Work Related Skills strand.

The VCE VET Automotive program (either full or partial completion) may contribute to the VCAL at the Foundation, Intermediate or Senior levels.

Sample Intermediate VCAL learning program incorporating the VCE VET Automotive program:

Literacy and Numeracy Skills	Industry Specific Skills	Work Related Skills	Personal Development Skills
VCAL Intermediate Literacy Skills Reading and Writing and Oral Communication	VCE VET Automotive 180 hours	VCAL Intermediate Work Related Skills Units 1 and 2	VCAL Intermediate Personal Development Skills Units 1 and 2
VCE General Mathematics Units 1 and 2		VCE Industry and Enterprise Units 1 and 2	
Total number of VCAL units = 4	Total number of VCAL units = 2	Total number of VCAL units = 4	Total number of VCAL units = 2

Note: A VCAL student will not receive credit towards their VCAL certificate for partially completed VET units of competence. Students must be assessed as competent for the unit of competence for it to contribute towards the VCAL.

Employability skills

Employability skills are generic skills which describe non-technical skills and competencies which contribute to an individual's effective and successful participation in the workplace.

Training packages seek to ensure that industry-endorsed employability skills are explicitly embedded in each unit of competence. The application of each skill and the level of detail included in each part of the unit will vary according to industry requirements and the nature of the unit of competence.

Employability skills are:

- embedded in units of competence as part of the other performance requirements that make up the competency as a whole
- explicitly described within units of competence to enable training package users to identify accurately the performance requirements of each unit with regards to employability skills.

The eight employability skills are:

- **communication** that contributes to productive and harmonious relations across employees and customers
- **team work** that contributes to productive working relationships and outcomes
- **problem solving** that contributes to productive outcomes
- **initiative and enterprise** that contribute to innovative outcomes
- **planning and organisation** that contribute to long and short-term strategic planning
- **self management** that contributes to employee satisfaction and growth
- **learning** that contributes to ongoing improvement and expansion in employee and company operations and outcomes
- **technology** that contributes to the effective carrying out of tasks.

An employability skills qualification summary exists for each qualification. These summaries are designed to assist trainers and assessors to identify and include important industry application of employability skills in learning and assessment strategies. The employability skills qualification summary for 22015VIC Certificate II in Automotive Studies (Prevocational) can be found in Appendix 1 of the accredited course curriculum and is available on the Training Support Network (TSN) website at: <http://trainingsupport.skills.vic.gov.au/default.cfm>

Employability skills are derived from the Employability Skills Framework (*Employability Skills for the Future, 2002*) developed by the Australian Chamber of Commerce and Industry and the Business Council of Australia, and published by Department of Education, Employment and Workplace Relations (DEEWR).

Registered Training Organisations

VCE VET programs should be delivered and assessed in accordance with the AQTF guidelines. This ensures that students are eligible for nationally recognised qualifications or gain credit toward those qualifications.

Under the AQTF, only RTOs may issue VET qualifications or Statements of Attainment. In order to comply with these arrangements, a school offering VCE VET programs can form a partnership with an RTO, or register as an RTO in its own right. RTOs may be TAFE institutes, private providers, group training companies, industry organisations, schools or enterprises.

REQUIREMENTS FOR REGISTRATION

Registration of training organisations in Victoria is the responsibility of the VRQA. The application form for RTO registration and conditions of registration are available from:

Victorian Registration and Qualifications Authority

VET Registration Branch

Email: QAR@edumail.vic.gov.au

Tel: (03) 9651 4268

Website: www.vrqa.vic.gov.au/vet/vetreg/registration.htm

ROLE OF THE RTO

Under the AQTF, all quality assurance requirements in relation to training delivery, assessment and certification are the responsibility of RTOs. This must be in accordance with the *AQTF Essential Conditions and Standards for Continuing Registration* (Version 2010). This publication is available on the following website: www.training.com.au

Standard 1 of the *AQTF Essential Conditions and Standards for Continuing Registration* (Version 2010) addresses the issue of the RTO providing quality training and assessment across all of its operations. Element 1.4 states that:

- ‘1.4 Training and assessment is delivered by trainers and assessors who:
- (a) have the necessary training and assessment competencies as determined by the National Quality Council or its successors, and
 - (b) have the relevant vocational competencies at least to the level being delivered or assessed, and
 - (c) can demonstrate current industry skills directly relevant to the training/assessment being undertaken, and
 - (d) continue to develop their Vocational Education and Training (VET) knowledge and skills as well as their industry currency and trainer/assessor competence.’

