

# **School Based New Apprenticeships (SBNA)**

## GENERAL INFORMATION

All training must be delivered in conjunction with a nationally endorsed industry training package or nationally recognised curriculum

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## Section 1: School Based New Apprenticeships (SBNA)

The School Based New Apprenticeships (SBNA) scheme is supported and promoted by both the State and Commonwealth Governments. Under this scheme students are able to undertake at school the secondary school certificate that applies in their state, while being in paid part-time employment and completing a nationally recognised Vocational Education and Training (VET) qualification. (Note: For convenience, throughout this booklet the terms *Apprentice* and *Apprenticeship* are taken to include the terms *Trainee* and *Traineeship*.)

Under these arrangements, the student is both a full-time secondary student and a part-time employee.

### 1.1 Aims

The major goals of the scheme are to:

- promote a more seamless transition from school to the world of work and/or further study
- increase the options available to students, by broadening the range of ways in which students may participate in VET during their secondary schooling
- provide students with the option of undertaking a broad range of subjects that meet their individual needs
- enhance both employment and education opportunities for young people, by developing partnerships between schools and employers
- respond to the needs of industry, by providing young people with greater and more relevant skills
- contribute to an appropriately skilled workforce for the modern economy.

### 1.2 National Training Framework

SBNAs operate within the National Training Framework (NTF). The two key elements of the NTF 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.

The three core components of a nationally endorsed training package are:

- a set of competency standards
- guidelines for the assessment of competence
- the vocational qualifications that may be issued by an RTO when a given set of competencies is achieved.

The qualifications defined by a training package generally include Certificate I–IV, Diploma and Advanced Diploma levels under the Australian Qualifications Framework (AQF). Resource or delivery materials are also available to support the implementation of training packages.

### 1.3 Programs available

Implementation of SBNAs (formerly called Part-time Apprenticeships for School Students) commenced in 1998. Between 1998 and 2002, the Victorian Curriculum and Assessment Authority (VCAA, formerly the Board of Studies) approved for recognition in the Victorian Certificate of Education (VCE) a number of qualifications in a range of industries. Industry Training Boards (ITBs) were closely involved in identifying areas of skill shortage and in recommending the appropriate training programs, qualifications and pathways necessary to address these shortages.

SBNAs approved by the VCAA and providing credit in the VCE are available in the following industries:

- Agriculture
- Automotive
- Business
- Community Services
- Engineering
- Food Processing (Wine, General Foods, Dairy Processing, Fruit and Vegetables, Confectionery)
- Horticulture
- Hospitality
- Information Technology
- Retail
- Seafood
- Sport and Recreation (Community Recreation, Fitness, Outdoor Recreation, Sport).

Where a student undertakes an SBNA in an industry area not represented in the list above, the VCAA may provide credit in the VCE for the training under Block Credit Recognition (see Section 3.1.5).

### 1.4 Recognition

SBNAs in the above industries are recognised in the VCE and the Victorian Certificate of Applied Learning (VCAL). An SBNA as part of a VCE or VCAL program comprises three main parts:

- a VCE or VCAL program delivered by the school
- a structured training program (commonly referred to as on-and off-the-job training and distinct from general supervised practice) delivered in partnership between a RTO and an employer and based on the competency standards relevant to the apprenticeship
- part-time, paid work.

Students undertaking such a program are eligible for recognition of a number of units towards satisfactory completion of their VCE or VCAL, in addition to the VCE units or VCAL program undertaken at the school. Details of recognition arrangements for specific qualifications are provided in Section 4 of this booklet.

## Section 2: Organising a School Based New Apprenticeship

### 2.1 Entry

SBNAs are open to students 15 years of age or over who are permanent residents of Australia. Undertaking an SBNA in Victoria involves the student enrolling in the VCE or VCAL as well as being employed and trained under the following arrangements:

- The student is enrolled at a school.
- VCE/VCAL studies are selected and undertaken by the student.
- The student undertakes paid employment under some form of industrial agreement that recognises SBNAs, such as a Federal Industrial Award, Australian Workplace Agreement (AWA) or Certified Agreement (CA) with suitable provisions, or is covered by the minimum terms and conditions of Schedule 1A of the *Workplace Relations Act 1996 (Cwlth)*.
- A Training Contract must be registered with the Office of Training and Tertiary Education (OTTE), that includes the qualification and duration of training to be undertaken.
- A Training Plan must be signed with an RTO within 3 months of commencement of the SBNA.
- The school acknowledges and endorses the Training Plan by becoming a signatory to the Training Plan.
- A program leading to a nationally recognised qualification must be provided. Training and assessment are the responsibility of a RTO.

### 2.2 Duration and scheduling

It is expected that most SBNAs would be completed at Certificate II level, however all OTTE approved apprentice and trainee pathways are available, subject to suitable arrangements being in place.

The completion of VCE/VCAL studies and a SBNA Certificate II qualification will usually take two years but the period may be extended to a maximum of three years. A training program for a Certificate II qualification assumes a maximum duration of 36 months part-time, with a total of 200 days of commitment for the structured training program and part-time employment combined.

The apprentice must be employed and paid for a minimum of 15 hours per week, including structured training, which may be averaged over a 1, 2, or 4 week cycle.

A Certificate III level program may require up to six years of part-time training and employment. Completion may occur early if the employer certifies workplace competence and the qualification has been achieved.

In considering program sequencing and scheduling, RTOs and schools will take into account the needs of individual employers and students. Schools need to counsel students on the most practicable arrangements. A student's work, VCE or VCAL and SBNA commitments need to be considered so that an appropriate workload and balance between various obligations can be established. Some students may elect not to complete the VCE or VCAL, but may nevertheless complete the SBNA qualification.

Where a student will be undertaking the structured training component entirely on-the-job, OTTE requires a mandatory withdrawal from routine work duties to undertake structured training/learning activities.

When the qualification outcome in the Apprenticeship Training Contract cannot be achieved during the senior secondary certificate, the Training Contract may need to be reviewed to suit new work and training arrangements once the apprentice leaves school.

## 2.3 Funding

Employers of school based apprentices undertaking training for qualifications at level II or III of the AQF are eligible for an incentive payment. These funds are administered and distributed through New Apprenticeships Centres (NACs).

RTOs that are eligible to participate in the government funded training programs receive funding to deliver an approved training program that is outlined in a Training Plan, as required under a Training Contract. Enquiries regarding administration of funding should be directed to OTTE: (03) 9637 2707.

## 2.4 Overview of key steps

There are five key steps in the process of planning, organising, implementing and monitoring an SBNA arrangement. Where the system for setting up SBNAs may differ from school to school, locality to locality, RTO to RTO, in general the following steps reflect the desired process.

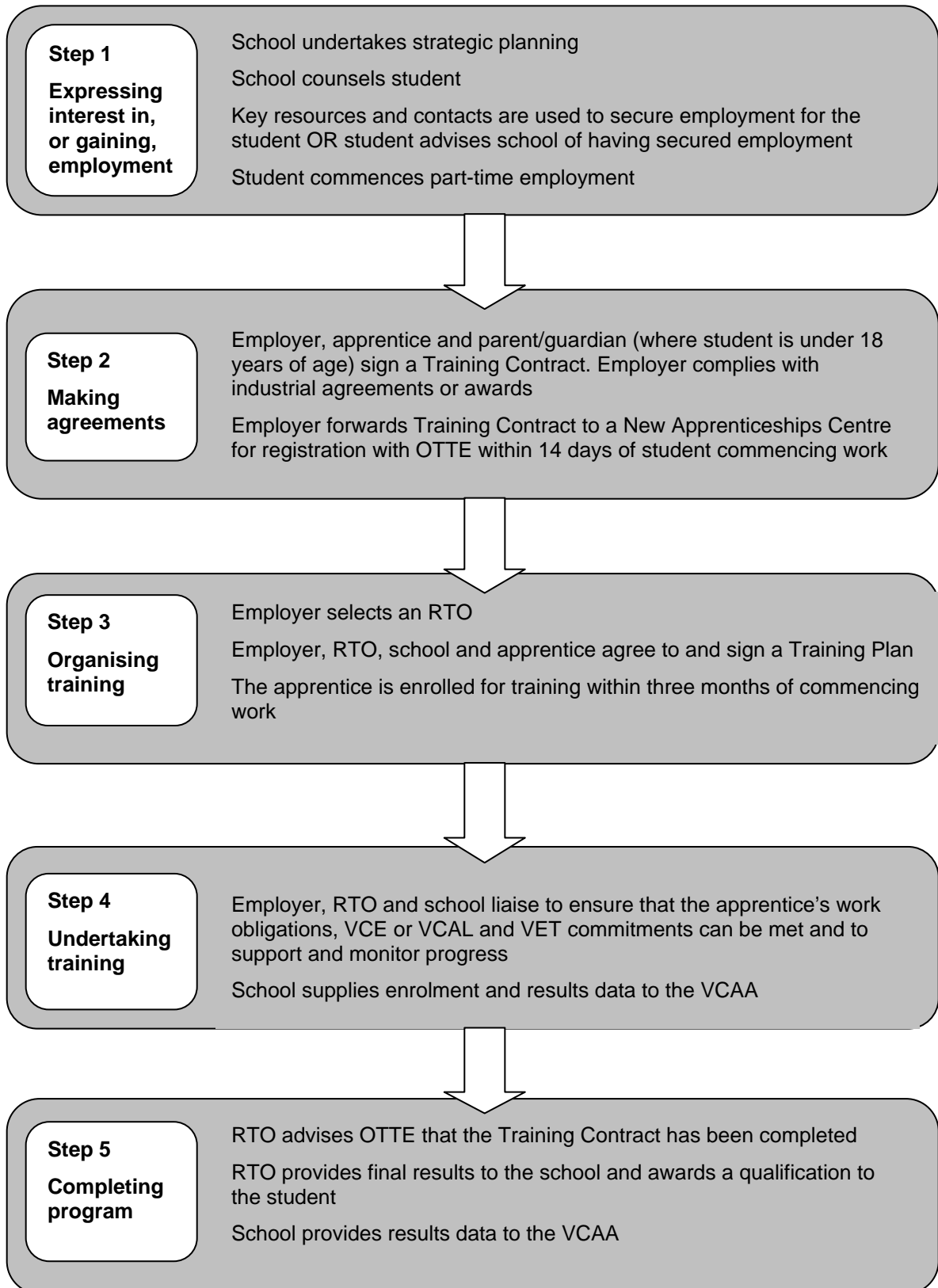
1. Gaining part-time employment. This step may involve support and counselling by the school and assistance in locating a suitable employment opportunity with the possibility of an apprenticeship arrangement.
2. Making agreements. When an employer employs the student and is willing to accept the student as a part-time apprentice, a Training Contract is developed, signed by the parties and registered with a NAC. The employer must comply with relevant industrial agreements or awards covering the student's employment.
3. Organising the training. The details of the training program to be undertaken are negotiated with a RTO selected by the employer and the apprentice to provide the training. The apprentice, employer, RTO and an authorised representative of the school, sign the agreed Training Plan which provides details of the program to be undertaken. (This step is usually best taken in conjunction with Step 2.)
4. Undertaking the training. The apprentice now has a set of commitments including work, VCE or VCAL studies, and participation in a training program leading to the award of a recognised vocational qualification. Close liaison occurs between the RTO, the employer and the school to ensure that the appropriate scheduling, delivery and assessment arrangements as set out in the Training Plan are in place, that the apprentice is supported and that progress is monitored.

