

**VCE VET  
Community Services**

**Incorporating  
CHC20108 Certificate II in Community Services  
and selected units of competence from CHC30108  
Certificate III in Community Services Work and  
CHC30708 Certificate III in Children's Services**

**November 2009**

**This program is for implementation from 2010 and must be used in conjunction with the nationally endorsed *CHC08 Community Services Training Package*.**

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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 portable 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 studies
- may contribute to the satisfactory completion of the Victorian Certificate of Applied Learning (VCAL)
- function within the National Training Framework.

## NATIONAL TRAINING FRAMEWORK

The two key elements of the National Training Framework are the Australian Quality Training Framework (AQTF) and training packages. Under the AQTF, Registered Training Organisations (RTOs) are responsible for the assessment and certification of training qualifications, regardless of whether programs are curriculum based or based on training packages.

National training packages are agreed to by Industry Skills Councils and endorsed by the Department of Education, Employment and Workplace Relations (DEEWR). 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.

The VCE VET Community Services program is drawn from the nationally recognised *CHC08 Community Services Training Package*.

## PROGRAM REVISION

This program booklet replaces the *VCE VET Community Services program booklet* published in October 2004. This revision to the VCE VET Community Services program is a consequence of the revision to the national *CHC08 Community Services Training Package*. For the VCE VET Community Services 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 recognition status of VCE VET programs and the accommodation of the requirements of assessment for study score purposes are reflected in this program booklet.

### **ARRANGEMENTS FOR CONTINUING STUDENTS**

Students enrolled in CHC20202 Certificate II in Community Services Work in 2009 or earlier, may complete their program in 2010 under the arrangements outlined in the *VCE VET Community Services program booklet* published in October 2004.

No new students may enrol in CHC20202 in 2010 and beyond.

### **STUDENTS COMMENCING IN 2010 AND BEYOND**

All students commencing the VCE VET Community Services program in 2010 and beyond must comply with the requirements outlined in this booklet. A study score for this program will be available in 2011.

## Program details

### AIMS

The VCE VET Community Services program aims to:

- provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the Community Services or Community Services related industries
- enable participants to gain a recognised credential and to make a more informed choice of vocation or career paths.

### COMPLETION REQUIREMENTS

The following information needs to be read in conjunction with the *CHC08 Community Services Training Package*.

#### Structure of the qualification

For the award of Certificate II in Community Services Work, students must achieve eleven units of competence:

- five compulsory units of competence
- six elective units of competence.

### VCE VET PROGRAM STRUCTURE

The VCE VET program offers CHC20108 Certificate II in Community Services Work and partial completion of a Certificate III qualification from the Community Services Training Package.

The VCE VET program is designed as a pathway qualification into community services work.

### PROGRAM DURATION

The VCE VET Community Services program has a nominal duration of 393–598 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.

## Program structure

### CHC20108 CERTIFICATE II IN COMMUNITY SERVICES AND SELECTED UNITS OF COMPETENCE FROM CHC30108 CERTIFICATE III IN COMMUNITY SERVICES WORK AND CHC30708 CERTIFICATE III IN CHILDREN'S SERVICES

VCE VET Units 1 and 2		
Code	Unit of competence	Nominal hours
<b>Compulsory</b>		
CHCCS211A	Prepare for work in the community sector	55
CHCCOM201C	Communicate with people accessing the services of the organisation	15
CHCORG201A	Follow policies, procedures and programs of the organisation	15
CHCORG202C	Work with others	15
HLTOHS200A	Participate in OHS processes OR	20
CHCOHS312A	Follow safety procedures for direct care work	30
HLTFA301B	Apply first aid	18
<b>Electives: a minimum of three must be selected</b>		
CHCAC316B	Provide food services	20
CHCAC317A	Support older people to maintain their independence	20
CHCAC318A	Work effectively with older people	30
CHCADMIN201C	Undertake basic administrative duties	15
CHCCN301A	Ensure the health and safety of children	60
CHCCOM302C	Communicate appropriately with clients and colleagues	20
CHCCS200D	Deliver service to clients	15
CHCCS308B	Provide first point of contact	30
CHCCS401B	Facilitate responsible behaviour	40
CHCCS405C	Identify and address specific client needs	15
CHCCS411A	Work effectively in the community sector	40
CHCDIS220B	Prepare for disability work	30
CHCDIS301A	Work effectively with people with a disability	50
CHCER301A	Deliver emergency relief services	50
CHCFC301A	Support the development of children	45
CHCGROUP201C	Support the activities of existing groups	20