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

Schools need to ensure that training providers are registered before entering an arrangement.

The NTIS <www.ntis.gov.au> is the official national register of information on training packages, qualifications, courses, units of competence and RTOs. The NTIS provides a search and browse function that allows you to find specific RTOs that are licensed to provide training in one or more states.

GUIDELINES FOR VET PROVIDERS

In December 2009, the VRQA released the *VRQA Guidelines for VET Providers*. These guidelines are in addition to the *AQTF Essential Conditions and Standards for Continuing Registration* (Version 2010). From 1 July 2010, the *VRQA Guidelines for VET Providers* apply to all existing Victorian VET providers, including schools which are also RTOs.

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

The VRQA reminds schools which operate as RTOs that the guidelines for all VET providers are directly related to the minimum standards and other requirements for school registration with which all Victorian schools are obliged to be compliant, in line with the *Education and Training Reform Act 2006*. Schools will already have procedures in place which relate to the following general areas covered by the VET provider guidelines:

- Governance, Probity and Compliance with Statutory Requirements
- Quality Assurance, Review and Evaluation Processes
- Student Enrolment Records and Certification
- Student Learning Outcomes and Welfare Services
- Teaching, Learning and Assessment.

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

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

Delivery

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

RTOs may deliver and assess the training programs in an appropriately simulated environment, providing the contexts for assessment as described in the training package are complied with. When simulations are used for assessing competence, it is vital that they are set up to reflect real industry activities and conditions. Simulations are a source of performance evidence of how the activity was carried out. The costs of setting up a valid simulation can be considerable and therefore simulations should not be considered as an inexpensive alternative.

Some elements of units of competence may be best delivered and assessed in the workplace. This may be facilitated through SWL arrangements or projects.

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

Option 1: Schools as RTOs

Schools may apply to the VRQA to become an RTO for the provision of VET qualifications. A summary of registration requirements and contact details for registration are provided on page 14.

Schools that register to deliver training become responsible for all elements of delivery, assessment and quality assurance, as well as the awarding of Certificates and Statements of Attainment.

A school registered as an RTO is responsible for enrolling its students with the VCAA in the relevant certificate and units of competence and for entering results on the Victorian Assessment Software System (VASS) when units of competence have been achieved. The school is also responsible for provision of enrolment, results and other data within the VET training sector.

Option 2: School and RTO partnerships

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

The home school is responsible for enrolling their students with the VCAA and for entering student results on VASS according to VCAA timelines.

The RTO is responsible for awarding qualifications and issuing Statements of Attainment for completed VET training.

School and RTO partnerships may work in the following ways:

- **Shared delivery**

Where a school is able to provide only some of the facilities and training required for the program, students may undertake part of their training at an RTO and the remainder of the program at their school as an auspiced program.

- ***Delivery by the school of the whole program, under the auspices of the RTO***

Schools can negotiate with an RTO to deliver the program, where the school can demonstrate access to suitable staffing and resources. The RTO may also auspice the school to gather evidence for assessment or to conduct assessment of the components delivered by the school.

- ***Delivery at the school by the RTO***

Schools can negotiate for an RTO to provide on-site training for students at the school.

- ***Undertaking VET on-site at an RTO***

A school may arrange for an RTO to deliver and assess the entire program. This may be a TAFE or private RTO. Students travel to the RTO and undertake the training delivered by RTO staff, using RTO facilities.

- ***Delivery in the workplace***

Schools and RTOs may arrange for delivery of training and assessment to occur in the workplace. If a school or RTO requires particular components of the training to be delivered and outcomes assessed in the workplace, the following industry requirements apply:

- delivery and assessment strategies and relevant responsibilities should be clearly communicated to all parties (school, RTO, employer and student) to ensure that all roles in the delivery and assessment process are understood
- appropriate workplace supervision and training in relation to the specific units of competence delivered in the workplace is provided
- the person responsible for the workplace training must have competence at the certificate level being delivered or higher
- assessment in the workplace requires a qualified workplace assessor with relevant industry experience, or the assessment may be conducted by a workplace assessor in cooperation with the workplace supervisor.

- ***VET clusters***

Clusters allow participating schools to improve the provision of VET programs as schools share facilities and staff expertise. Increased numbers of students provide viable class sizes.

