

**VCE VET
Small Business**

**21956VIC
Certificate II in Small Business
(Operations/Innovation)**

June 2009

This program is for implementation from 2009 and must be used in conjunction with the course accreditation document

Acknowledgments

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The artwork on the cover has been reproduced from 1998 VCE student work:

Clare James

Can Opener 1998 (detail)

Ink, gouache and oil stick on paper

188 x 152.5 cm

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CONTENTS

1	<i>Introduction</i> National Training Framework Program revision
2	Arrangements for continuing students Students commencing in 2009 and beyond
3	<i>Program details</i> Aims Completion requirements Program duration
4	<i>Program structure</i> Sequence
5	Structured Workplace Learning (SWL)
7	<i>Recognition within the VCE</i> VCE VET Unit Entitlement Duplication Equivalent National Tertiary Entrance Rank (ENTER)
8	<i>Recognition within the VCAL</i>
9	<i>Employability skills</i>
10	<i>Delivery and assessment</i> Role of RTOs
11	Delivery options Delivery in schools
12	Delivery in the workplace Assessment
13	<i>Resources</i>
14	<i>Administration</i> Enrolments Recording results Reporting Certification
15	<i>Articulation and pathways</i>
16	<i>Registration</i>
17	<i>Useful contacts and information sources</i>
19	<i>Glossary</i>

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 Victorian Certificate of Education (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 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 Certificate II in Small Business (Operations/Innovation) is comprised of units of competence from the BSB07 Business Services Training Package, FNS04 Financial Services Training Package and THC04 Caravan Industry Training Package together with new units of competence specifically designed for this qualification. The certificate has been accredited by the Victorian Registration and Qualifications Authority (VRQA) as a nationally recognised qualification.

PROGRAM REVISION

This program booklet replaces the *VCE VET Small Business (Operations/Innovation)* program booklet published in June 2004. For the VCE VET Small Business (Operations/Innovation) program, the identified competencies have been grouped to form Units 1 and 2 sequence for recognition purposes. The enhanced recognition status of VCE VET programs are reflected in this program booklet.

ARRANGEMENTS FOR CONTINUING STUDENTS

Students enrolled in VCE VET 21503VIC Certificate II in Small Business (Operations/Innovation) in 2009 or earlier, may complete their program in 2010 under the arrangements outlined in the *VCE VET Small Business (Operations/Innovation)* program booklet published in June 2004.

No new students may enrol in 21503VIC Certificate II in Small Business (Operations/Innovation) after 30 June 2009.

STUDENTS COMMENCING IN 2009 AND BEYOND

All students commencing the VCE VET Small Business (Operations/Innovation) program in 2009 and beyond must comply with the requirements outlined in this booklet.

Program details

AIMS

The VCE VET Small Business (Operations/Innovation) program aims to:

- provide basic knowledge of small business operations
- support the application of a defined range of skills in a small business environment
- support the application of known solutions to a limited range of predictable problems that may arise in the operation and growth of a small business
- provide the knowledge and skill required to perform a range of tasks in a small business, exercising an informed choice between a limited range of options
- provide the knowledge required to assess and record information from varied sources related to the operation of a small business
- provide the knowledge and skill required to take limited responsibility for own outputs and learning in relation to the operation and growth of a small business.

COMPLETION REQUIREMENTS

The following information needs to be read in conjunction with the accredited curriculum document for 21956VIC Certificate II in Small Business (Operations/Innovation).

Structure of the qualification

The VCE VET Small Business (Operations/Innovation) program is comprised of twelve units of competence. Students must successfully complete all twelve units. There are no electives in the Certificate II in Small Business (Operations/Innovation).

On successful completion of this program students will be eligible for:

- the award of the 21956VIC Certificate II in Small Business (Operations/Innovation)
- recognition of up to three VCE VET units at Units 1 and 2 level.