VCE VET Units 1 and 2		
Code	Unit of competence	Nominal hours
<b>Electives (cont.)</b>		
CHCIC201B	Communicate with children	30
CHCRF301D	Work effectively with families to care for the child	25
HLTCSD307B	Care for the home environment of clients	20
HLTFA402B	Apply advanced first aid*	30
HLTFS201B	Distribute meals and refreshments to clients**	20
HLTFS207B	Follow basic food safety practices	20
HLTFS302B	Prepare foods suitable for a range of food service settings**	20
HLTIN301A	Comply with infection control policies and procedures in health work	20
<b>Subtotal</b>		<b>183–308</b>
* <i>HLTFA402B Apply advanced first aid</i> should be assessed after the achievement of <i>HLTFA301B Apply first aid</i> .		
** <i>HLTFS207B Follow basic food safety practices</i> is a prerequisite for <i>HLTFS201B Distribute meals and refreshments to clients</i> and <i>HLTFS302B Prepare foods suitable for a range of food service settings</i> .		
VCE VET Units 3 and 4		
Code	Unit of competence	Nominal hours
<b>Compulsory</b>		
CHCRH401A	Work effectively in the leisure and health industry	50
CHCCS421A	Undertake community sector work within own community	80
CHCAD401D	Advocate for clients	20
CHCCW301C	Operate under a casework framework	20
<b>Electives: select two</b>		
CHCAOD201D	Prepare for alcohol and other drugs work	70
CHCCD307C	Support community resources	30
CHCGROUP302D	Support group activities	20
CHCMH301A	Work effectively in mental health	50
CHCPR301A	Provide experiences to support children's play and learning	40
CHCPR303D	Develop understanding of children's interests and developmental needs	20
CHCYTH301D	Work effectively with young people	40
HLTCSD306B	Respond effectively to difficult or challenging behaviour	20
<b>Subtotal</b>		<b>210–290</b>
<b>TOTAL</b>		<b>393–598</b>

## SEQUENCE

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 or core 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 each qualification.

Students wanting access to the study score in 2011 and beyond must be able to be assessed against all the units of competence designated as the Units 3 and 4 scored sequence in the same enrolment year.

## STUDY SCORE

A study score is available for the VCE VET Community Services program drawn from the *CHC0208 Community Services Training Package* in 2011. To be eligible for a study score, students must:

- achieve all the units of competence designated as the scored Units 3 and 4 sequence
- be assessed in accordance with the tools and procedures specified in the generic *VCE VET Assessment Guide* and program specific supplementary materials published by the VCAA at the commencement of each year
- undertake an examination in the end-of-year examination period, based on the underpinning knowledge and skills in the units of competence advised by the VCAA.

## STRUCTURED WORKPLACE LEARNING (SWL)

The VCAA has determined that SWL is an appropriate and valuable component of all VCE VET programs. SWL complements the training undertaken at the school/RTO. It provides the context for:

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

The VCAA strongly recommends that students enrolled in this program undertake a minimum of 20 days SWL.

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.

*HLTOHS200A Participate in OHS processes* or *CHCOHS312A Follow safety procedures for direct care work* must be undertaken prior to SWL.

The SWL Occupational Health and Safety (OH&S) arrangements are outlined in Ministerial Order 55.

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.

A *Structured Workplace Learning Manual* developed by the Office of Learning and Teaching in 2005 is available. Although it has been designed primarily for SWL coordinators, employers may find it a useful reference. Included in the manual is a supporting video entitled *Workwise – workplace safety for students*.

This video highlights OH&S issues in the industry areas of hairdressing, engineering, automotive, primary industry and business.

These kits have been distributed free to schools, Local Learning and Employment Networks (LLEN), key industry bodies and other stakeholders. The *Structured Workplace Learning Manual* and Ministerial Order 55 are accessible from the following website:

[www.education.vic.gov.au/sensecyouth/careertrans/worklearn/structuredlearning.htm](http://www.education.vic.gov.au/sensecyouth/careertrans/worklearn/structuredlearning.htm)

## OCCUPATIONAL HEALTH AND SAFETY

Schools/RTOs must ensure that occupational health and safety issues are fully addressed in the training program. To assist principals in meeting the schools' responsibilities for students in SWL, delivery of training for the unit of competence *HLTOHS200A Participate in OHS processes* or *CHCOHS312A Follow safety procedures for direct care work* must be completed before students begin their structured work placement.