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

CONTRACTUAL ARRANGEMENTS

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

www.education.vic.gov.au/sensecyouth/purchasing.htm

Non-government schools should refer to the Catholic Education Office (CEO) or Independent Schools Victoria for advice:

CEO: www.ceomelb.catholic.edu.au

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

Assessment

Training package qualifications and accredited courses have specific requirements regarding demonstration of competence and appropriate assessment of competence. These requirements are detailed in each unit of competence under the sub-headings 'Performance Criteria', 'Range Statement' and 'Evidence Guide'. Teachers should give careful consideration to the details of these sections when planning programs.

Assessment is the process of collecting evidence and making judgments on whether competency has been achieved to confirm that a student can perform to the standard expected in the workplace. The standard is described in the relevant endorsed industry/enterprise competency standards of the training package or accredited course.

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

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

For further information refer to:

- *AQTF Essential Conditions and Standards for Continuing Registration* (Version 2010):
www.training.com.au
- *Training Packages @ Work, Back 2 Basics*, Edition 3:
www.tpatwork.com/Back2Basics/22439%20Back2Basics_email.pdf

Administration

ENROLMENTS

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

All students enrolled in VCE VET Automotive programs must be enrolled in certificate type: VES.

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

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

1. Enrol all students undertaking VCE VET Automotive in one or more of the following programs:
 - 22015VIC Certificate II in Automotive Studies (Prevocational) (Certificate type: VES)
2. Only enrol students in the units of competence they are expecting to complete in that year. If a student does not complete a unit of competence and wishes to continue, enter a 'N' (Not Yet Completed) result and re-enrol the student in a following year.
3. Ensure that students expecting to satisfactorily complete a Units 3 and 4 sequence in that year have been enrolled in the required number of units of competence that will provide a Units 3 and 4 sequence.

RECORDING RESULTS

Achievement of units of competence

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

Results must be entered on VASS in time to meet the VCAA deadlines. Refer to the current *VCE and VCAL Administrative Handbook* for the due date. It is the responsibility of the home school to ensure that all results from other providers are accurate and received in time to be entered on VASS.

Schools and RTOs must ensure that records are kept of individual student achievement for all units of competence in the program.

VCE unit completion

Enrolment in units of competence on VASS automatically leads to enrolment in VCE units. As units of competence are recorded as satisfactorily completed, completion of VCE units is automatic.

REPORTING

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

The student receives 'S' for each unit of competence achieved. The VET Statement of Results includes only units of competence for which the student has been awarded an 'S'.

CERTIFICATION

Students who complete all the requirements of a qualification will receive that award from the RTO. Partial completion of a qualification is recorded on a Statement of Attainment issued by the RTO.

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

Articulation and pathways

The Certificate II in Automotive Studies (Prevocational) is a work ready pre-employment course designed to meet the needs of students wishing to pursue a career in the automotive industry through study pathway options to apprenticeship or higher education.

Successful completion of this course may assist individuals in finding employment as an automotive apprentice in the following industry sectors:

- Automotive mechanical
- Automotive electrical
- Vehicle body panel beating
- Vehicle body spray painting
- Vehicle body trimming
- Vehicle body making
- Vehicle engine reconditioning.

Completion of the VCE VET Automotive program leads to the award of a qualification that articulates directly to further qualifications within the *AUR05 Automotive Industry Retail, Service and Repair Training Package*. The Certificate III qualifications available in the training package are listed below:

AUR30105 Certificate III in Automotive Administration

AUR30105 Certificate III in Bicycles

AUR30105 Certificate III in Automotive Electrical Technology

AUR30105 Certificate III in Automotive Mechanical Technology

AUR30105 Certificate III in Marine

AUR30105 Certificate III in Automotive Specialist

AUR30105 Certificate III in Outdoor Power Equipment

AUR30105 Certificate III in Automotive Vehicle Body

AUR30105 Certificate III in Motorsport

AUR30105 Certificate III in Automotive Sales

AUR30105 Certificate III in Automotive Warehousing/Distribution Operations

AUR30105 Certificate III in Automotive Retail, Service and Repair

Useful resources and contacts

RTOs intending to offer the VCE VET Automotive program are required to use the Victorian accredited course curriculum for 22015VIC Certificate II in Automotive Studies (Prevocational). This document provides the details on each unit of competence, qualification packaging rules and assessment requirements.

