

VCE VET Furnishing

**Incorporating
LMF20309 Certificate II in Furniture Making with
selected units from LMF30302 Certificate III in
Furniture Making**

November 2010

This program is for implementation from 2011 and must be used in conjunction with the nationally endorsed *LMF02 Furnishing Training Package (Version 5)*

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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 Furnishing program. The *VCE VET Furnishing Program Booklet* includes information on the completion requirements for the VCE VET Furnishing program, program structure, credit arrangements and delivery and assessment options.

The *VCE VET Furnishing Program Booklet* must be used in conjunction with the nationally endorsed *LMF02 Furnishing Training Package (Version 5)*. The *LMF02 Furnishing Training Package (Version 5)* provides details on each unit of competence, qualification packaging rules and assessment requirements. The *LMF02 Furnishing Training Package (Version 5)* can be downloaded from the National Training Information Service (NTIS) website at: www.ntis.gov.au/Default.aspx?/trainingpackage/LMF02

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

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

ADDITIONAL SOURCES OF INFORMATION

VCE VET Assessment Guide and program specific assessment advice

The *VCE VET Assessment Guide* provides an overview of scored assessment, the process of integrating study scores with competency based assessment and detailed advice regarding the development and assessment of coursework tasks. The assessment guide also contains generic templates, scoring criteria and other coursework assessment records. For program specific templates, please refer to the VCE VET Furnishing program page on the VCAA website at: www.vcaa.vic.edu.au/vet/programs/furnishing/furnish.html

Program specific scored assessment and examination advice relating to VCE VET Furnishing will be published on the VCAA website in February 2012:

www.vcaa.vic.edu.au/vet/programs/furnishing/furnish.html

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

LMF02 Furnishing Training Package

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 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.

The VCE VET Furnishing program is drawn from the nationally recognised *LMF02 Furnishing Training Package (Version 5)*.

Continuous Improvement

During the life of the *LMF02 Furnishing Training Package (Version 5)* there may be occasions when changes are made to reflect feedback from users or to include the latest industry practices. This process is called Continuous Improvement. When Continuous Improvement impacts on the VCE VET Furnishing program, advice will be published in the *VCAA Bulletin VCE, VCAL and VET* and links to these updates will be published on the VCAA website:

www.vcaa.vic.edu.au/vet/programs/furnishing/furnish.html

COMPLETION REQUIREMENTS FOR THE CERTIFICATE

The following information needs to be read in conjunction with the *LMF02 Furnishing Training Package (Version 5)*.

LMF20309 Certificate II in Furniture Making

For the award of LMF20309 Certificate II in Furniture Making, students must achieve twelve units of competence:

- five mandatory units of competence
- five specialist elective units
- two other elective units.

VCE VET Furnishing program

The revised VCE VET Furnishing program is for implementation from 2011 and must be used in conjunction with the nationally endorsed *LMF02 Furnishing Training Package (Version 5)*. This program booklet replaces the *VCE VET Furnishing Program Booklet* published in October 2002. This revision to the VCE VET Furnishing Industry program is a consequence of the expiry of 21278VIC Certificate II in Furnishing.

The VCE VET Furnishing program covers a wide range of work areas within the furnishing industry. Students completing this program will have the skills and knowledge required to work in a production environment in both the manufacture of free-standing furniture or built-in cabinets and provide onsite assistance in the installation of these items.

AIMS

The VCE VET Furnishing program aims to:

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

PROGRAM STRUCTURE

The VCE VET Furnishing program offers LMF20309 Certificate II in Furniture Making with selected units of competence from LMF30302 Certificate III in Furniture Making.

The VCE VET Furnishing program consists of:

- Units 1 and 2: six compulsory units and a minimum of two elective units
- Units 3 and 4: seven compulsory units.

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

- the award of LMF20309 Certificate II in Furniture Making
- a Statement of Attainment documenting achievement of units of competence that can contribute to the completion of Certificate III in Furniture Making
- recognition of up to three units at Units 1 and 2 level and a Units 3 and 4 sequence.