PROGRAM DURATION

The VCE VET Small Business (Operations/Innovation) program has a nominal duration of 292 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

VCE VET Units 1 and 2		
Code	Unit of competence	Nominal hours
VPAU599	Demonstrate personal qualities appropriate in a small business environment	20
VPAU600	Undertake basic market research for a small business product or service	25
VPAU601	Contribute to small business operations and innovation	40
VPAU602	Participate in small business quality and change processes	25
VPAU603	Contribute to small business planning	25
VPAU604	Undertake workplace orientation in a small business	40
VPAU605	Assist with the presentation of public activities and events	25
THCICS02A	Share ideas in the workplace	12
BSBPRO301A	Recommend products and services	20
BSBWOR202A	Organise and complete daily work activities	20
FNSICGEN305B	Maintain daily financial/business records	20
BSBOHS201A	Participate in OHS processes*	20
TOTAL		292

Note: There are no electives in this program.

**BSBOHS201A Participate in OHS processes* is a prerequisite to the unit *VPAU604 Undertake workplace orientation in a small business*

SEQUENCE

A range of delivery sequences are possible; however, the selected delivery schedule must ensure that *BSBOHS201A Participate in OHS processes* is undertaken prior to *VPAU604 Undertake workplace orientation in a small business*.

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 and marketability.

The unit of competence *VPAU604 Undertake workplace orientation in a small business* requires a workplace context for the assessment of competence. The VCAA strongly recommends that students undertake a minimum of 40 hours SWL, to comply with the requirements for assessment of this unit of competence.

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.

BSBOHS201A Participate in OHS processes must be undertaken prior to SWL.

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

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 Occupational Health and Safety issues in the industry areas of hairdressing, engineering, automotive, primary industry and business.

These kits have been distributed free to schools, Local Community Partnerships (LCP), Local Learning and Employment Networks (LLEN), key industry bodies and other stakeholders. The Structured Workplace Learning Manual is also accessible from the following website:

www.education.vic.gov.au/sensecyouth/careertrans/worklearn/structuredlearning.htm

Local Community Partnerships

SWL has grown rapidly in recent years. So that industry is not overwhelmed with requests, clusters of government and non-government schools work together with business to maximise the benefits of SWL.

Clusters usually operate through a LCP which employs staff specifically to coordinate placements and monitor their quality. LCPs are incorporated bodies with a board of management with representatives from education, industry and the community. The partnerships are now funded and managed by the DEEWR as part of the Career Advice Australia (CAA) Initiative. There are over 200 partnerships across Australia.

Sourced from the DEEWR website: www.deewr.gov.au

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 *BSBOHS201A Participate in OHS processes* 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 in 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

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

Recognition within the VCE

VCE VET UNIT ENTITLEMENT

Students undertaking the VCE VET Small Business (Operations/Innovation) program are eligible for up to three units at Units 1 and 2 level.

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 Small Business program and VCE studies or other VCE VET programs.

EQUIVALENT NATIONAL TERTIARY ENTRANCE RANK (ENTER)

The ENTER 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.

Students who complete this program will not receive an ENTER increment as this program does not contain a Units 3 and 4 sequence.

For further information on the calculation of the ENTER, refer to the VTAC website:
www.vtac.edu.au

Recognition within the VCAL

The Certificate II in Small Business (Operations/Innovation) is available for students who are enrolled in the VCAL.

The contribution of the VCE VET Small Business (Operations/Innovation) 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 Small Business (Operations/Innovation) program will satisfy the eligibility requirement for the Industry Specific Skills and Work Related Skills strands.

The VCE VET Small Business (Operations/Innovation) 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 Small Business (Operations/Innovation) program:

Literacy and Numeracy Skills	Industry Specific Skills	Work Related Skills Personal	Development Skills
VCAL Intermediate Literacy Skills Reading and Writing and Oral Communication VCAL Intermediate Numeracy	VCE VET Small Business (Operations/Innovation) 292 hours	VCAL Intermediate Work Related Skills Units 1 and 2	VCAL Intermediate Personal Development Skills Units 1 and 2
Total number of VCAL units = 3	Total number of VCAL units = 3	Total number of VCAL units = 2	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.