Note: Training in occupational health and safety should be provided at the commencement of the program.

5. Completing the program. When the requirements of the Training Contract and its attached Training Plan have been met, the student receives the vocational qualification as well as recognition for this achievement within the VCE or VCAL.

While several aspects of organisation may be undertaken simultaneously, in general it is advisable that each step be completed before the next is undertaken. Complex implementation issues have arisen, in particular where training has commenced without formally agreed employment and training arrangements in place. The steps are summarised in the following diagram, and then explained in more detail.

**Overview of steps**



## Step 1            **Gaining part-time employment**

A student must have part-time employment in order to undertake an SBNA and students may need support and assistance in securing employment. Obtaining jobs for students frequently proves time-consuming and difficult and all successful and well-organised SBNA arrangements require collaboration between a number of agencies. Establishing the necessary partnerships requires time for the briefing of potential employers and students, as well as for integrating the apprenticeship in the student's VCE or VCAL program.

Key aspects of this planning and job-seeking stage for the school include:

- collecting information and key policy documents to do with SBNAs
- identifying key school staff for management
- informing the School Council and staff of developments in SBNAs
- identifying targeted industry areas for implementation
- identifying local employment needs for the targeted industry areas
- informing prospective employers of program proposals
- determining how the apprenticeship will fit within a school's VCE, VCE VET and VCAL provision.

In some instances, students will secure their part-time employment independently and will approach the school after they have begun work. In these cases, the school is still required to fulfill the roles and responsibilities outlined in the key steps.

Key resources and contacts during this stage include:

- Group Training Organisations (GTOs). A GTO is a legal employer of apprentices, taking primary responsibility for their training and employment by placing them with one or more host employers. GTOs may specialise in a particular industry or deal with many industries in a region. Many successful SBNA programs have been set up using GTOs to place students and to administer their industrial and employment arrangements. GTOs are approved under national standards. Information on approved GTOs is available from: [www.grouptraining.ntis.gov.au](http://www.grouptraining.ntis.gov.au)
- Work placement or Cluster Coordinators. Typically funded by clusters of schools, coordinators work with GTOs and other agencies and enterprises, to place students in suitable workplaces. Coordinators may also liaise with RTOs to plan and implement appropriate training arrangements.
- SBNA regional coordinators, funded by OTTE to provide support services.
- New Apprenticeships Centres. These centres provide a support and information service and the approval and registration process for employers setting up SBNAs.
- Employer bodies/community organisations. Employer groups can provide information about the availability of jobs in particular industries in the chosen area. Area Consultative Committees (ACCs), ITBs and Local Learning and Employment Networks (LLENs) are also useful sources of information on employment opportunities and the labour market.
- Individual enterprises. Direct meetings with employers, explaining a proposal in a face-to-face situation, are frequently a successful method of locating suitable employment opportunities.

A range of strategies used successfully in various parts of Victoria has been documented in the DE&T publication *Implementing Part-time Apprenticeships and Traineeships for School Students: Information and Case Studies*, 1999, available from the DE&T website at: [www.sofweb.vic.edu.au/voced/newapp/implem.htm](http://www.sofweb.vic.edu.au/voced/newapp/implem.htm)

See also Attachment 1: *Implementation Checklist*.

## **Step 2            Making agreements**

When a student successfully gains employment as a part-time apprentice, the student must sign a Training Contract with the employer. A Training Contract is a legally binding agreement that allows an employer and a student to enter into a part-time apprenticeship arrangement. It specifies the qualification for which the student is to undertake training. A probationary employment period is usually included. Where the student is under 18 years of age, a parent or legal guardian must also sign the Training Contract and uphold the responsibilities for the apprentice.

The employer lodges the signed Training Contract with a NAC. The NAC will also advise the employer whether there are industrial award issues that prevent part-time employment and training provision. The Training Contract is then forwarded to the Apprenticeship Administration Branch, OTTE, for registration within fourteen days of the apprentice commencing work.

Employment of an apprentice falls under a Training Contract that specifies a rate of pay negotiated under the National Training Wage Award, or a contract of training under an Australian Workplace Agreement (AWA) or a Certified Agreement (CA). If an AWA or CA applies, the normal processes for approval as described in the Workplace Relations Act should be followed. Registration of the Training Contract is subject to suitable industrial arrangements being in place. NACs are contracted by the Commonwealth to provide advice.

Employers of AQF level II or III apprentices are entitled to a Commonwealth incentive payment. In Victoria, the Government provides exemptions for employers of apprentices in respect of WorkCover premiums. All employers of apprentices must have an annual policy of insurance that provides coverage for apprentices in their employ.

School staff are not expected to acquire a detailed knowledge related to Training Contracts, employer incentives, funding and industrial relations arrangements. NACs provide guidance to the stakeholders involved in the SBNA scheme. In order to support student progress, however, the school should have a copy of the Training Contract. Schools may be approached by a NAC/RTO to complete an evidence of endorsement of an SBNA form for administration of funding.

Note: In order for the student to be recognised as a School Based New Apprentice, the school is required to endorse the Training Plan (see Step 3).

In general the Training Contract is prepared in conjunction with the organisational details put in place in Step 3.

## **Step 3            Organising the training program**

The next step is to put in place arrangements for delivery of the training. The employer has up to three months to enrol the apprentice in an approved training program. The employer and apprentice select an RTO to deliver the structured training program. Where a school is an RTO for the relevant qualification it may itself be selected as the provider of the training, or the selected RTO may auspice some delivery and/or assessment by the school. The employer, the student and the RTO negotiate the elements of the Training Plan.

As specified in the Training Contract, the program outlined in the Training Plan must be selected from a nationally endorsed training package and the qualification must be drawn from OTTE's Approved Training Scheme which is available at:  
[www.otte.vic.gov.au](http://www.otte.vic.gov.au)

The student, the employer and the RTO fill out and sign an agreed Training Plan. An authorised representative of the school is also required to sign the Training Plan. A sample training plan is available from the following website: [www.otte.vic.gov.au](http://www.otte.vic.gov.au)

Apprentices may be required to pay an enrolment fee to the RTO. RTOs must comply with the Ministerial Direction on Fees and Charges. A copy of this document can be downloaded from the OTTE website: [www.otte.vic.gov.au](http://www.otte.vic.gov.au)

The employer, student, RTO and school need to establish clear agreement on the following aspects of the program:

- code and title of the qualification
- list of units of competence to be achieved
- how much training will occur on and off the job
- the sequencing of units of competence in line with training package requirements
- where delivery will take place
- mode of delivery, including the number of hours per week allocated to structured training and the number of hours at work
- weekly hours allowed for VCE or VCAL studies, including arrangements for the student's release to complete VCE or VCAL studies
- where, when and who will conduct the assessment
- how the training is to be monitored and evaluated
- duty of care responsibilities, particularly where the student is undertaking an apprenticeship in an industry area not included in the 13 VCAA approved industry programs.

The RTO is responsible for the delivery and assessment of the training and awarding the qualification. In order to support and monitor the student's progress and for efficient processing of enrolment and results data to the VCAA, the school should keep a record of the student's training program and the agreed timetable.

Payment to the RTO for delivery of the approved training program is arranged through OTTE.

In general, an employment agreement, a signed Training Contract and Training Plan need to be in place before proceeding to Step 4.

#### **Step 4            Undertaking the training**

The RTO and school are responsible for ensuring that enrolment details are recorded accurately for the student each year. The RTO must provide enrolment details to the student's school. The school then enters the information on the Victorian Assessment Software System (VASS).

Implementation studies have shown that students need to be well organised and well supported to balance work, training and school requirements, and they need to be able to adjust to movement between these roles. Regular, effective communication between the training provider, the employer and the school is a key factor in assisting students to complete their programs successfully. In particular, schools can help to ensure that the needs of younger or less mature part-time students are taken into account by the training provider, and that the student's program is effectively integrated within the VCE or VCAL.