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.

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.

Close supervision of students undertaking SWL is essential. Supervisors nominated by the employer must understand all requirements for safely managing the student's activities.

These websites may provide useful resources for schools/RTOs:

[www.worksafe.vic.gov.au/wps/wcm/connect/WorkSafe](http://www.worksafe.vic.gov.au/wps/wcm/connect/WorkSafe)

[www.careeradviceaustralia.gov.au](http://www.careeradviceaustralia.gov.au)

\* Employers should be provided with the Department of Education and Early Childhood Development (DEECD) *Structured Workplace Learning Guidelines for Employers*, which sets out their responsibilities and provides information to assist them with induction and supervision of students. This is available on the DEECD website: [www.education.vic.gov.au/sensecyouth/careertrans/worklearn/structuredlearning.htm](http://www.education.vic.gov.au/sensecyouth/careertrans/worklearn/structuredlearning.htm)

## Recognition within the VCE

### VCE VET UNIT ENTITLEMENT

The VCE VET Community Services program provides a Units 3 and 4 sequence for satisfactory completion purposes.

Students undertaking this program are eligible for credit of up to five VCE VET units on their VCE Statement of Results: up to three units at Units 1 and 2 (depending on the electives chosen) and two units at Units 3 and 4.

Students may accumulate VCE VET units over more than one year.

### 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 Community Services program and VCE studies or other VCE VET programs.

**Note:** A student may not be enrolled in both the VCE VET Community Services program and Community Services School Based Apprenticeship or Traineeship at the same time.

### AUSTRALIAN TERTIARY ADMISSIONS RANK

The Australian Tertiary Admissions Rank (ATAR) is calculated by the Victorian Tertiary Admissions Centre (VTAC), subject to satisfactory completion of the VCE and using the study scores students have received for their VCE studies. From 2010 the term ATAR replaces the term ENTER.

The contribution of the VCE VET Community Services program to the ATAR is as follows:

- Any contribution to the ATAR is subject to satisfactory completion of the designated Units 3 and 4 sequence.
- A study score is available for the scored Units 3 and 4 sequence of this program from 2011. The study score will contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.
- A contribution to the ATAR is subject to receiving a study score.
- Students may choose not to receive a study score, but in that case will not be eligible for any ATAR contribution from the scored sequence.

For further information on the calculation of the ATAR, refer to the VTAC website:  
[www.vtac.edu.au](http://www.vtac.edu.au)

## Recognition within the VCAL

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

The contribution of the VCE VET Community Services 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 100 nominal hours, this will contribute one VCAL unit towards satisfactory completion of the VCAL.

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

The VCE VET Community Services 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 Community Services 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 General Mathematics Units 1 and 2	VCE VET Community Services 200 hours	VCAL Intermediate Work Related Skills Units 1 and 2  VCE Industry and Enterprise Units 1 and 2	VCAL Intermediate Personal Development Skills 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. For example, if a student completes 100 hours of a 200 nominal hour unit of competence, they will receive no credit towards their VCAL for that unit. The complete unit of competence must be successfully completed for the student to receive credit towards their VCAL certificate.

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

# School Based Apprenticeships and Traineeships

## BACKGROUND

In 1998 the VCAA (then Board of Studies) undertook to implement the new national initiative – School Based New Apprenticeships (now called School Based Apprenticeships and Traineeships). In the three years following, Victorian Industry Training Bodies (ITBs) and education and training sector authorities collaborated in the development of suitable training programs for school-age trainees and apprentices for the delivery of VET qualifications through part time apprenticeships and traineeships. These VCAA/ITB approved training programs were unitised into VCE units of credit: Units 1, 2, 3 and 4 to mirror the credit arrangements in place for VCE studies and VCE VET programs. There are eleven industry areas available through these School Based Apprenticeships and Traineeships that are identified on the Victorian Assessment Software System (VASS) as NAP programs.

With the introduction of Block Credit Recognition in late 2002, School Based Apprenticeships and Traineeships have become available in any industry area for which Skills Victoria has approved funding. These qualifications are identified on VASS as VET or Further Education programs (VFE). A summary of Block Credit Recognition is provided in the *VCE and VCAL Administrative Handbook*.

## ENTRY

School Based Apprenticeships and Traineeships are open to students 15 years of age or over who:

- are Australian Citizens
- are permanent residents.