The VCE VET Furnishing program allows students to complete a full certificate II qualification and components of a certificate III qualification.

PROGRAM DURATION

The VCE VET Furnishing program has a total nominal hour duration of between 404 and 538 hours which may be completed over two or three years. The Units 3 and 4 sequence must be delivered and assessed in a one-year period.

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 Furnishing 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 requirements of assessment for study score purposes 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 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 the qualification.

Students wanting access to the study score in 2012 and beyond must be able to be assessed against all the units of competence designated as the Units 3 and 4 sequence in the same enrolment year.

OCCUPATIONAL HEALTH AND SAFETY REQUIREMENTS

Specific Occupational Health and Safety (OH&S) requirements for the delivery of the unit of competence *LMFFM2010B Set up, operate and maintain basic static machines* need to be observed when selecting this elective from the VCE VET Furnishing program. The VCAA reinforces advice from the 'Unit Context' section contained in the 'Range Statement' of the unit. The section states that 'OH&S requirements include legislation, building codes, material safety management systems, hazardous substances and dangerous goods code and local safe operating procedures. Competence in this unit is demonstrated through assessment methods that must confirm consistency of performance over time and in a range of workplace relevant contexts.'

STUDY SCORE

From 2012, a study score will be available for the VCE VET Furnishing program. To be eligible for a study score students must:

- satisfactorily achieve all the units of competence designated as the Units 3 and 4 sequence
- be assessed in accordance with the tools and procedures specified in the *VCE VET Assessment Guide* and program specific scored assessment advice published on the VCAA website in February 2012: www.vcaa.vic.edu.au/vet/programs/furnishing/furnish.html
- 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.

ARRANGEMENTS FOR CONTINUING STUDENTS

Students enrolled in 21278VIC Certificate II in Furnishing (Pre-apprenticeship – Cabinet Making) in 2010 or earlier, may complete their program in 2011 under the arrangements outlined in the *VCE VET Furnishing Program Booklet* published in October 2004.

No new students may enrol in 21278VIC Certificate II in Furnishing (Pre-apprenticeship – Cabinet Making) in 2011 and beyond.

STUDENTS COMMENCING IN 2011 AND BEYOND

All students commencing the VCE VET Furnishing program in 2011 and beyond must comply with the requirements outlined in this program booklet.

VCE VET Furnishing program structure

LMF20309 CERTIFICATE II IN FURNITURE MAKING WITH SELECTED UNITS FROM LMF30302 CERTIFICATE III IN FURNITURE MAKING

Code	Unit of competence title	Nominal hours
Units 1 and 2		
Compulsory units		
MSAPMSUP102A	Communicate in the workplace	20
MSAPMSUP106A	Work in a team	40
CPCCOHS1001A	Work safely in the construction industry	6
	AND/OR	
MSAPMOHS200A	Work safely	30
LMFFF2004B	Prepare surfaces for finishing	24
LMFFM1001B	Construct a basic timber furnishing product	100
LMFGG2002B	Apply first aid	8
Electives: select a minimum of two units from the following:		
LMFFM2010B	Set up, operate and maintain basic static machines	56
LMFFM2007B	Follow plans to assemble production furniture	16
LMFFM2003B	Select and apply hardware	16
LMFFM2004B	Apply sheet laminates by hand	8
LMFFM2005B	Join solid timber	8
LMFFM2006B	Hand make timber joints	40
LMFFM2011B	Apply manufactured board conversion techniques	16
LMFKB2001A	Prepare for cabinet installation	12
LMFKB2002A	Provide assistance in cabinet installation	12
MSACMT271A	Use sustainable environmental practices	30
Total hours for Units 1 and 2		214-324

Code	Unit of competence title	Nominal hours
Units 3 and 4		
LMFFM3002B	Construct furniture using leg and rail method	64
LMFFM3012B	Prepare cutting list from plans and job specifications	16
LMFGN3001B	Read and interpret work documents	24
LMFFM2002B	Assemble furnishing components	20
MSACMT251A	Apply quality standards	30
LMFCR0003B	Carry out measurements and calculations	20
LMFFM2001B	Use furniture making hand and power tools	40
Total hours for Units 3 and 4		200
Total hours for Units 1 to 4		414–524