The employer and RTO liaise regarding assessment and completion of the training program. The RTO must provide the school with a record of results for the units of competence achieved in each year. The school is responsible for entering this information on VASS. The VCAA will advise schools on the timeline and due dates for entering results on VASS. In order to ensure timely provision of this information, schools must receive records of a student's achievements from the RTO prior to the due dates set by the VCAA.

## **Step 5            Completion of training**

When the apprentice has attained all the units of competence specified in the training program, the Training Plan has been completed.

The RTO advises the Apprenticeship Administration Branch of OTTE of the completion of the qualification. This enables the completion of the Training Contract. The RTO provides a statement of final results to the school and awards the qualification to the student.

Schools must ensure that the student's attainment of units of competence is recorded on VASS, in order to record completion of the program and eligibility for unit recognition within the VCE or VCAL.

A thorough and detailed explanation of the implementation of SBNAs is provided in the DE&T publication *Quality Partnerships: The Key to Success' 2001* which was distributed to schools.

A summary of the interrelationships between the steps and the partners engaged in SBNA is provided in the following chart:

Process	School	Student	GTO/ Employer	NAC	RTO	Parent
<b>Getting started</b>	Team of teachers commit to the program. Support and assist student to develop employability skills	Expression of interest Suitability assessed (literacy, numeracy, work readiness)	Approaches school	Source of information for all partners	Relationship with employer to deliver program	Information provided on legalities
<b>Position becomes available</b>	Relationship developed between GTO/employer and school	Applies for job, attends interview and offered position	Vacancy advertised. Tests applicants. Interviews applicants			
<b>Training Contract</b>		Signs	Signs	Administers Contract		Signs if student under 18
<b>Training Plan</b>	Negotiates with RTO, employer, student and signs. Receives and files a copy of Plan. Enrols student on VASS	Negotiates with RTO, employer, school and signs. Receives and files a copy of Plan	Negotiates with RTO, school, student and signs. Receives and files a copy of Plan		Organises Plan in compliance with training package rules. Negotiates with school, employer, student and signs. Organises school endorsement form if applicable.	Receives and files a copy of Plan
<b>Employment Commences</b>	Duty of care for safe placement	Completes OH&S training and on the job induction program	Provides initial OHS training and induction program	Administers employer incentives after 3 months	Delivers specified program (funded by OTTE) according to training Plan	Pays enrolment fees to RTO
<b>Monitoring training and employment (pastoral care)</b>	Arranges regular reports from GTO/employer and makes visits	Receives on-the-job training and visits from GTO, school, RTO, NAC	GTO visits regularly. Employer provides regular communication with school	Visits trainee twice during the training program	Delivers training and assessment in Training Plan	Receives regular reports from school
<b>Off the job training</b>	Monitors attendance as part of duty of care	Attends as required by Training Plan	Releases and pays student to attend RTO as per Training Plan		Delivers training and assessment in Training Plan	
<b>Results</b>	Results received from RTO and entered on VASS	Gains credit for VCE/VCAL	Notified of completion of traineeship by RTO		Forwards results to OTTE and school	
<b>Certification</b>	Details appear on VCE/VCAL Certificate	Gains VET Certificate from RTO as well as VCE or VCAL		Administers retention incentive if on going employment	Awards VET Certificate/ Statement of Attainment	

GTO	Group Training Organisation	VASS	Victorian Assessment Software System
NAC	New Apprenticeships Centre	VCAL	Victorian Certificate of Applied Learning
OH&S	Occupational Health & Safety	VCE	Victorian Certificate of Education
OTTE	Office of Training & Tertiary Education	VET	Vocational Education & Training
RTO	Registered Training Organisation		

## 2.5 Roles of the partners

The management of SBNAs requires cooperative efforts between a number of agencies, at both local and system levels. The roles and responsibilities outlined below reflect the expectations on each partner involved in the implementation of SBNAs.

### The school:

- establishes appropriate processes with which to manage the SBNA program
- may identify opportunities to broker SBNAs that respond to local industry demand and emerging industry needs
- establishes links with employers, GTOs, the LLEN and local employer/industry organisations
- ensures the necessary cooperation between key staff in the school, for example between the VCE/VCAL coordinator, the VET coordinator, careers counsellor and VASS operator
- informs students and parents of the implications of undertaking an SBNA
- identifies students who will benefit from an SBNA
- provides career advice that enables the student to make informed choices
- ensures that the school timetable is able to accommodate the employment and training arrangements of an apprentice
- may assist in the planning of the training program with the RTO
- is a signatory to and keeps a copy of the Training Plan
- sets up and maintains effective communication with the RTO and employer; monitors the student's progress regularly
- records and maintains the student's VCE or VCAL and VCE VET enrolments
- collects enrolment and results data from the RTO and provides it to the VCAA on VASS

### The school based new apprentice:

- signs a Training Contract (if 18 years old) and an employment agreement with an employer based on an industrial award, AWA, CA or Schedule 1A of the Workplace Relations Act
- agrees to a Training Plan outlining a training program to be undertaken
- undertakes paid work, structured training and assessment which form part of the agreed Training Plan
- observes the conditions of the relevant employment agreement
- attends school, the training provider and work
- works towards satisfactory completion of VCE or VCAL studies
- discusses with the employer, school or RTO any difficulties or conflicts which may arise with schooling, work or the training.

### **The parent or guardian:**

Where the student is under 18 years of age, a parent or legal guardian signs the Training Contract and upholds the responsibilities for the apprentice.

### **The employer (including Group Training Organisations):**

- recruits the apprentice
- in the case of GTOs, places the apprentice with host employers
- registers an AWA or CA, in circumstances where the relevant industrial award does not allow for a part-time arrangement
- obtains and completes a Training Contract form from a NAC
- through a NAC, registers with OTTE a signed Training Contract between the employer and apprentice, within fourteen days of the apprentice commencing work. The Training Contract includes an agreed Training Plan.
- provides the agreed facilities, training and supervised practice for the apprentice, to the standards documented in the training package and records progress in the student's Training Record Book
- ensures the student is in a safe workplace and that OH&S requirements are met
- pays the wages and provides the entitlements specified in the relevant employment agreement or award
- releases the apprentice for training and schooling as negotiated with the relevant school and RTO
- monitors the progress of the apprentice in conjunction with the RTO
- exercises reasonable flexibility to assist the apprentice to meet training and school obligations
- liaises with the RTO and school regarding any difficulties or conflicts arising for the apprentice between schooling, work and off-the-job training
- notifies the RTO and OTTE within seven days, through a NAC, if the Training Contract has been breached or if a re-negotiation of arrangements is required.

### **The New Apprenticeships Centre:**

- markets and promotes SBNAs
- provides advice on industrial issues that may preclude the setting up of a part-time apprenticeship
- receives and processes all approval and registration requirements for SBNAs and electronically records the information for the Commonwealth and OTTE
- may arrange structured training for SBNAs
- monitors training arrangements, including back-up support when necessary
- administers government incentive payments to employers of apprentices
- administers government allowances to eligible clients, for example the Living Away From Home Allowance.

**The Registered Training Organisation:**

- enters an agreement with the employer and the apprentice to deliver an agreed training program that is documented in a Training Plan
- ensures that occupational health and safety training is provided at the commencement of the training program
- ensures the effective and efficient delivery and assessment of the apprentice's program, using an approved industry Workplace Training Record Book (where this is available) for the recording of competency assessments
- advises and liaises with the employer for delivery of the on-the-job training and assessment of the apprentice, and validates the employer's on-the-job assessment
- monitors the progress of the student and provides advice and counselling
- regularly liaises with the employer and the school or Cluster Coordinator on the administration of the SBNA
- coordinates and facilitates the use of teaching materials on-the-job, where appropriate
- issues qualifications on completion of the training, or issues a Statement of Attainment for partial completion of the qualification
- forwards to the school the student's enrolment details and record of units of competence achieved by the due date in each year, in accordance with the current year's VCE and VCAL Administrative Handbook.

**Office of School Education, Department of Education and Training; Association of Independent Schools of Victoria; Catholic Education Commission of Victoria**

These agencies:

- provide advice to schools on the implementation of the SBNA scheme
- regularly liaise with schools, the VCAA, OTTE and other parties to facilitate the development and implementation of the scheme and to promote student take-up of SBNAs.

**Office of Training and Tertiary Education**

- implements regulatory and administrative arrangements relating to SBNAs
- registers Training Contracts
- maintains apprenticeship commencements and completions data
- monitors the progress of apprentices, through liaison with training organisations and employers
- issues SBNA registration numbers, in consultation with the RTO
- pays RTOs for the delivery of structured training programs to students
- provides Apprenticeship Field Officers to support the implementation and monitoring of apprenticeships and traineeships
- investigates disputes between employers and apprentices
- conducts audits and investigates complaints relating to the provision of SBNAs in Victoria.

### **Victorian Curriculum and Assessment Authority:**

- provides recognition arrangements for SBNAs within the senior secondary certificates
- regularly liaises with schools, DE&T, AISV, CECV, OTTE, ITBs and other parties to facilitate the development and implementation of the SBNA scheme
- provides advice to schools on the relationship between SBNAs and the VCE and VCAL
- records the contribution of SBNAs to completion of the VCE or VCAL
- collects enrolment and results data
- issues a VCE or VCAL Statement of Results showing the contribution to the VCE or VCAL of units of competence gained through an SBNA
- transfers results data to the Victorian Tertiary Admissions Centre (VTAC) to confirm students' eligibility for a contribution to the Equivalent National Tertiary Entrance Rank (ENTER), where applicable.

## **2.6 Workplace relations**

The *National Guidelines for New Apprenticeships for School Students* states:

‘School Based New Apprentices are subject to the terms and conditions of a relevant industrial award or agreement in respect to their employment, in the same way as other Apprentices/Trainees. This may include employment under a state or federal award, a State Agreement or a federal Australian Workplace Agreement or Certified Agreement.