The RTO is responsible for the delivery and assessment of the VCE VET Automotive program in accordance with the VCE VET program design and VCAA assessment guidelines.

Quality assurance of VET delivery and assessment is specified in AQTF publications and the *VRQA Guidelines for VET Providers*. Standard 1, 1.3, of the *AQTF Essential Conditions and Standards for Continuing Registration* (Version 2010) requires that ‘Staff, facilities, equipment, and training and assessment materials used by the RTO are consistent with the requirements of the Training Package or accredited course and the RTO’s own training and assessment strategies’.

Links to the AQTF publications and the VRQA guidelines are listed below.

All training resources should be industry-focused and relevant to the current industry practice. Specific requirements for assessment are listed in the Evidence Guides for each unit of competence.

Accredited curriculum, training and assessment support materials and industry information is available but not limited to the following sources:

Training Support Network (TSN)

The TSN provides information for RTOs including purchasing guides, free training resources, Victorian Accredited Curricula and contact details and newsletters from all Curriculum Maintenance Managers. The accredited course curriculum for 22015VIC Certificate II in Automotive Studies (Prevocational) can be downloaded from:

<http://trainingsupport.skills.vic.gov.au/curriculumDownload.cmf?courseid=3646>

Industry Training Advisory Board – Automotive Training Victoria

Automotive Training Victoria is the Industry Training Advisory Board (ITAB) for Automotive. ITABs provide authoritative independent information on training needs and promote skills development and take-up of training by businesses in their industries.

VACC House

PO Box 7428

Melbourne VIC 3004

Tel: (03) 9866 1294

Fax: (03) 9866 1295

Website: www.atv.org.au

Email: manager@atv.org.au

National Training Information Service (NTIS)

The NTIS is an online database which provides access to training packages, units of competence and information on qualifications, courses and RTOs.

TVET Australia Product Services

TVET Australia manages ASharenet and Australian Training Products – the publishing house and national clearing house for Commonwealth-copyrighted teaching and learning materials (including training packages).

Tel: (03) 9832 8100

Fax: (03) 9832 8199

Website: www.productservices.tvetaustralia.com.au/home

AQTF

The AQTF is the national set of standards which assures nationally consistent, high-quality training and assessment services for the clients of Australia's vocational education and training system. The *AQTF Essential Conditions and Standards for Continuing Registration* (Version 2010) applies to established RTOs and was effective from 1 July 2010. The *AQTF Users Guide to the Essential Standards for Continuing Registration* assists RTOs in interpreting and applying the *AQTF Essential Conditions and Standards for Continuing Registration* (Version 2010). These documents can be downloaded from: www.training.com.au/pages/menuitem5cbe14d51b49dd34b225261017a62dbc.aspx

Training Packages @ Work: Back 2 Basics, Edition 3

Training Packages @ Work: Back 2 Basics, Edition 3 is an easy to read guide that explains key information about the VET system in Australia and is appropriate for someone new to the VET sector. This guide can be downloaded from: www.tpatwork.com/Back2Basics/22439%20Back2Basics_email.pdf

KEY CONTACTS**Curriculum Maintenance Manager (CMM)**

The CMM supports the strategic objectives of the Victorian Government by providing advice on the implementation of the national Training Package and accredited course curriculum to all RTOs in Victoria. The contact details for the CMM responsible for Engineering Industries – Automotive are:

Bill Rees

Kangan Batman TAFE

Tel: (03) 9425 5761

Fax: (03) 9425 5798

Email: brees@kangan.edu.au

Website: <http://trainingsupport.skills.vic.gov.au/cmmnf.cfm>

Department of Education and Early Childhood Development, Youth Transitions Division

The DEECD provides funds, purchases and regulates education and training services for Victorian Government schools.

Tel: (03) 9637 3181

Email: youth.transitions@edumail.vic.gov.au

Website: www.education.vic.gov.au/sensecyouth/

Victorian Curriculum and Assessment Authority

Publications

The *VCAA Bulletin VCE, VCAL and VET* provides administrative information and documents developments in VCE VET programs. Schools should ensure relevant information is circulated to appropriate staff and distributed to RTO partners.

VCE and VCAL Administrative Handbook (for the current year).

Also refer to VASS Help Screens for advice.

Student Records and Results Unit

For enquiries on: VCE and VCAL certification/eligibility, VCE student administration, VCE, VCAL and VET credit and student enrolments.