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 providers and local employers to coordinate work placements for School-based Apprenticeships and Traineeships, SWL and work experience. For more information refer to 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 five 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 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 *CPCCOHS1001A Work safely in the construction industry* or *MSAPMOHS200A Work safely* 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 right 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 Furnishing program students are eligible for:

- the award of LMF20309 Certificate II in Furniture Making
- the award of a Statement of Attainment documenting achievement of units of competence that can contribute to the completion of Certificate III in Furniture Making.
- recognition of up to three 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 Furnishing program and VCE studies or other VCE VET programs.

Note: A student may not be enrolled in both the VCE VET Furnishing program and a Furnishing School-based Apprenticeship and Traineeship at the same time.

AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)

The 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.

The contribution of the VCE VET Furnishing 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 Units 3 and 4 sequence of this program from 2012. 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

Recognition within the VCAL

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

The contribution of the VCE VET Furnishing 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 Furnishing 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 Furnishing 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 Furnishing 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 Furnishing 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 LMF20309 Certificate II in Furniture Making can be downloaded from:

<http://employabilityskills.training.com.au>

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 Registrations 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

VCE VET SCORED ASSESSMENT

The assessment of student performance in any VET program is competency-based. In order to satisfactorily complete the program, students must demonstrate competence in the units that make up the selected program. A student who is assessed 'not competent' in units of competence in the selected program will not be eligible to receive a study score, as the study score is subject to satisfactory completion of the Units 3 and 4 sequence.

For VCE VET scored programs the study score is calculated using assessments of each student's levels of performance. Judgments about each student's levels of performance are based on evidence from two sources:

- **Coursework:** a set of three tasks students undertake during their training program, assessed by assessors and approved by the relevant RTO. There are four task types available to choose from – Work Performance, Work Project, Product and Portfolio.
- **Examination:** a task set and assessed externally by the VCAA and taken under examination conditions at the end of the year.

The assessment of the student's level of performance on the tasks completed during the Units 3 and 4 sequence does not replace the competency-based assessment, but is integrated with the usual assessment process through a series of coursework tasks. The task types reflect the tasks most commonly used by RTO assessors in conducting competency-based assessment.

The tasks are designed to ensure that both assessment purposes can be met – judgment of the achievement of competence and assessment of the student’s level of performance in the Units 3 and 4 sequence of their program. Maximum flexibility for the assessor in planning, scheduling and conducting assessments will be allowed to reflect the range of assessment and delivery contexts in which students are undertaking their training.

For further information on scored assessment for all VCE VET scored programs refer to the *VCE VET Assessment Guide*. This assessment guide is for all VCE VET scored programs and contains background information relating to VCE VET study scores. It contains an overview of study score assessment, the process of integrating study scores with competency based assessment and detailed advice regarding the development and assessment of coursework tasks. The assessment guide also contains generic templates, scoring criteria and other coursework assessment records.

The *VCE VET Assessment Guide* can be downloaded from:

www.vcaa.vic.edu.au/vcaa/vet/programs/scoredassess/vcevet-genericassessmentguide.pdf

Program specific scored assessment and examination advice relating to VCE VET Furnishing will be published on the VCAA website in February 2012:

www.vcaa.vic.edu.au/vet/programs/furnishing/furnish.html

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 Furnishing program 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 Furnishing in the following program:
 - LMF20309 Certificate II in Furniture Making (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.
4. An assessment plan must be entered for all students intending to complete scored assessment in the VCE VET Furnishing program. Assessment plans can only be entered for students with a complete Units 3 and 4 sequence. An assessment plan is required to be entered by the Enrolment 4 date as published annually in the *VCE and VCAL Administrative Handbook*.