Appropriate industrial arrangements are required to ensure that students are appropriately protected as an Apprentice/Trainee in the workplace.

Specific clauses are being progressively included in federal awards to facilitate School Based New Apprenticeships and provide for School Based Apprentice/Trainee wages. The required workplace relations arrangements should be in place prior to the commencement of the Apprentice/Trainee's employment.

Where disputes arise about the employment relationship, the dispute resolution mechanism(s) under the relevant state training legislation apply.’

The full text of the *National Guidelines for New Apprenticeships for School Students* is available from: [www.anta.gov.au](http://www.anta.gov.au)

Where the school has concerns or issues about the apprentice's workplace and/or conditions, the OTTE Apprenticeship Field Officers can provide advice and assistance. They can be contacted through the Apprenticeship Administration Branch on (03) 9412 6600.

## 2.7 Delivery and assessment

### Delivery

The delivery of the structured training program may incorporate any or a combination of the following delivery methods:

- entirely by an RTO
- by a school, if it is an RTO
- by a school under the auspice of an RTO
- totally in the workplace, if the enterprise is an RTO
- by an enterprise in conjunction with an RTO
- by an RTO and school in partnership.

All these delivery options require cooperative arrangements between the student's RTO, school and employer.

The structured training program must be supported by supervised practice. The program focuses on the units of competence, skills and knowledge required for 'hands on' work in the industry. Training in the workplace focuses on demonstrating, explaining and practising the tasks required of workers.

### Assessment

The assessment must be conducted under arrangements approved by the RTO. It must be conducted to the standards specified in the relevant training package. There are several ways in which this requirement may be satisfied:

- assessment by the RTO as part of the training program
- assessment undertaken by an appropriately registered provider of assessment-only services that is registered as an RTO, with the agreement of the employer
- assessment by a workplace assessor under the auspice of an RTO and with the agreement of the employer
- assessment by the employer, with the agreement of the RTO.

Close liaison is required between the assessor, the RTO and the employer. The assessment process includes validation by the RTO of the employer's assessment of the units of competence attained by the apprentice in the workplace.

## 2.8 Integration with the school program

An SBNA as part of a VCE or VCAL program comprises three main parts:

- a VCE or VCAL program delivered by the school
- a structured training program (commonly referred to as on- and off-the-job training and distinct from general supervised practice) delivered in partnership between the RTO and the employer
- part-time paid work.

To complete the SBNA, a student will undertake 200 days of combined structured training and paid work in addition to a planned program of VCE or VCAL studies. Careful and practical planning is required to ensure that the SBNA requirements can fit into and work effectively beside the student's VCE or VCAL program.

In the following diagrams three examples of program structuring options for VCE students are provided. These examples are not prescriptive and are not intended to limit local decisions on the determination of individual student programs. These decisions will be affected by such factors as how many VCE units the student wishes to complete, the number of years over which the SBNA program is to be completed, and the year of schooling in which the SBNA is commenced.

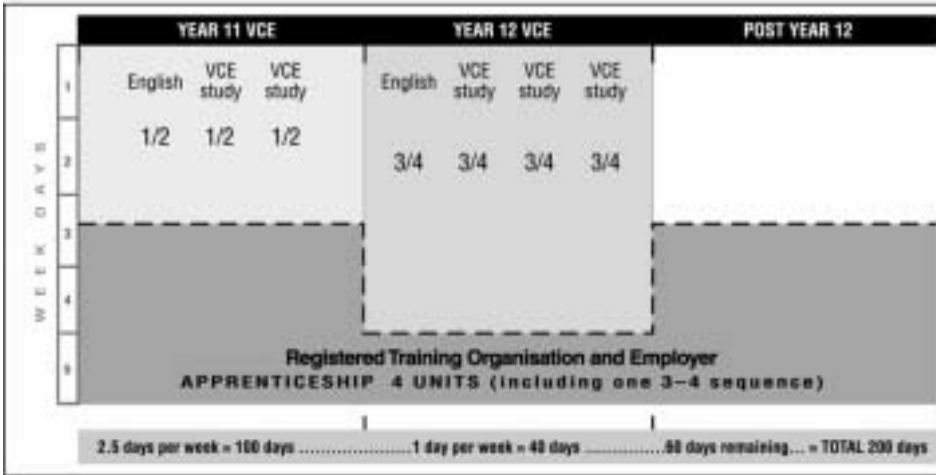
The examples are based on the following assumptions:

- a day of work and training is assumed to be 7–8 hours in duration and there are 40 weeks in a school year
- the school has a flexible approach to program arrangements
- students are planning to meet all requirements for the satisfactory completion of the VCE and eligibility for the ENTER
- structured training and assessment occurs in either an off-the-job setting or an on-the-job environment, or in a combination of both, depending upon the individual Training Contract
- students may be able to undertake some of the structured training and paid work during the school holidays
- the students in these cases are not undertaking a trade-based qualification.

For details regarding program structuring options for VCAL students, schools are advised to contact the VQA on (03) 9637 2806.

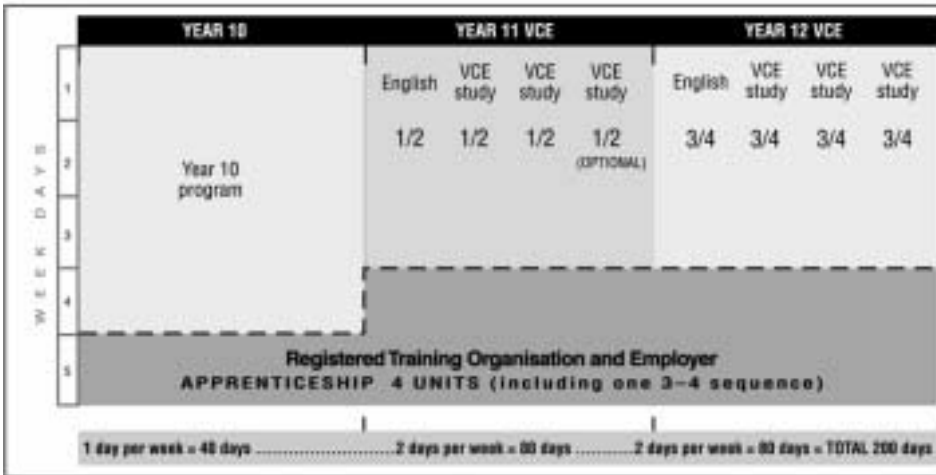
Example student programs

18 VCE unit program with 4 VCE VET units, including one 3-4 unit sequence, conducted over 3 years



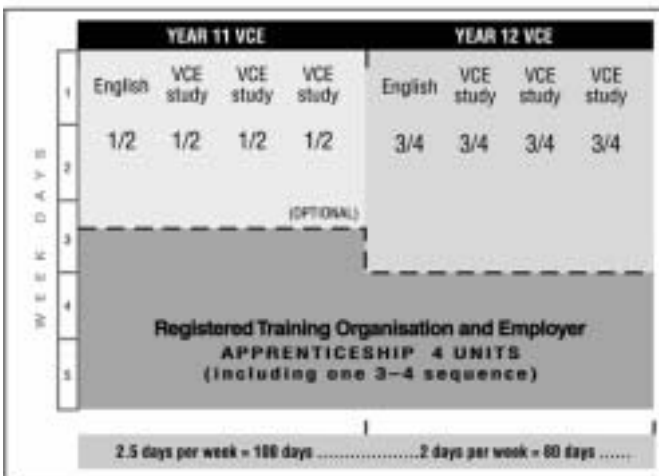
This student will take three years to complete the 200 days of employment and structured training, by undertaking 2.5 days per week in Year 11, 1 day per week in Year 12, and the remaining days after completion of Year 12.

16 – 18 VCE unit program with 4 VCE VET units, including one 3-4 unit sequence, conducted over 3 years



This student will take three years to complete the 200 days of employment and structured training, by undertaking 1 day per week in Year 10, and 2 days per week in Years 11 and 12. Reminder: students must be at least 15 years of age to gain entry to a Part-time Apprenticeship.

18 – 20 VCE unit program with 4 VCE VET units, including one 3-4 unit sequence, conducted over 2 years



This student will complete the 200 days of employment and structured training within two years, by undertaking 2.5 days per week in Year 11, and 2 days per week in Year 12. Some school holiday time will be used to complete the remaining days.

## 2.9 Enrolment and recording for the VCE and VCAL

### Enrolments in the VCAA approved SBNA programs

It is the responsibility of the student's school to administer all aspects of enrolment and results on VASS. A student must be enrolled in all units of competence by the school, regardless of where the units of competence are delivered and assessed.

Schools must enrol students in the SBNA program by the date required by the VCAA and 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 subsequent year, the student must be re-enrolled in that year.

Credit in the VCE is awarded through VCE VET units. 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.

If a student transfers from a VCE VET program to a SBNA program, the RTO may recognise units of competence gained in the VCE VET program. Requests for recognition of current competence should be directed to the RTO involved in the delivery of the SBNA program.

Where a student has begun a VCE VET program and subsequently undertakes an SBNA, the home school should transfer the enrolment from VCE VET to the SBNA. In the same way, where a student begins an SBNA and wishes to transfer to the VCE VET program, the school will need to transfer the enrolment. **A student may not be enrolled in both an SBNA and a VCE VET program in the same industry, at the same time.**

VCAL students should be enrolled in the SBNAs in the same way that VCE students are enrolled.

### Recording results

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 scheduled final date for unit results. Refer to the current VCE and VCAL Administrative Handbook for the due date. It is the responsibility of the school to ensure that all results from other providers are accurate and received in time to be entered on VASS.