Other visa categories may also be eligible. For further advice, please check with an Australian Apprenticeship Centre in your local area: [www.australianapprenticeships.gov.au/search/aacsearch.asp](http://www.australianapprenticeships.gov.au/search/aacsearch.asp)

Undertaking a School Based Apprenticeship or Traineeship in Victoria involves the student enrolling in the VCE or VCAL as well as being employed and trained under the following arrangements:

- The student is enrolled at a school.
- VCE/VCAL studies are selected and undertaken by the student.
- The student undertakes paid employment under some form of industrial agreement that recognises School Based Apprenticeships and Traineeships. In effect the employer will be either:
  - covered by an Award with suitable provisions
  - party to a workplace agreement, including Individual Transitional Employment Agreements, Australian Workplace Agreements, collective agreements, or pre-reform certified agreements
  - covered by the minimum terms and conditions of Part 21 of the Workplace Relations Act.
- A Training Contract that includes the qualification and duration of training to be undertaken must be registered with Skills Victoria.
- A Training Plan must be signed with an RTO within two months of commencement of the School Based Apprenticeship or Traineeship.
- The school acknowledges and endorses the Training Plan by becoming a signatory to the Training Plan.
- A program leading to a nationally recognised qualification must be provided. Training and assessment are the responsibility of the RTO.

## RECOGNITION IN THE VCE AND VCAL

This information provides advice on the contribution of CHC20108 Certificate II in Community Services and selected units of competence from Certificate III in Community Services Work and Certificate III in Children's Services VCAA/ITB-approved School Based Apprenticeship and Traineeship towards satisfactory completion of the VCE or VCAL.

School Based Apprentices or Trainees who do not achieve the minimum requirements for the qualification, as listed in the Training Package, will receive from the RTO a Statement of Attainment listing those competencies achieved.

**Note:** Except for those 'imported' units of competence specified in the training package outlined in the booklet, units of competence imported from training packages from other industries are not automatically available. Schools/RTOs will have to contact the VCAA if there is an intention to import units of competence from outside the specific industry training package.

### CHC20108 Certificate II in Community Services

The qualification is drawn from the *CHC08 Community Services Training Package* and the following information needs to be read in conjunction with this training package.

#### Contribution towards satisfactory completion of the VCE

The Certificate II in Community Services and selected units of competence from Certificate III in Community Services Work and Certificate III in Children's Services will contribute up to three VCE VET units at Units 1 and 2 level and a Units 3 and 4 sequence. Students must complete a minimum of 180 hours of Certificate III level training to be awarded credit at Units 3 and 4.

These VCE recognition arrangements are consistent with the VCE VET Community Services program.

Students can accumulate VCE VET units over more than one year.

#### Study score

Students undertaking Certificate II in Community Services and selected units of competence from Certificate III in Community Services Work and Certificate III in Children's Services as a School Based Apprenticeship or Traineeship may choose to undertake scored assessment for the purposes of gaining a study score. In this case, the VCE VET Units 3 and 4 sequence is prescribed, as detailed in the program structure on pages 4 and 5 of this program booklet.

Students wishing access to a study score will have to be enrolled in the designated units of competence in the single enrolment year and comply with the rules applying to scored assessment.

For further advice on scored assessment within a Community Services School Based Apprenticeship or Traineeship, contact the VET Unit at the VCAA on (03) 9651 4458.

#### Contribution towards satisfactory completion of the VCAL

The contribution of a School Based Apprenticeship or Traineeship 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 100 nominal hours, this will contribute one VCAL unit towards satisfactory completion of 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.

Employability skills replace the key competencies. The performance requirements of employability skills are embedded within each unit of competence.

A summary of the employability skills developed through training package qualifications can be downloaded from: <http://employabilityskills.training.com.au>

The eight employability skills are:

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

These 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 DEEWR.

## Delivery and assessment

VCE VET programs function within the AQTF, so that students may be eligible for nationally recognised qualifications or gain credit toward those qualifications.

### ROLE OF REGISTERED TRAINING ORGANISATIONS

Under the AQTF, all quality assurance requirements in relation to training delivery, assessment and certification are the responsibility of RTOs. RTOs are responsible for issuing qualifications and Statements of Attainment.

The AQTF 2007 Essential Standards for Registration are available from the following website:  
[www.training.com.au](http://www.training.com.au)

In particular, Standard 1 addresses the issue of the RTO providing quality training and assessment across all of its operations.