For further information on scored assessment, schools can refer to the *VCE VET Assessment Guide*. Program specific scored assessment and examination advice relating to VCE VET Furnishing will be published on the VCAA website in February 2012:

www.vcaa.vic.edu.au/vet/programs/furnishing/furnish.html

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 *LMF02 Furnishing Training Package (Version 5)* is designed to address the training needs of the furnishing industry.

The range of qualifications covered by the training package is Certificate I to Advanced Diploma and provides comprehensive and integrated training for new entrants and existing workers.

Completion of the VCE VET Furnishing program leads to the award of a qualification that articulates directly to further qualifications within the *LMF02 Furnishing Training Package (Version 5)*. The Certificate III qualifications available in the training package are listed below:

- LMF30202 Certificate III in Furniture Finishing
- LMF30302 Certificate III in Furniture Making
- LMF30502 Certificate III in Furniture Making (Wood Machining)
- LMF30602 Certificate III in Glass and Glazing
- LMF30702 Certificate III in Mattress and Base Making
- LMF30802 Certificate III in Picture Framing
- LMF30902 Certificate III in Soft Furnishing
- LMF31002 Certificate III in Upholstery
- LMF31102 Certificate III in Production Upholstery
- LMF31208 Certificate III in Flooring Technology
- LMF31308 Certificate III in Coopering
- LMF31408 Certificate III in Musical Instrument Making and Repair
- LMF31508 Certificate III in Piano Technology
- LMF31608 Certificate III in Security Screens and Grills
- LMF31708 Certificate III in Stained Glass and Lead Lighting
- LMF31808 Certificate III in Blinds and Awnings
- LMF31908 Certificate III in Interior Decoration (Retail Services)
- LMF32009 Certificate III in Kitchens and Bathrooms (Client Services)

Useful resources and contacts

RTOs intending to offer the VCE VET Furnishing program are required to use the nationally endorsed *LMF02 Furnishing Training Package (Version 5)*. The *LMF02 Furnishing Training Package (Version 5)* provides 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 Furnishing 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 RTOs own training and assessment strategies’.

Links to the AQTF publications and the *VRQA Guidelines for VET Providers* are listed below.

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

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

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. The *LMF02 Furnishing Training Package (Version 5)* can be downloaded from the NTIS website: www.ntis.gov.au/Default.aspx?/trainingpackage/LMF02

Manufacturing Skills Australia – Industry Skills Council

Manufacturing Skills Australia (MSA) is one of eleven 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.

PO Box 289

North Sydney NSW 2059

Tel: (02) 9955 5500

Fax: (02) 9955 8044

Website: www.mskills.com.au

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.atpl.net.au

Training Support Network (TSN)

The TSN provides information for RTOs including free training resources, Victorian Accredited Curricula and contact details and newsletters from all Curriculum Maintenance Managers. The TSN also provides all Victorian Purchasing Guides. A Purchasing Guide provides information to assist RTOs, trainers and assessors in using nationally endorsed training packages within Victoria. Purchasing Guides can be printed or viewed on the TSN website at: <http://trainingsupport.skills.vic.gov.au>

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 curriculum to all RTOs in Victoria. The contact details for the CMM responsible for the *LMF02 Furnishing Training Package (Version 5)* are:

Lynne Stockdale, CMM Building Industries – Civil Construction, Furnishing and Water

Holmesglen Institute of TAFE

PO Box 218

Hawthorn VIC 3122

Tel: (03) 9564 1616

Fax: (03) 9564 1538

Email: Lynne.Stockdale@holmesglen.edu.au

Website: <http://trainingsupport.skills.vic.gov.au/cmminf.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/

Industry Training Advisory Board – Furnitac

Furnitac is the Industry Training Advisory Board (ITAB) for the cultural and recreation industries in Victoria. They conduct ongoing research and engage in projects, events and activities that improve knowledge and encourage innovation in our industries.

PO Box 612

North Melbourne VIC 3051

Tel: (03) 9321 3500

Fax: (03) 9326 7800

Email: forestworks@forestworks.com.au

Website: www.forestworks.com.au

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 within a school, 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.