Enrolment in units of competence in an SBNA leads to automatic enrolment in VCE VET units. As the units of competence are recorded as completed, completion of VCE VET units is also 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 VCE VET Statement of Results listing all units of competence achieved.

Students receive 'S' for each unit of competence completed. The VCE VET Statement of Results includes only units of competence for which the student has been awarded 'S'.

## Section 3: Recognition within the Senior Secondary Certificates

Qualifications or parts thereof gained through School Based New Apprenticeships contribute to satisfactory completion of the VCE and the VCAL.

The arrangements under which the SBNA is conducted may be accommodated in either the VCE or the VCAL, depending on student choice, school management structures and local network decisions.

The way the training in the SBNA contributes in each senior secondary certificate is described below.

### 3.1 VCE

#### 3.1.1 VCAA-approved industry areas

There are 13 industry areas for which there are qualifications that have been formally approved by the VCAA for providing credit in the VCE. Each of the qualifications in these 13 industry areas, listed in Section 4, has been endorsed by the relevant ITB as appropriate for senior secondary students.

The approved qualifications provide credit in the VCE at Units 1–2 and Units 3–4 (called VCE VET units). For a number of the approved qualifications there is also access to a Study Score through the scored assessment process that operates for the corresponding VCE VET programs. The scored assessment process is described in Section 3.1.3 on page 20.

The codes and certificate titles of the approved qualifications in the industry areas listed below are provided in Section 4, along with industry specific advice relevant to training programs in these industry areas. Section 4 also provides details on the contribution of each qualification to satisfactory completion of the VCE.

The VCAA-approved qualifications are available in:

- Agriculture
- Automotive
- Business
- Community Services
- Food Processing (Wine)
- Food Processing (General Foods, Dairy Processing, Confectionery, Fruit and Vegetables)
- Engineering
- Horticulture
- Hospitality
- Information Technology
- Retail Operations
- Seafood Industry
- Sport and Recreation.

### 3.1.2 VCE VET unit entitlement

Each SBNA is designated as a group A or B study for satisfactory completion purposes.

Credit in the VCE is calculated through accretion of hours, except where the VCE VET Unit 3–4 sequence is scored (see Section 3.1.3). Students may accumulate VCE VET units over more than one year.

Specific information about VCE credit for each individual SBNA program is provided in Section 4.

It should be noted that the inclusion in these programs of units of competence drawn from training packages from other industries is not an available option.

### 3.1.3 Access to Study Scores

Students engaged in the VCAA approved programs in the industry areas of:

- Business
- Community Services
- Hospitality
- Information Technology

may choose to undertake scored assessment for the purposes of achieving a Study Score. A Study Score contributes directly to the calculation of the student's ENTER (see Section 3.1.5), and can be included in the primary four studies used to calculate the ENTER.

The procedures for scored assessment are the same as for the VCE VET programs in these industry areas. Schools/RTOs are referred to the relevant VCE VET program booklet and companion VCE VET assessment guide for details about the training components that make up the scored VCE VET Unit 3–4 sequence and the scored assessment process.

If the student decides not to undertake scored assessment, the 10% increment will still apply. This option is available only for students engaged in SBNAs.

### 3.1.4 Block Credit Recognition

Students may gain access to SBNAs in industry areas that are not represented in the list of VCAA-approved industry areas, or in variation to the approved programs listed above.

To enable an SBNA in any industry area to contribute to a student's VCE, the VCAA has put in place a recognition arrangement that provides credit for qualifications, or parts thereof, at AQF level II and above. This is called Block Credit Recognition. This arrangement does not replace the suite of VCAA approved qualifications, but is designed to complement it.

Under this arrangement, training at Certificate II level will provide students with credit in the VCE at Units 1–2. Training at Certificate III level and above will provide students with credit in the VCE at Units 1–4, including a Unit 3–4 sequence.

The procedures for application to the VCAA for Block Credit are described in the VCE and VCAL Administrative Handbook, which is available on the VCAA website: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

For further advice and information on Block Credit Recognition, schools/RTOs may contact the VET Unit at the VCAA on (03) 9651 4458.

### 3.1.5 Equivalent National Tertiary Entrance Rank

The ENTER is calculated by VTAC subject to satisfactory completion of the VCE and using the Study Scores students have received for a specified set of VCE studies.

The contribution to the ENTER of an SBNA is as follows:

- any contribution to the ENTER is subject to satisfactory completion of an apprenticeship training program which provides a Unit 3–4 sequence for recognition purposes
- on successful completion of the program, students will receive one ENTER increment
- an increment is calculated as 10% of the average of the scaled scores of the student's primary four VCE studies
- where a student receives a Study Score for the SBNA, the VET Study Score may contribute as one of the student's primary four scaled studies.

### 3.1.6 Links with corresponding VCE VET programs

If a student transfers from a VCE VET program to a SBNA program, the RTO may recognise units of competence gained in the VCE VET program. Requests for recognition of current competence should be directed to the RTO involved in the delivery of the SBNA program.

Where a student has begun a VCE VET program and subsequently undertakes an SBNA, the home school should transfer the enrolment from VCE VET to the SBNA. In the same way, where a student begins an SBNA and wishes to transfer to the VCE VET program, the school will need to transfer the enrolment. **A student may not be enrolled in both an SBNA and a VCE VET program in the same industry, at the same time.**

## 3.2 VCAL

A School Based New Apprenticeship fits very well within a VCAL Learning Program. An SBNA program can meet two of the four VCAL Curriculum Strand requirements: the Industry Specific Skills and Work Related Skills strands.

The structured training component of an SBNA, where students complete units of competence in a qualification from an appropriate training package, satisfies the requirements of the Industry Specific Skills Strand.

Students can also gain credit in the VCAL through the on-the-job training component of the SBNA. The school/RTO can map the on-the-job training component to the learning outcomes of VCAL Work Related Skills units. These Work Related Skills units are assessed by the school in collaboration with the RTO. Students must meet all other course requirements of the VCAL to be awarded a VCAL certificate.

The SBNA may come from the VCAA approved suite or may be from another OTTE approved training scheme. Care should be taken that the SBNA is in an appropriate industry area for senior secondary students and complies with industry awards and regulations.

#### **Credit towards the VCAL**

One credit is awarded in the VCAL on successful completion of approximately 100 nominal hours of VET structured training.



## Section 4: Qualification details

This section provides information on the contribution of each VCAA-approved SBNA towards satisfactory completion of the VCE and a summary of the VCE VET unit entitlement for each qualification.

Details about the requirements for completion of the qualifications, according to the training package rules operating for each industry area, training program advice and sample student programs, are provided in program specific booklets on the VCAA website:  
www.vcaa.vic.edu.au/vet

Information about changes to training packages and units of competence contained within the approved qualifications is also provided on the VCAA website.

### 4.1 Certificate II in Agriculture RTE20103

The qualification is drawn from the newly endorsed RTE03 Rural Production Training Package and the following information needs to be read in conjunction with this training package. The Rural Production Training Package replaces the RUA98 Agriculture Training Package.

The competency standards cover work expected of rural workers in general and for specific sectors:

- Beef production
- Sheep and wool production
- Grain production
- Poultry production
- Pig production
- Goat production
- Dairy production
- Cotton production
- Milk harvesting
- Horse breeding.

Apprentices who do not achieve the minimum requirements for the qualification, as listed in the Training Package, will receive from the RTO a Statement of Attainment listing those competencies achieved. A record of their achievement will also appear in their Training Record Book.

#### **Contribution towards satisfactory completion of the VCE**

The Certificate II in Agriculture is designated a Group B study and provides a Unit 3–4 sequence for satisfactory completion purposes.

Students undertaking the Certificate II in Agriculture, which includes all the AQF level II sector qualifications in the training package, are eligible for credit of up to four VCE VET units on their VCE Statement of Results: two of these units are at Unit 1–2 level and two are at Unit 3–4 level.

Students can accumulate VCE VET units over more than one year. Credit is granted through accretion of hours of completed training.

## 4.2 Certificates II and III in Automotive AUR99

The qualifications are drawn from the AUR99 Automotive Retail, Services and Repair Training Package and the following information needs to be read in conjunction with this training package. The approved qualifications listed below are drawn from the selected occupational areas of:

- Automotive mechanical
- Automotive sales
- Automotive vehicle body
- Bicycles
- Outdoor power equipment.

Apprentices who do not achieve the minimum requirements for the qualification, as listed in the Training Package, will receive from the RTO a Statement of Attainment listing those competencies achieved. A record of their achievement will also appear in their Training Record Book.

### Contribution towards satisfactory completion of the VCE

The Certificates II and III in Automotive are designated a Group B study and provide a VCE VET Unit 3–4 sequence for satisfactory completion purposes where at least 350 nominal hours of training have been undertaken.

The following table summarises the VCE VET credit arrangements available for students achieving the minimum requirements for each qualification in the Automotive SBNA program.

Code	Qualification	VCE VET Units	Level of units
AUR21599	Certificate II in Automotive (Mechanical – Tyre Fitting and Repair Light)	2	1–2
AUR21699	Certificate II in Automotive (Mechanical – Underbody)	4	1–4
AUR21799	Certificate II in Automotive (Mechanical – Vehicle Servicing)	3	1–3
AUR22099	Certificate II in Automotive (Sales – Replacement Parts and Accessories)	4	1–4
AUR22199	Certificate II in Automotive (Sales – Service Station Operations)	4	1–4
AUR22399	Certificate II in Automotive (Sales – Warehousing)	up to 4	1–3 Unit 4 possible depending on electives selected
AUR22599	Certificate II in Automotive (Vehicle Body – Detailing)	3	1–3
AUR22899	Certificate II in Automotive (Vehicle Body – Paint/Panel Preparation)	up to 4	1–3 Unit 4 possible depending on electives selected
AUR23099	Certificate II in Bicycles (Services)	4	1–4
AUR23399	Certificate II in Outdoor Power Equipment (Services)	3	1–3
AUR31099	Certificate III in Automotive (Mechanical – Light Vehicle)	8	1–4*
AUR30899	Certificate III in Automotive (Mechanical – Heavy Vehicle Road Transport)	8	1–4*

\* Includes two Unit 3–4 sequences.