Element 1.4 states that:

‘Training and assessment are conducted by trainers and assessors who:

- (a) have the necessary training and assessment competencies as determined by the National Quality Council or its successors
- (b) have the relevant vocational competencies at least to the level being delivered or assessed
- (c) continue developing their vocational and training and assessment competencies to support continuous improvements in delivery of the RTO’s services.’

RTOs may be TAFE institutes, private providers, group training companies, industry organisations, schools or enterprises.

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 be assured that training providers are registered before entering an arrangement.

The National Training Information Service (NTIS) <[www.ntis.gov.au](http://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 many states.

For further information refer to ‘Registration’, on page 21.

## **DELIVERY OPTIONS**

Schools may consider two main options for the delivery of VCE VET programs.

### **Option 1: School and RTO partnerships**

School and RTO partnerships may work in the following ways:

- shared delivery
- delivery on behalf of the school by the RTO
- delivery by the school of the whole program, under the auspices of the RTO.

Schools can negotiate with an RTO to deliver components of 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.

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.

A school may arrange for an RTO to deliver and assess the entire program.

Schools are responsible for enrolling their students with the VCAA and for entering student results on VASS according to VCAA timelines.

### **Option 2: Schools as RTOs**

Schools may apply to the VRQA to become an RTO for the provision of specified qualifications. A summary of registration requirements and contact details for registration are provided on page 21.

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/modules and for entering results on VASS when units of competence/modules have been achieved. The school is also responsible for provision of enrolment, results and other data within the training sector.

## **DELIVERY IN SCHOOLS**

Two modes of delivery are possible in the school context:

1. The delivery may be conducted through separate, time tabled classes dedicated to VET training, where there are enough students enrolled in the specific VCE VET program.
2. The school may timetable the delivery of training within the time allocated to one or more VCE studies which provide an appropriate delivery setting for the VET training. Students need not necessarily be enrolled in the VCE studies. This is most suited to provision for a small group of students wishing to undertake a VET certificate. The school must ensure that the VET training requirements are met separately from the VCE outcomes. The assessment tasks and evidence of achievement of units of competence must be separately demonstrated and recorded.

This option may work in two ways:

- The VCE studies may offer an appropriate delivery setting for achievement of the units of competence. Some aspects of both the VCE and VET may be integrated, while others may have to be delivered through separate learning activities.

- Where there is a high degree of comparability between the VET competencies and the VCE unit outcomes, the delivery of the VET training may be integrated with the VCE study. Students must undertake separate assessments in order to meet the VET requirements and VCE outcomes. The gathering of evidence for the achievement of units of competence may occur within the school if the RTO partner is satisfied that the school has the necessary resources and expertise.

It is the responsibility of the RTO 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 guidelines specified in each unit of competence.

It is possible for providers to deliver the training programs in an appropriately simulated environment, providing the contexts for assessment as described in the training package are complied with.

*Note:* When simulations are used for assessing competence, it is vital that they are set up to reflect real activities and conditions. Simulations must be devised, set up and operated with care, as 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 structured workplace learning arrangements or projects.

### **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 wishes 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.
- There is appropriate workplace supervision and training in relation to the specific units of competence delivered in the workplace.
- The person responsible for the structured workplace learning 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.

### **ASSESSMENT**

Training packages and course accreditation documents have specific requirements regarding demonstration of competence and appropriate assessment of competence. These requirements are detailed in each unit of competence/module under the sub-headings Performance Criteria, Range of Variables and Evidence Guide. Teachers should give careful consideration to the details of these sections when planning programs.

Assessment of units of competence/modules is the responsibility of the RTO. A school that is not an RTO may be auspiced by an RTO to conduct the assessments, either in an appropriate simulated environment or in conjunction with the supervisor in the workplace.

For further information refer to the *AQTF 2007 Essential Standards for Registration* available from: [www.training.com.au](http://www.training.com.au)

## Resources

Program providers require access to the *CHC08 Community Services Training Package*.

All delivery resources and examples should be industry-focused and relevant to current industry practice.

Other resource requirements specific to each unit of competence are listed in the Evidence Guide of each unit of competence.

The following organisations have training and assessment support materials specifically for the *CHC08 Community Services Training Package*.