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 RTOs

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

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> 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 16.

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 16.

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, timetabled 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 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 of Variables and Evidence Guide. Teachers should give careful consideration to the details of these sections when planning programs.

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, 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

Resources

Program providers require access to the accredited curriculum document for 21956VIC Certificate II in Small Business (Operations/Innovation).

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 that may be useful in the delivery of this qualification.

TVET Australia Product Services

Tel: (03) 9832 8100
Fax: (03) 9832 8199
Website: www.productservices.tvetaustralia.com.au

VETASSESS

Tel: (03) 9655 4801
Website: www.vetassess.com.au

Chisholm Publishing

Tel: (03) 5990 7224
Fax: (03) 5990 7221
Email: s.pearson@chisholm.edu.au

Aspire Learning Resources

Tel: (03) 9820 1300
Website: www.aspirelearningresources.com.au
Email: national@aspirelearningresources.com.au

Virtual Enterprise Australia

Tel: (03) 8687 9055
Website: www.virtualenterprise.com.au
Email: vea@virtualenterprise.com.au

Virtual Enterprise Australia is a not-for-profit charity that provides enterprise education to Australian students to expose them to the real world of business by running a virtual (or simulated) business enterprise while being mentored by a real-life business.

Virtual Enterprises replicate real world business practices by trading in a virtual economy, buying and selling products/services with over 100 virtual businesses in Australia and around 5500 internationally.

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 Small Business (Operations/Innovation) in 21956VIC Certificate II in Small Business (Operations/Innovation).
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.

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 program will be awarded a certificate by the RTO. Partial completion is recorded on a Statement of Attainment issued by the RTO.

Articulation and pathways

Small business workplaces are found in every industry, with a great variety of contexts and characteristics. The Australian Bureau of Statistics defines a small business as one that employs less than 20 persons.

‘... small businesses rely on flexible, innovative and broadly skilled personnel with an appreciation of the unique attributes, skills and knowledge required to work effectively in a small or micro business environment. The 21956VIC Certificate II in Small Business (Operations/Innovation) has been designed to meet this need. This course provides learners with exposure to key foundation skills, knowledge and attributes required in small business workplaces.’ (Page 5, Section B, accredited curriculum document.)

As Certificate II in Small Business (Operations/Innovation) does not have a Units 3 and 4 sequence, students may wish to consider suitable pathways within the VCE and suitable Units 3 and 4 sequences from VCE studies. VCE Business Management Units 3 and 4 provides a suitable pathway for this qualification.

For students wishing to undertake further training in this area, the Business Services Training Package offers a range of qualifications that may be appropriate.

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 has two options: to form a partnership with an RTO, or to 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

Tel: (03) 9651 3268

Email: QAR@edumail.vic.gov.au

Website: 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 Small Business (Operations/Innovation) program are required to use the accredited curriculum document for 21956VIC Certificate II in Small Business (Operations/Innovation).

The accredited curriculum document provides the details on certificate completion requirements, each unit of competence and assessment requirements. Schools may obtain the accredited curriculum document from: <http://trainingsupport.otte.vic.gov.au/default.cfm>

Curriculum Maintenance Manager

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

Alan Daniel

Chisholm Institute of TAFE – Frankston campus

Tel: (03) 9238 8501

Email: alan.daniel@chisholm.edu.au

Other sources of implementation advice

VCE VET program structure

Victorian Curriculum and Assessment Authority

Vocational Education – Curriculum Branch

Tel: (03) 9651 4458

Fax: (03) 9651 4324

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

Website: 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

Website: 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

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

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

Registration

Victorian Registration and Qualifications Authority
VET Provider Registration Branch
Tel: (03) 9651 3237
Website: www.vrqa.vic.gov.au

Tertiary entrance requirements

Victorian Tertiary Admissions Centre (VTAC)
Tel: 1300 364 133
Website: 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 DEEWR. 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 CMM is to maintain the stock of Victorian Crown copyright curriculum and to provide advice on 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.