Students can accumulate VCE VET units over more than one year. Credit in the VCE is calculated through accretion of hours of completed training.

#### **Access to a VCE VET Unit 3–4 sequence**

A training program for the SBNA in Automotive must comprise a minimum of 350 hours of structured training in order to provide credit for four VCE VET units including a Unit 3–4 sequence. Where the structured training hours for a qualification fall short of the minimum 350 hours, a student should undertake additional units of competence in order to gain credit for a Unit 3–4 sequence.

It should be noted that, except for those units of competence specified in the training programs outlined in the booklet published on the VCAA website, the inclusion of units of competence from endorsed training packages from other industries is not an available option for students undertaking SBNAs.

### **4.3 Certificate II in Business BSB20101**

The qualification is drawn from the BSB01 Business Services Training Package and the following information needs to be read in conjunction with this training package.

School Based New Apprentices who do not achieve the minimum requirements for the qualification, as listed in the Training Package, will receive from the RTO a Statement of Attainment listing those competencies achieved. A record of their achievement will also appear in their Training Record Book.

#### **Contribution towards satisfactory completion of the VCE**

The Certificate II in Business is designated a Group A study.

There are two options for contribution to satisfactory completion of the VCE:

- Option 1: the Certificate II in Business provides three VCE VET units credit at Unit 1–2 level
- Option 2: the Certificate II in Business with additional units of competence from BSB30101 Certificate III in Business Administration, provides two VCE VET units credit at 1–2 level and a Unit 3–4 sequence.

The VCE VET Unit 3–4 sequence is prescribed, as detailed in the VCE VET program booklet, published in August 2002.

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

Students undertaking the second option described above may choose to undertake scored assessment for the purposes of gaining a Study Score (see Section 3.1.3, page 20).

### **4.4 Community Services**

#### **Certificate III in Community Services (Aged Care) CHC30199, Certificate III in Community Services (Community Work) CHC30699**

The qualifications are drawn from the CHC99 Community Services Training Package and the following information needs to be read in conjunction with this training package.

The two sectors approved for training in this industry – Community Work and Aged Care Work – are considered the appropriate sectors for secondary students and provide clear pathways for employment in the industry.

The units of competence available for selection in each qualification have been carefully chosen to take into account industry concerns regarding the most appropriate training for secondary school students.

It should be noted that the unit of competence CHCORG4A *Follow the organisation's occupational health and safety policies* is a prerequisite for on-the-job training or assessment. The Evidence Guide for this unit of competence requires the achievement of a current Level 2 First Aid Certificate or equivalent.

Apprentices who do not achieve the minimum requirements for the qualification, as listed in the Training Package, will receive from the RTO a Statement of Attainment listing those competencies achieved. A record of their achievement will also appear in their Training Record Book.

#### **Contribution towards satisfactory completion of the VCE**

The Certificates III in Community Services are designated a Group A study and each provide a VCE VET Unit 3–4 sequence for satisfactory completion purposes.

Students undertaking either of the Certificate III programs are eligible for up to four VCE VET units credit in the VCE: two units at 1–2 level and a Unit 3–4 sequence.

Students can accumulate VCE VET units over more than one year. Credit is granted through accretion of hours of completed training.

Students undertaking the Certificate III in Community Services (Community Work) may also choose to undertake scored assessment for the purposes of gaining a Study Score (see Section 3.1.3, page 20). The scored VCE VET Unit 3–4 sequence is prescribed, as detailed in the VCE VET program booklet, published in October 2000.

#### **4.5 Certificate II in Engineering – Production MEM20198**

The qualification is drawn from the MEM98 Metal and Engineering Training Package and the following information needs to be read in conjunction with this training package.

A large number of units of competence in the Training Package are unavailable for selection at Certificate II level. The Metal and Engineering Training Package Policy Document gives clear advice regarding the availability of units for inclusion in a Certificate II training program.

Apprentices who do not achieve the minimum requirements for the qualification, as listed in the Training Package, will receive from the RTO a Statement of Attainment listing those competencies achieved. A record of their achievement will also appear in their Training Record Book.

#### **Contribution towards satisfactory completion of the VCE**

The Certificate II in Engineering Production is designated a Group B study and provides a Unit 3–4 sequence for satisfactory completion purposes.

Students undertaking the Certificate II in Engineering Production are eligible for up to four VCE VET units credit in the VCE: two units at 1–2 level and a Unit 3–4 sequence.

Students can accumulate VCE VET units over more than one year. Credit is granted through accretion of hours of completed training.

#### 4.6 Certificate II in Food Processing (Wine) FDF20498

The qualification is drawn from the FDF98 Food Processing Industry Training Package Wine Sector and the following information needs to be read in conjunction with this training package.

There are specialist units of competence available for selection within the training program that are directly associated with:

- Wine grape growing
- Bottling and packaging
- Cellar operations
- Laboratory
- Cellar door sales.

These specialist units of competence can be selected in any combination within a given qualification's packaging requirements.

Apprentices who do not achieve the minimum requirements for the qualification, as listed in the Training Package, will receive from the RTO a Statement of Attainment listing those competencies achieved. A record of their achievement will also appear in their Training Record Book.

##### **Contribution towards satisfactory completion of the VCE**

The Certificate II in Food Processing (Wine) is designated a Group B study and provides a Unit 3–4 sequence for satisfactory completion purposes.

Students undertaking the Certificate II in Food Processing (Wine) are eligible for up to four VCE VET units credit in the VCE: two units at 1–2 level and a Unit 3–4 sequence.

Students can accumulate VCE VET units over more than one year. Credit is granted through accretion of hours of completed training.

#### 4.7 Certificate II in Food Processing FDF20198

##### **(General Foods, Confectionery, Dairy Processing, Fruit and Vegetables)**

These qualifications are drawn from the FDF98 Food Processing Industry Training Package and the following information needs to be read in conjunction with this training package.

It should be noted that:

- regulatory requirements preclude people under the age of eighteen from completing the practical component of units involving use of a vehicle or forklift, for example TDTD1097A *Operate a forklift*
- level 3 units of competence are not available as part of this program.

Apprentices who do not achieve the minimum requirements for the qualification, as listed in the Training Package, will receive from the RTO a Statement of Attainment listing those competencies achieved. A record of their achievement will also appear in their Training Record Book.

It should be noted that the inclusion of units of competence from endorsed Training Packages from other industries is not an available option.

##### **Contribution towards satisfactory completion of the VCE**

The Certificate II in Food Processing (General Foods, Confectionery, Dairy Processing, Fruit and Vegetables) is designated a Group B study and provides a Unit 3–4 sequence for satisfactory completion purposes.

Students undertaking Certificate II in Food Processing (General Foods, Confectionery, Dairy Processing, Fruit and Vegetables) are eligible for credit of up to four VCE VET units: two of these units are at Unit 1–2 level and a Unit 3–4 sequence.

In order to gain credit for four VCE VET units including a 3–4 sequence, a training program for the SBNA in Food Processing must comprise a minimum of 350 hours of structured training. Optional and specialist units to provide a minimum of 350 hours may be selected or students may enrol in additional units of competence to gain credit for a VCE Unit 3–4 sequence. Any student who completes the qualification with a structured training program of less than 350 hours will be eligible for only up to three VCE units at 1–2 level.

Students can accumulate VCE VET units over more than one year. Credit is granted through accretion of hours of completed training.

#### **4.8 Certificate II in Amenity Horticulture RTF20103**

The qualification is drawn from the newly endorsed RTF03 Amenity Horticulture Training Package and the following information needs to be read in conjunction with this training package. The Amenity Horticulture Training Package replaces the RUH98 Horticulture Training Package.

There are qualifications at Certificate II available in the following sectors:

- Arboriculture
- Floriculture
- Horticulture
- Landscape
- Parks and gardens
- Retail nursery
- Turf management
- Wholesale nursery.

Apprentices who do not achieve the minimum requirements for the qualification, as listed in the Training Package, will receive from the RTO a Statement of Attainment listing those competencies achieved. A record of their achievement will also appear in their Training Record Book.

#### **Contribution towards satisfactory completion of the VCE**

The Certificate II in Amenity Horticulture is designated a Group B study and provides a Unit 3–4 sequence for satisfactory completion purposes.

Students undertaking the Certificate II in Amenity Horticulture, which includes all the AQF level II sector qualifications in the training package, are eligible for credit of up to four VCE VET units: two of these units are at Unit 1–2 level and two are at Unit 3–4 level.

Students can accumulate VCE VET units over more than one year. Credit is granted through accretion of hours of completed training.

#### 4.9 Certificate II in Hospitality (Operations) THH21802

The qualification is drawn from the THH02 Hospitality Training Package and the following information needs to be read in conjunction with this training package.

The functional areas available in this SBNA program are:

- General
- Food and beverage
- Front office
- Housekeeping
- Commercial cookery
- Commercial catering.

Units of competence selected must be relevant to the occupational outcome and appropriate to the qualification level. It should be noted that there are identified equivalencies between the hospitality functional area units and general units. These units must not be duplicated in the selection of electives within the qualification.

**Note:** Where the training involves the service of alcohol, the unit of competence THHBFB09B Provide Responsible Service of Alcohol must be included in the training program.