### **TVET Australia Product Services**

Tel: (03) 9832 8100  
Website: [www.productservices.tvetaustralia.com.au](http://www.productservices.tvetaustralia.com.au)  
Email: [sales@tvetaustralia.com.au](mailto:sales@tvetaustralia.com.au)

### **Aspire Learning Resources**

Tel: (03) 9820 1300  
Website: [www.aspirelearningresources.com.au](http://www.aspirelearningresources.com.au)

### **Capability Plus**

Tel: (02) 9270 6600  
Website: [www.capabilityplus.com.au](http://www.capabilityplus.com.au)  
Email: [info@capabilityplus.com.au](mailto:info@capabilityplus.com.au)

### **smallPRINT**

Tel: (08) 8275 9333  
Website: [www.smallprint.com.au](http://www.smallprint.com.au)  
Email: [admin@smallPRINT.com.au](mailto:admin@smallPRINT.com.au)

### **TAFE South Australia Training Resources Register**

Tel: (08) 8207 8888  
Website: <https://products.tafesa.edu.au>

# 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. 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 Community Services in CHC20108 Certificate II in Community Services.
2. Enrol students in the units of competence they are expecting to achieve in that year. If a student does not achieve a unit of competence and wishes to continue in a following year, the student must be re-enrolled in that 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.
4. For further information on scored assessment in 2011, schools are referred to the *VCE VET Assessment Guide* and program specific supplementary materials published by the VCAA at the commencement of each year.

Schools do not need to enrol students in VCE VET units. Enrolment or withdrawal of a student from a VCE VET unit occurs automatically via enrolment in or withdrawal from the units of competence.

## 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 VET unit completion

Enrolment in units of competence automatically leads to enrolment in VCE VET units. As units of competence are recorded as completed, completion of VCE VET 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 will 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 certificate will receive that award from the RTO. Partial completion of a certificate is recorded on a Statement of Attainment issued by the RTO.

## Articulation and pathways

The *CHC08 Community Services Training Package* is designed to address the training needs of the community services industry and includes the aged care, alcohol and other drugs, children's services, child protection, community housing and work, disability work, mental health and youth work sectors of the industry. The range of qualifications covered by the training package is Certificate I to Vocational Graduate Diploma and provides comprehensive and integrated training for new entrants and existing workers.

Completion of the VCE VET Community Services program leads to the award of a qualification that articulates directly to further qualifications within the *CHC08 Community Services Training Package*. The qualifications available in the training package are listed below:

### Pathway Qualifications

CHC10108 Certificate I in Work Preparation (Community Services)

CHC20108 Certificate II in Community Services

CHC30108 Certificate III in Community Services Work

### Individual Client Support Work

CHC30208 Certificate III in Aged Care

CHC40108 Certificate IV in Aged Care

CHC30308 Certificate III in Home and Community Care

CHC40208 Certificate IV in Home and Community Care

CHC30408 Certificate III in Disability

CHC40308 Certificate IV in Disability

CHC50108 Diploma of Disability

CHC60108 Advanced Diploma of Disability Work

CHC40408 Certificate IV in Alcohol and Other Drugs Work

CHC40508 Certificate IV in Mental Health

CHC50208 Diploma of Community Services (Alcohol and other drugs)

CHC50308 Diploma of Community Services (Mental health)

CHC50408 Diploma of Community Services (Alcohol, other drugs and mental health)