Hotline (metro): (03) 9651 4376

Fax: (03) 9651 4470

Email: student.records@edumail.vic.gov.au

Victorian Assessment Software System (VASS) Unit

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

For all VASS enquiries:

Hotline (metro): (03) 9651 4482

Hotline (country): 1800 827 721

Email: vass.support@edumail.vic.gov.au

VCAL Unit

For enquiries on: VCAL curriculum and assessment, VCAL publications, review of the VCAL units, VCAL quality assurance process, professional development for VCAL providers, advice on the development of learning programs, advice on VCAL eligibility requirements.

Tel: (03) 9651 4532

Fax: (03) 9651 4324

Email: vcaa.vcal@edumail.vic.gov.au

Website: www.vcaa.vic.edu.au/vcal

VET Unit

For enquiries on: VCE VET programs and School-based Apprenticeships and Traineeships, obtaining program booklets and assessment guides for VCE VET programs, implementing VCE VET programs, sources of information and support for schools, the level of recognition for VCE VET programs in the VCE, professional development for VCE VET programs, processes for approval of new VCE VET programs, other VET programs delivered as part of a senior secondary certificate.

Tel: (03) 9651 4458

Fax: (03) 9651 4324

Email: vet.vcaa@edumail.vic.gov.au

Website: www.vcaa.vic.edu.au/vet

Victorian Registration and Qualifications Authority (VRQA)

The VRQA regulates all education and training providers in Victoria from home schooling to higher education. The VRQA maintains a register of all schools and providers in Victoria and the accredited qualifications they offer.

Email: QAR@edumail.vic.gov.au

Website: www.vrqa.vic.gov.au

The *VRQA Guidelines for VET Providers* can be downloaded from:
www.vrqa.vic.gov.au/vet/vetregdlnes.htm

Victorian Tertiary Admissions Centre (VTAC)

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

Tel: 1300 364 133

Website: www.vtac.edu.au

Glossary

Accredited course

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

Apprenticeship

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

Auspice

An arrangement that a school can make with an RTO for the delivery of VCE VET, or VET or Further Education (FE) as outlined in a Memorandum of Understanding between the school and the RTO.

Australian Qualifications Framework (AQF)

The national framework for all qualifications in post-compulsory education and training.

Australian Quality Training Framework (AQTF)

The nationally agreed set of regulatory arrangements that ensure the high quality of VET services in Australia.

Competency standards

Competency standards define the skills and knowledge to operate effectively in employment and how they need to be applied.

Employability skills

Employability skills are non-technical skills and competencies which play a significant part in contributing to an individual's effective and successful participation in the workforce.

Industry Skills Councils

Industry Skills Councils are national bodies that provide advice on the current and future skills needs of their industries and develop and maintain training packages.

National Skills Framework

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

Nominal Hours

The scheduled hours required for the delivery and assessment of vocational training as determined by Skills Victoria.

Registered Training Organisation (RTO)

RTOs meet the *AQTF Essential Conditions and Standards for Initial Registration* which allow them to deliver nationally recognised vocational education and training; they include TAFE institutes, private training providers, enterprises and schools.

Skills Victoria

Skills Victoria is responsible for the planning, regulation and delivery of a range of education and training programs and services in Victoria. Skills Victoria is part of the Victorian Department of Innovation, Industry and Regional Development (DIIRD).

Traineeship

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

Training package

A set of documents that sets out the training framework determined by industry for an industry sector. National competency standards, assessment guidelines and national qualifications form the endorsed components of training packages. Assessment materials, learning strategies, and professional development materials may support these as non-endorsed components.

Unit of competence

The specification of knowledge and skills and the application of that knowledge and skills to the standard of performance expected in the workplace. The RTO assesses competence.

Victorian Assessment Software System (VASS)

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

VCE unit

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

VCE VET programs

A set of vocational training programs approved by the VCAA, which have the support of industry bodies. This is part of the Victorian Government's post-compulsory framework and the national VET in Schools program endorsed by all states and territories.

VCE VET unit

A group of VET units of competence or curriculum based modules deemed to be equivalent to one VCE unit.

Vocational Education and Training (VET)

Nationally recognised vocational certificates. These certificates may be integrated within a VCE or VCAL program.

Victorian Tertiary Admissions Centre (VTAC)

Acts on behalf of universities, TAFEs and other providers facilitating and coordinating the joint selection system. VTAC calculates and distributes the ATAR.

Notes: