VCE VET
Small Business

Incorporating
22247VIC Certificate II in Small Business
(Operations/Innovation)

September 2014

This program is for implementation from 2014 and must be used in conjunction with the Victorian accredited course curriculum.
Acknowledgments

The Victorian Curriculum and Assessment Authority gratefully acknowledges the work of the following people in the preparation of this booklet:

Allan Barnes  Australian Institute of Education and Training  
Raewynn Black  VECCI  
Rosie Brown  Virtual Enterprise Australia  
Terrie Crow  Advance TAFE  
Alan Daniel  CMM Business Industries, Chisholm  
Jack Hayes  Frankston City Council  
Anna Henderson  Business Skills Viability  
Elizabeth Howard  Chisholm  
Denise McCann  Emmaus College  
Lexie McGill  Berwick Secondary College  
Bob Murray  TELUS Consulting  
Chris Sacco  Berwick Secondary College
Contents

Introduction 1
VCE VET Program booklet 1
Additional sources of information 1

National Skills Framework 3
Accredited courses 3
Standards for accredited courses 3
Completion requirements for the certificate 4

VCE VET Small Business program 5
Aims 5
VCE VET Program structure 5
VCE VET Program duration 5
Sequence 5
Safety 6

VCE VET Small Business program structure 7

Recognition within the VCE 8
VCE VET Unit entitlement 8
Duplication 8

Recognition within the VCAL 9

Structured Workplace Learning 10
Work Health and Safety 10

Employability skills 12

Registered Training Organisations 13
Requirements for registration 13
The role of the RTO 13
Guidelines for VET providers 14

Delivery 15
Contractual arrangements 16

Assessment 17

Administration 18
Enrolments 18
Recording results 18
Reporting 19
Certification 19

Articulation and pathways 20

Useful resources and contacts 21

Glossary 26
Introduction

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

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

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

VCE VET Program booklet

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

This booklet must be used in conjunction with the Victorian accredited course curriculum for 22247VIC Certificate II in Small Business (Operations/Innovation).


Changes to this program

It may be necessary to make changes to this program during its lifetime as a consequence of changes to the units of competency contained within it. Where this occurs, a program summary will be published on the VCE VET Small Business webpage: <www.vcaa.vic.edu.au/Pages/vet/programs/smallbusiness/smallbusiness.aspx>. The program summary is an excerpt from this program booklet, comprising pages that have changed.

Additional sources of information

VCAA Bulletin

The VCAA Bulletin is the VCAA’s official publication for VCE and VCAL studies and VCE VET programs. The bulletin includes all information on VCE VET program updates. It is the responsibility of each VCE VET teacher to refer to each issue of the VCAA Bulletin, which is available on the VCAA website at: <www.vcaa.vic.edu.au/Pages/correspondence/index.aspx>.
VCE and VCAL Administrative Handbook

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

The National Skills Framework sets out the national training system’s requirements for quality and national consistency in terms of qualifications and the delivery of training. Two key elements of this framework are the VET sector’s regulation of quality and maintaining consistency of training through training packages.

Victorian Registered Training Organisations (RTOs) may work under one of two VET regulators, the national regulator – the Australian Skills Quality Authority (ASQA) – or the Victorian regulator – the Victorian Registration and Qualifications Authority (VRQA). Both authorities use different, though similar, quality standards.

RTOs working with ASQA use the Standards for NVR* Registered Training Organisations 2012; RTOs working with the VRQA use the Australian Quality Training Framework (AQTF). Further information on these quality standards can be found at:


RTOs are providers and assessors of nationally recognised training. Only RTOs can issue nationally recognised qualifications.

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

Accredited courses

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

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

Standards for accredited courses

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

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

* NVR: National VET Regulator
Accreditation means the course is nationally recognised and that an RTO can issue a nationally recognised qualification or statement of attainment following its full or partial completion. Once a course has been accredited, it is listed on the Training Support Network (TSN) and Training.gov.au by the course accrediting body. Accredited courses:

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

Units of competency are developed in consultation with, and are validated by, appropriate industry, enterprise, community and/or professional groups and documented in accordance with nationally agreed specifications, consistent with the requirements of the Standards for Accredited Courses.