School Based New Apprentices who do not achieve the minimum requirements for the qualification, as listed in the Training Package, will receive from the RTO a Statement of Attainment listing those competencies achieved. A record of their achievement will also appear in their Training Record Book.

#### Contribution towards satisfactory completion of the VCE

The Certificate II in Hospitality (Operations) is designated a Group B study and may provide a Unit 3–4 sequence for satisfactory completion purposes if the student completes a sufficient number of hours training.

There are two options for contribution to satisfactory completion of the VCE:

- Option 1: the Certificate II in Hospitality (Operations) provides two VCE VET units credit at Unit 1–2 level
- Option 2: the Certificate II in Hospitality (Operations) with additional units of competence leading to the award of THH33002 Certificate III in Hospitality (Operations), provides two VCE VET units credit at 1–2 level and a Unit 3–4 sequence. The student would have to undertake a training program of a minimum of 340 hours duration to achieve credit for a Unit 3–4 sequence.

Students can accumulate VCE VET units over more than one year. Credit is granted through accretion of hours of completed training.

Students undertaking the second option described above may choose to undertake scored assessment for the purposes of gaining a Study Score. (See Section 3.1.3, page 20). In this case, the VCE VET Unit 3–4 sequence is prescribed, as detailed in the VCE VET program booklet published in August 2002.

#### **4.10 Certificate III in Information Technology**

##### **General ICA30299, Software Applications ICA30199, Network Administration ICA30399**

The qualifications are drawn from the ICA99 Information Technology Training Package – Version 3. The following information needs to be read in conjunction with this training package.

Apprentices who do not achieve the minimum requirements for the qualification, as listed in the Training Package, will receive from the RTO a Statement of Attainment listing those competencies achieved. A record of their achievement will also appear in their Training Record Book.

##### **Contribution towards satisfactory completion of the VCE**

The Certificates III in Information Technology (General)/(Software Applications)/(Network Administration) SBNAs are designated a Group B study and provide a Unit 3–4 sequence for satisfactory completion purposes.

Students undertaking one of the Certificates III in Information Technology are eligible for up to four VCE VET units: two of these units are at Unit 1–2 level and two are at Unit 3–4 level.

Students may achieve more than one Certificate III qualification in this industry, however, only one qualification will contribute to satisfactory completion of the VCE.

Students can accumulate VCE VET units over more than one year. Credit is granted through accretion of hours of completed training.

Students undertaking a Certificate III in Information Technology may also choose to undertake scored assessment for the purposes of gaining a Study Score. (See Section 3.1.3, page 20). The scored VCE VET Unit 3–4 sequence is prescribed, as detailed in the VCE VET program booklet – Supplementary Advice, published in February 2003.

#### **4.11 Certificate II in Retail Operations WRR20102**

The qualification is drawn from the WRR02 Retail Training Package and the following information needs to be read in conjunction with this training package.

Apprentices who do not achieve the minimum requirements for the qualification, as listed in the Training Package, will receive from the RTO a Statement of Attainment listing those competencies achieved. A record of their achievement will also appear in their Training Record Book.

##### **Contribution towards satisfactory completion of the VCE**

The Certificate II in Retail Operations is designated a Group A study. Credit in the VCE for this program is available at Unit 1–2.

Students undertaking the Certificate II in Retail Operations will be eligible for up to four VCE VET units at Unit 1–2 level. Students can accumulate VCE VET units over more than one year. Credit is granted through accretion of hours of completed training.

#### 4.12 Certificate II in the Seafood Industry

##### **Aquaculture SFI20100, Fishing Operations SFI20200, Sales and Distribution SFI20600, Seafood Processing SFI20500**

These qualifications are drawn from the SFI00 Seafood Industry Training Package and the following information needs to be read in conjunction with this training package.

A large number of units of competence in the Training Package are unavailable for selection at Certificate II level. The Seafood Industry Training Package gives clear advice regarding the availability of units for inclusion in a Certificate II training program.

Apprentices who do not achieve the minimum requirements for the qualification, as listed in the Training Package, will receive from the RTO a Statement of Attainment listing those competencies achieved. A record of their achievement will also appear in their Training Record Book.

##### **Contribution towards satisfactory completion of the VCE**

The Certificates II in the Seafood Industry (Aquaculture)/(Fishing Operation)/(Sales and Distribution)/(Seafood Processing) are designated a Group B study and provide a Unit 3–4 sequence for satisfactory completion purposes.

Students undertaking the Certificate II in the Seafood Industry are eligible for up to four VCE VET units: two of these units are at Unit 1–2 level and two are at Unit 3–4 level.

Students can accumulate VCE VET units over more than one year. Credit is granted through accretion of hours of completed training.

#### 4.13 Sport & Recreation

##### **Certificate II in: Community Recreation SRC20201, Fitness SRF20201, Outdoor Recreation SRO20299, Sport (Career Oriented Participation) SRS20299, Sport (Officiating) SRS20399, Sport and Recreation SRS20199**

These qualifications are drawn from the Sport, Outdoor Recreation, Community Recreation and Fitness Training Packages and the following information needs to be read in conjunction with these training packages.

Apprentices who do not achieve the minimum requirements for the qualification, as listed in the Training Package, will receive from the RTO a Statement of Attainment listing those competencies achieved. A record of their achievement will also appear in their Training Record Book.

##### **Contribution towards satisfactory completion of the VCE**

The Certificates II in Community Recreation/Fitness/Outdoor Recreation/Sport (Career Oriented Participation)/Sport (Officiating)/Sport and Recreation are designated a Group A study and provide a Unit 3–4 sequence for satisfactory completion purposes.

Students undertaking a Certificate II from the Sport and Recreation Industries are eligible for up to four VCE VET units: two of these units are at Unit 1–2 level and two are at Unit 3–4 level. Students must complete a minimum of 380 nominal hours in order to be awarded a Unit 3–4 sequence. This may mean that the training program includes additional units of competence over and above the requirements for the completion of the Certificate II qualification.

Students can accumulate VCE VET units over more than one year. Credit is granted through accretion of hours of completed training.

## Useful contacts and sources of information

Some materials are available to support the delivery and assessment of training.

### Nationally endorsed Training Package or accredited curriculum

All training in a must be delivered from the nationally endorsed industry training package or the accredited curriculum document. Training packages provide the details on each unit of competence, packaging rules and assessment requirements. Curriculum documents provide details of each module and the learning outcomes within these which students must achieve.

**Training packages** may be purchased from:

#### Australian Training Products

Level 25

150 Lonsdale Street

MELBOURNE VIC 3000

Tel: (03) 9655 0600

Fax: (03) 9639 4684

Email: sales@atpl.net.au

Website: www.atpl.net.au

or the relevant ITB. For further details please refer to the corresponding VCE VET program booklet or the program specific information relating to the part-time apprenticeship being undertaken. These documents are available on the VCAA website: [www.vcaa.vic.edu.au/vet](http://www.vcaa.vic.edu.au/vet)

#### Curriculum documents

Curriculum documents may be purchased from the Curriculum Maintenance Manager for that industry area. Details of Curriculum Maintenance Managers can be found through the Training Support Network website: <http://trainingsupport.otte.vic.gov.au/default.cfm>

For training package publications, OTTE publishes a purchasing guide detailing nominal hours for this training in Victoria. This publication can also be found on the Training Support Network.

School sector authorities

#### Department of Education and Training

Office of School Education – Post Compulsory Pathways Branch

Tel: (03) 9637 2319

Website: [www.sofweb.vic.edu.au/voced/](http://www.sofweb.vic.edu.au/voced/)

#### Association of Independent Schools of Victoria

Tel: (03) 9825 7200

#### Catholic Education Office

Tel: (03) 9267 0228

#### Victorian Curriculum and Assessment Authority

Vocational Education – Curriculum Branch

Tel: (03) 9651 4458

For information on the Victorian Certificate of Applied Learning (VCAL), contact:

#### Victorian Qualifications Authority

Tel: (03) 9637 2806

Website: [www.vqa.vic.gov.au](http://www.vqa.vic.gov.au)

For information and advice on assessment

**Training Package Assessment Materials Project**

An Australian National Training Authority publication, available in hard copy and on CD-ROM. It contains 10 assessment guides and templates. Guide 5 in the series is titled *Candidate's Kit: Guide to assessment in New Apprenticeships*. The CD-ROM was distributed to schools in 2002. Further copies are available from Australian Training Products.