CHC40608 Certificate IV in Leisure and Health

CHC50508 Diploma of Leisure and Health

### Community Services and Development Work

CHC40708 Certificate IV in Community Services Work

CHC50608 Diploma of Community Services Work

CHC40808 Certificate IV in Community Development

CHC50708 Diploma of Community Development

CHC30508 Certificate III in Social Housing

CHC40908 Certificate IV in Social Housing

CHC50808 Diploma of Social Housing

CHC41008 Certificate IV in Community Services Advocacy

CHC10208 Certificate I in Active Volunteering

CHC20208 Certificate II in Active Volunteering

CHC30608 Certificate III in Active Volunteering

CHC41108 Certificate IV in Pastoral Care

**Children's and Youth Services Work**

- CHC30708 Certificate III in Children's Services
- CHC41208 Certificate IV in Children's Services (Outside school hours care)
- CHC50908 Diploma of Children's Services (Early childhood education and care)
- CHC51008 Diploma of Children's Services (Outside school hours care)
- CHC60208 Advanced Diploma of Children's Services
- CHC41308 Certificate IV in Children's Contact Services Work
- CHC51108 Diploma of Children's Contact Services Work
- CHC41408 Certificate IV in Child, Youth and Family Intervention (Residential and out of home care)
- CHC41508 Certificate IV in Child, Youth and Family Intervention (Child protection)
- CHC41608 Certificate IV in Child, Youth and Family Intervention (Family support)
- CHC51208 Diploma of Child, Youth and Family Intervention
- CHC30808 Certificate III in Education Support
- CHC41708 Certificate IV in Education Support
- CHC51308 Diploma of Education Support
- CHC41808 Certificate IV in Youth Work
- CHC51408 Diploma of Youth Work
- CHC41908 Certificate IV in Youth Justice
- CHC51508 Diploma of Youth Justice

**Client Services**

- CHC30908 Certificate III in Employment Services
- CHC42008 Certificate IV in Employment Services
- CHC42108 Certificate IV in Career Development
- CHC51608 Diploma of Employment Services
- CHC31008 Certificate III in Telephone Counselling Skills
- CHC42208 Certificate IV in Telephone Counselling Skills
- CHC42308 Certificate IV in Mediation
- CHC51708 Diploma of Counselling
- CHC51808 Diploma of Family Intake and Support Work
- CHC42408 Certificate IV in Relationship Education
- CHC51908 Diploma of Relationship Education
- CHC42508 Certificate IV in Community Services (Information, advice and referral)
- CHC42608 Certificate IV in Celebrancy
- CHC52008 Diploma of Community Services (Case management)
- CHC52108 Diploma of Community Services (Financial counselling)

**Community Sector Coordination/Management Work**

- CHC42708 Certificate IV in Volunteer Program Coordination
- CHC52208 Diploma of Community Services Coordination
- CHC60308 Advanced Diploma of Community Sector Management
- CHC80108 Vocational Graduate Diploma of Community Sector Management

## Registration

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 through the VRQA as an RTO in its own right.

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:

VET Registration

Victorian Registration and Qualifications Authority

Email: [QAR@edumail.vic.gov.au](mailto:QAR@edumail.vic.gov.au)

Website: [www.vrqa.vic.gov.au/vet/vetreg/registration.htm](http://www.vrqa.vic.gov.au/vet/vetreg/registration.htm)

## Useful contacts and information sources

### **Nationally endorsed training package**

Schools intending to offer the VCE VET Community Services program are required to use the nationally endorsed *CHC08 Community Services Training Package*.

The Community Services Training Package provides the details on each unit of competence, qualification packaging rules and assessment requirements.

Standard 1, 1.3, of the AQTF Essential Standards for Registration requires that ‘Staff, facilities, equipment, and training and assessment materials used by the RTO are consistent with the requirements of the Training Package ...’.

Training package and training and assessment support materials may be purchased from:

### **TVET Australia – Product Services**

Tel: (03) 9832 8100

Fax: (03) 9832 8199

Website: [www.productservices.tvetaustralia.com.au](http://www.productservices.tvetaustralia.com.au)

Relevant sections of the training package may also be downloaded from the National Training Information Service (NTIS) website: [www.ntis.gov.au](http://www.ntis.gov.au)

### **Curriculum Maintenance Manager**

The Curriculum Maintenance Manager is responsible for the Victorian Purchasing Guide: Community Services Training Package. The contact details are:

Swinburne University of Technology

Tel: (03) 9214 8501

Email: [cmmhs@swin.edu.au](mailto:cmmhs@swin.edu.au)

The full text of the Victorian Purchasing Guide CHC08: Community Services Training Package can be accessed through the Training Support Network website:

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

### **Other sources of implementation advice**

The following is a list of contacts for additional information and advice.

### **Industry Training Board – Community Services and Health Industry Training Board**

Suite 106, 134 Cambridge Street

COLLINGWOOD VIC 3066

Tel: (03) 9347 0377

Fax: (03) 9347 0464

Website: [www.intraining.org.au/index.html](http://www.intraining.org.au/index.html)

**VCE VET program structure**

Victorian Curriculum and Assessment Authority  
Vocational Education – Curriculum Branch  
Tel: (03) 9651 4458  
Fax: (03) 9651 4324  
Email: [vct.vcaa@edumail.vic.gov.au](mailto:vct.vcaa@edumail.vic.gov.au)  
Website: [www.vcaa.vic.edu.au/vet](http://www.vcaa.vic.edu.au/vet)