**Completion requirements for the certificate**

The following information needs to be read in conjunction with the accredited course curriculum for 22247VIC Certificate II in Small Business (Operations/Innovation).

**22247VIC Certificate II in Small Business (Operations/Innovation)**

For the award of 22247VIC Certificate II in Small Business (Operations/Innovation) students must achieve 12 units of competency:

- nine core units of competency
- three elective units from the elective bank set out in the accredited curriculum document.
VCE VET Small Business program

The revised VCE VET Small Business program is for implementation from 2014 and must be used in conjunction with the Victorian accredited course curriculum, 22247VIC Certificate II in Small Business (Operations/Innovation). This program replaces the VCE VET Small Business Program Booklet published in July 2005 and all subsequent program summaries. This revision to the program is a consequence of the revision to the Victorian accredited course curriculum 21956VIC Certificate II in Small Business (Operations/Innovation).

The VCE VET Small Business program provides students with the knowledge and skills to meet the current and future industry requirements to effectively work within small business contexts across a range of industry sectors.

Aims

The VCE VET Small Business program aims to:

• provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in small business or related industries
• enable participants to gain a recognised credential and to make an informed choice of vocation or career path.

VCE VET Program structure

The units of competency in the program form Units 1–4 for VCE recognition purposes.

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

• the award of 22247VIC Small Business (Operations/Innovation)
• recognition of up to three units of credit at Units 1 and 2 level and a Units 3 and 4 sequence.

VCE VET Program duration

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

The nominal hours attached to each unit of competency are calculated by the Department of Education and Early Childhood Development (DEECD), as an indicator of the training time required to become competent. They are a guide only; the actual duration of the training is affected by students’ readiness to be assessed for the particular unit of competency.

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

Sequence

For the VCE VET Small Business program, a range of delivery sequences is possible; however, the selected delivery schedule must ensure that BSBWHS201A Contribute to health and safety of others is undertaken prior to VU21421 Follow small business policies and procedures.
Arrangements for continuing students

Students enrolled in 21956VIC Certificate II in Small Business (Operations/Innovation) in 2013 or earlier, may complete their program in 2014 under the arrangements outlined in the VCE VET Small Business Program Booklet published in July 2009.

No new students may enrol in 21956VIC Certificate II in Small Business (Operations/Innovation) in 2015 and beyond.

Students commencing in 2014 and beyond

All students commencing a VCE VET Small Business program in 2014 and beyond must comply with the requirements outlined in this program booklet.

Safety

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking the VCE VET Small Business program. Principals, teachers and trainers must ensure that appropriate precautions and safety measures are taken to minimise any potential risk to students. The implementation of effective safety management plans and processes should ensure that all activities are conducted safely. This includes ensuring that all rules and regulations for the conduct of activities are rigorously followed.
VCE VET Small Business program structure

22247VIC Certificate II in Small Business (Operations/Innovation)