For information on Registered Training Organisations, Training Contracts, registration of Training Contracts, approved training schemes and Apprenticeships Field Officers contact:

**Office of Training and Tertiary Education (OTTE)**

Apprenticeship Administration Branch  
Tel: (03) 9412 6600  
Email: [appshotline@edumail.vic.gov.au](mailto:appshotline@edumail.vic.gov.au)

For information on employment terms and conditions, contact:

**Commonwealth Department of Employment and Workplace Relations (DEWR)**

WageLine Tel: 1300 363 264  
Wagenet: [www.wagenet.gov.au](http://www.wagenet.gov.au)  
Employment Tel: 1300 366 632 (in relation to AWAs)  
Advocate

For general information about SBNAs, New Apprenticeships Centres, and the range of employer incentives, contact:

**Department of Education, Science and Training (DEST)**

Tel: (03) 9920 4777  
Website: [www.newapprenticeships.gov.au](http://www.newapprenticeships.gov.au)

To obtain information on Group Training Organisations, contact:

**Group Training Australia (Victoria)**

Tel: (03) 9639 3955 or 1800 819 747

For advice about workcover policies, contact:

**Victorian WorkCover Authority**

Toll Free Tel: 1800 136 089  
Payroll Tax Tel: 132 161

For information on the calculation of the ENTER, contact:

**Victorian Tertiary Admissions Centre (VTAC)**

Tel: 1300 364 133  
Website: [www.vtac.edu.au](http://www.vtac.edu.au)



## Attachment 1: Implementation checklist

Key planning tasks		Action by	Key dates	Meetings
Determine how SBNAs could fit with VCE and VCE VET program provision or VCAL	Review Charter Review VCE, VCE VET or VCAL program			
Collect information, key policy documents and procedural documents	Key sources: <ul style="list-style-type: none"> <li>• Sector authorities</li> <li>• VCAA</li> <li>• VQA</li> <li>• ANTA</li> <li>• National ITABs and State ITBs</li> <li>• Australian Training Products</li> <li>• OTTE</li> </ul>			
Identify key staff for management Plan school procedures for management Inform staff and school Council	Key staff: <ul style="list-style-type: none"> <li>• Principal/Assistant Principal</li> <li>• VET Coordinator</li> <li>• VCE Coordinator</li> <li>• VASS operator</li> <li>• Careers Coordinator</li> </ul>			
Identify available industry areas for implementation	Key sources: <ul style="list-style-type: none"> <li>• Office of School Education</li> <li>• VCAA</li> <li>• notices to principals</li> <li>• published booklets</li> </ul>			
Identify local employment needs for the targeted industry areas	Key contacts: <ul style="list-style-type: none"> <li>• LLENS</li> <li>• NACs</li> <li>• GTOs</li> <li>• Employer groups</li> <li>• Local businesses</li> </ul>			

Key planning tasks		Action by	Key dates	Meetings
<p>Inform parents and students of SBNAs</p> <p>Counsel students, assisting them with selection of an appropriate program including VCE or VCAL studies and preferred employment</p>	<p>Discuss issues:</p> <ul style="list-style-type: none"> <li>• structure of SBNA</li> <li>• VCE or VCAL program</li> <li>• employment responsibilities</li> <li>• study commitments</li> <li>• training outcomes</li> <li>• Training Contracts</li> <li>• RTO commitments</li> </ul>			
<p>Assist students with contacts with possible employers, respond to students and employers proposing training arrangements</p>	<p>Discuss preferred ways of contacting employers about part-time employment</p> <p>Explore employment opportunities with LLENs, NACs, Cluster Coordinators, GTOs and industry</p>			
<p>Determine potential student take up and liaise with sector authorities regarding projected student numbers</p>	<p>Liaise with:</p> <ul style="list-style-type: none"> <li>• Office of School Education</li> <li>• Association of Independent Schools of Victoria</li> <li>• Catholic Education Office</li> </ul>			
<p>Ensure that timetabling arrangements accommodate student employment and training commitments and VCE or VCAL</p>	<p>Counsel student on management of program</p>			
<p>Collect enrolment details from RTO</p>	<p>For VCE or VCAL purposes enrolment details must be supplied to the VCAA by the school</p>			
<p>Monitor student progress through effective communication with RTO and employer</p>	<p>Establish clear lines of communication with contact people identified for all organisations and the student</p>			
<p>Collect results information from RTO</p>	<p>For VCE or VCAL purposes results are supplied to the VCAA by the school</p>			
<p>Plan for next year</p>	<p>Review and evaluation processes form part of school charter planning</p>			

## Attachment 2: School Based New Apprentice checklist

Use this form to summarise the details of your School Based New Apprenticeship.

**Name the qualification you are intending to complete:**

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**Identify an employer who is prepared to sign a Training Contract (fill in employer details)**

Company or firm \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_

Contact person \_\_\_\_\_

**Discuss the responsibilities of your apprenticeship with your VET, VCE or VCAL coordinator and parents.**

**Collect information on School Based New Apprenticeships.**

- I understand the responsibilities of a School Based New Apprentice.
- My parent/guardian is willing to support me in undertaking a School Based New Apprenticeship.

I have collected information on:

- Training Contracts
- Employment Contracts
- Wages
- The qualification I will receive.

**Discuss with the employer and RTO the training you will undertake and jointly sign a Training Contract (if you are under 18, your parent/guardian also signs)**

- I understand the details of the proposed training.
- The Training Contract has been signed.
- The Training Plan has been signed.

**Enrol with a Registered Training Organisation to receive training**

Name of RTO \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_

Starting date for training \_\_\_\_\_

I am enrolled in the program

**Balance obligations at school, RTO and work**

My timetable is organised to include school subjects, classes at my RTO and attendance at work.

I have a Record Book with these details listed.

I know the attendance times and location of classes at my RTO.

I know when I am required at work and what my employer expects of me.

**Identify your key support people at school, the RTO and work**

My contact at school is \_\_\_\_\_

My contact at work is \_\_\_\_\_

My contact at the RTO is \_\_\_\_\_

**Estimate how long your training program and other studies will take to complete**

I expect to complete my VCE or VCAL studies by the end of 20 \_\_\_\_

I expect my SBNA to be finished by \_\_\_\_\_

## Attachment 3: Sample Training Plan

*A copy should be retained by each party*

Student details		School details	
Name: _____		School name: _____	
Date of birth: _____		Contact person: _____	
Year level: _____		Phone: _____	
Gender: Male / Female			
Permanent resident: Yes / No			
Vocational qualification		Subjects taken at school	
Certificate: _____		_____	_____
AQF Level: _____		_____	_____
Course Code: _____		_____	_____
RTO		Employer	
Name: _____		Name: _____	
Contact person: _____		Contact person: _____	
Phone: _____		Phone: _____	

Weekly timetable (please insert T, W, or S – see below)							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							
Afternoon							
Evening							
<p><b>Key:</b> <b>Training (T)</b> Engagement in recognised training      <b>Work (W)</b> Attendance at the workplace  <b>School (S)</b> Attendance at school</p> <p>Nominal hours of work per week: _____ Other arrangements for training or work:            _____</p>							
School Principal		Apprentice/Trainee			Parent/Guardian		
Sign: _____		Sign: _____			Sign: _____		
Date: _____		Date: _____			Date: _____		
Employer		RTO			Office Use		
Sign: _____		Sign: _____			Sign: _____		
Date: _____		Date: _____			Date: _____		



## Glossary

### Area Consultative Committees (ACCS)

The national network of Area Consultative Committees (ACCs) provides a link between the Federal Government and rural and metropolitan Australia. As volunteer community based organisations, ACCs respond to issues in their regions and provide a conduit to government on local, social and economic conditions. ACCs work in partnership with the Department of Transport and Regional Services to identify opportunities, priorities and development strategies for their regions.

### Assessment Guidelines

The requirements of the assessment system as specified in the relevant industry's training package. This component is mandatory and needs to be read in conjunction with the assessment requirements of each competency standard. Training packages may also include assessment materials (logbooks, checklists etc.) which are useful in organising assessments.

### Auspice

An arrangement whereby a RTO authorises delivery and/or assessment to be carried out by industry, individual enterprises or schools.

### Australian Qualifications Framework (AQF)

A set of descriptors that determine the level of qualification. Level depends on the depth and complexity of the work and the degree of autonomy involved.

### Competency Standards or units 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.

### Employment Agreement

The employment agreement sets out the terms and conditions of employment for the School Based New Apprentice.

### Group Training Organisation

A legal employer of apprentices taking primary responsibility for their training and employment, by placing them with one or more host employers. Group Training Organisations may specialise in a particular industry or may cater to many industries in a region.

### Industry Training Boards (ITBs)

Bodies with responsibility for identifying and representing the training needs of specific industries at the state level. National responsibility for representing the training needs of specific industries rests with Industry Training Advisory Bodies (ITABs).

### Local Learning and Employment Networks (LLENs)

The LLENs bring together local education providers, local employers, local councils and other interested groups and individuals to identify gaps in education and training, and develop and monitor pathways for local young people.

### **New Apprenticeships Centres (NAC)**

NACs provide comprehensive support services to employers and potential employees and provide an approval and registration process for employers setting up New Apprenticeships.

### **Nominal hours**

The nominal hours attached to each unit of competence are calculated by OTTE for funding purposes. They are a guide only, and the actual duration of the training required is affected by a students' readiness to be assessed for that particular unit of competence.

### **National Training Framework (NTF)**

Industry-based, flexible regulatory arrangements. Includes training packages and the AQTF.

### **Office of Training and Tertiary Education (OTTE)**

OTTE is responsible for the planning, regulation and delivery of a range of education and training programs and services in Victoria.

### **Registered Training Organisation (RTO)**

A nationally recognised provider of training registered with the relevant State/Territory Training Authority (in Victoria, the VQA)

### **Training Contract**

A Training Contract and its attached Training Plan outlines the training to be undertaken by the Part-time Apprentice and specifies the employment arrangements which apply during the School Based New Apprenticeship.

### **Training Package**

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

### **Training Plan**

A Training Plan outlines the qualification and details of the training program to be undertaken by the apprentice.

### **Victorian Assessment Software System (VASS)**

An Internet-based system used by schools to enter VCE 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 VCE.

### **VCE VET unit**

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

### **Victorian Certificate of Applied Learning (VCAL)**

A new senior secondary school certificate. An alternative to the VCE.

### **Victorian Certificate of Education**

A senior secondary certificate of education awarded on completion of a student's secondary schooling.

**Victorian Curriculum and Assessment Authority (VCAA)**

The VCAA provides curriculum and assessment for prep to Year 12. The VCAA is a statutory body directly responsible to the Minister for Education and Training and serves government and non-government schools.

**Victorian Qualifications Authority (VQA)**

The VQA is responsible for all qualifications issued in Victoria, the registration of training providers and accreditation of all post-compulsory courses except higher education courses.

**Vocational Education and Training (VET)**

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

**VET in the VCE**

A set of vocational courses approved by the VCAA as appropriate for delivery within a school's VCE program. This is part of the Victorian implementation of a national initiative, supporting the provision of vocational education programs for secondary school students.