**VCAL program structure**

Victorian Curriculum and Assessment Authority  
VCAL Unit – Curriculum Branch  
Tel: (03) 9651 4532  
Fax: (03) 9651 4324  
Email: [vcaa.vcal@edumail.vic.gov.au](mailto:vcaa.vcal@edumail.vic.gov.au)  
Website: [www.vcaa.vic.edu.au/vcal](http://www.vcaa.vic.edu.au/vcal)

**Student enrolment**

Victorian Curriculum and Assessment Authority  
VASS Unit  
Hotline (metro): (03) 9651 4482  
Hotline (country): 1800 827 721  
Email: [vass.support@edumail.vic.gov.au](mailto:vass.support@edumail.vic.gov.au)

**VCE and VCAL certification/eligibility**

Victorian Curriculum and Assessment Authority  
Student Records and Results Unit  
Hotline (metro): (03) 9651 4376  
Fax: (03) 9651 4470  
Email: [student.records@edumail.vic.gov.au](mailto:student.records@edumail.vic.gov.au)

**VET certification/eligibility**

The RTO is responsible for certification.

**Program support**

Department of Education and Early Childhood Development  
Youth Transitions Division  
Office for Policy, Research and Innovation  
Tel: (03) 9637 3181  
Website: [www.education.vic.gov.au/sensecyouth/default.htm](http://www.education.vic.gov.au/sensecyouth/default.htm)

**Registration**

Victorian Registration and Qualifications Authority  
VET Registration  
Email: [QAR@edumail.vic.gov.au](mailto:QAR@edumail.vic.gov.au)  
Website: [www.vrqa.vic.gov.au/vet/vetreg/registration.htm](http://www.vrqa.vic.gov.au/vet/vetreg/registration.htm)

**Tertiary entrance requirements**

Victorian Tertiary Admissions Centre (VTAC)

Tel: 1300 364 133

Website: [www.vtac.edu.au](http://www.vtac.edu.au)

**Victorian Curriculum and Assessment Authority publications**

The *VCAA Bulletin VCE, VCAL and VET* provides administrative information and documents developments in VET in the VCE. 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.

# Glossary

## **Auspice**

A process whereby an RTO authorises delivery and/or assessment to be carried out by industry, individual enterprises or schools.

## **Australian Quality Training Framework (AQTF)**

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. Includes processes for registering training organisations as a quality assurance mechanism for the training system.

## **Australian Qualifications Framework (AQF)**

The Australian Qualifications Framework is a set of descriptors that determine the level of the qualification. The level depends on the depth and complexity of the work and the degree of autonomy involved.

## **Competency standards**

Competency standards are statements which define the skills and knowledge needed for effective work performance at the standard required in the workplace. These standards have been agreed nationally by industry advisory bodies across Australia and are part of the national training packages endorsed by the Department of Education, Employment and Workplace Relations. The standards define the required training outcomes and outline what must be demonstrated before a candidate may be assessed competent.

## **Curriculum Maintenance Manager (CMM)**

The role of the Curriculum Maintenance Manager is to maintain the stock of Victorian Crown copyright curriculum and to provide advice on the implementation of national training packages. The CMM's function is carried out by staff located within TAFE institutes in Victoria. They are recognised as officers of Skills Victoria.

## **Employability skills**

A set of eight skill areas that employers have identified as desirable in all employees in all workplaces across Australia.

## **Industry Skills Councils**

Industry Skills Councils support the development and implementation of training products, including training packages and provide the VET sector with information on current and future skill needs and training requirements.

## **National Training Framework**

This 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.

**Registered Training Organisation (RTO)**

A nationally recognised provider of training registered with the relevant state/territory Training Authority (in Victoria through the VRQA).

**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).

**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**

A distinct work performance specified in terms of what should be done and the standard to which it must be performed, as required in industry. Units of competence are divided into elements, each with performance criteria and a guide to the evidence on which assessment of competence should be based.

**Victorian Assessment Software System (VASS)**

An Internet-based system used by schools to 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 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)**

A generic term, applying both to the training sector generally and to a variety of forms of post compulsory education and training, which focuses on the development of work-related competencies that provide pathways into employment and further training.

**VET in the VCE**

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.

**Victorian Registration and Qualifications Authority (VRQA)**

The Victorian Registration and Qualifications Authority is responsible for all qualifications accredited in Victoria, the registration of training providers and accreditation of all post-compulsory courses except higher education courses.

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