<table>
<thead>
<tr>
<th>Code</th>
<th>Unit of competency title</th>
<th>Nominal hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Compulsory:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSBWHS201A</td>
<td>Contribute to health and safety of self and others</td>
<td>20</td>
</tr>
<tr>
<td>VU21419</td>
<td>Contribute to small business operations and innovation</td>
<td>50</td>
</tr>
<tr>
<td>VU21420</td>
<td>Develop elementary professional skills for small business environments</td>
<td>50</td>
</tr>
<tr>
<td>VU21421*</td>
<td>Follow small business policies and procedures</td>
<td>40</td>
</tr>
<tr>
<td>VU21422</td>
<td>Undertake basic market research and promotion for a small business product or service</td>
<td>60</td>
</tr>
<tr>
<td>VU21423</td>
<td>Contribute to small business planning</td>
<td>40</td>
</tr>
<tr>
<td>VU21424</td>
<td>Participate in small business quality and change processes</td>
<td>25</td>
</tr>
<tr>
<td>VU21425</td>
<td>Assist with the presentation of public activities and events</td>
<td>25</td>
</tr>
<tr>
<td>VU21426</td>
<td>Follow procedures for routine financial activities of a small business</td>
<td>20</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
<td>330</td>
</tr>
<tr>
<td><strong>Elective Bank:</strong></td>
<td>Select three units from the following list of elective units:</td>
<td></td>
</tr>
<tr>
<td>BSBCRT301A</td>
<td>Develop and extend critical and creative thinking skills</td>
<td>40</td>
</tr>
<tr>
<td>BSBINN201A</td>
<td>Contribute to workplace innovation</td>
<td>35</td>
</tr>
<tr>
<td>BSBPRO301A</td>
<td>Recommend products and services</td>
<td>20</td>
</tr>
<tr>
<td>BSBSUS201A</td>
<td>Participate in environmentally sustainable work practices</td>
<td>20</td>
</tr>
<tr>
<td>BSBSUS301A</td>
<td>Implement and monitor environmentally sustainable work practices</td>
<td>40</td>
</tr>
<tr>
<td>BSBWOR202A</td>
<td>Organise and complete daily work activities</td>
<td>20</td>
</tr>
<tr>
<td>FNSFLT301A</td>
<td>Be MoneySmart</td>
<td>40</td>
</tr>
<tr>
<td>FNSFLT401A</td>
<td>Be MoneySmart through a career in small business</td>
<td>40</td>
</tr>
<tr>
<td>ICAWEB201A</td>
<td>Use social media for collaboration and engagement</td>
<td>20</td>
</tr>
<tr>
<td>SITXCCS303</td>
<td>Provide service to customers</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total minimum number of hours for Units 1–4</strong></td>
<td></td>
<td>390</td>
</tr>
</tbody>
</table>

*Prerequisite – BSBWHS201A Contribute to health and safety of self and others*
Recognition within the VCE

VCE VET Unit entitlement

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

- the award of 22247VIC Certificate II in Small Business (Operations/Innovation)
- recognition of up to three units at Units 1 and 2 level and a Units 3 and 4 sequence.

Credit accrues over Units 1–4 on the basis of 90 hours per VCE unit. Students will obtain VCE VET units following the completion of:

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

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.
Recognition within the VCAL

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

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

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

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

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

Sample Intermediate VCAL learning program incorporating the VCE VET Small Business program:

<table>
<thead>
<tr>
<th>Literacy and Numeracy Skills</th>
<th>Industry Specific Skills</th>
<th>Work Related Skills</th>
<th>Personal Development Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCE General Mathematics Units 1 and 2</td>
<td>VCE VET Small Business Units 1 and 2 (180 hours)</td>
<td>VCAL Intermediate Work Related Skills Units 1 and 2</td>
<td>VCAL Intermediate Personal Development Skills Units 1 and 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total number of VCAL units</th>
<th>Total number of VCAL units</th>
<th>Total number of VCAL units</th>
<th>Total number of VCAL units</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>2</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>

Note: A VCAL student will not receive credit towards their VCAL certificate for partially completed VET units of competency. Students must be assessed as competent for the unit of competency before it contributes towards the VCAL.
Structured Workplace Learning

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

Where SWL opportunities are limited, schools are advised to organise industry visits. A range of industry settings may provide a useful and appropriate context for industry familiarisation. Schools/RTOs are also strongly encouraged to contact the workplace learning coordinators in their Local Learning and Employment Network (LLEN) area. Workplace learning coordinators work with the LLENs, secondary schools, RTOs, Technical and Further Education (TAFE) institutes, Adult and Community Education (ACE) providers and local employers to coordinate work placements for school-based apprenticeships and traineeships, SWL and work experience. More information can be obtained from the Workplace Learning Coordinators in each LLEN area: <www.education.vic.gov.au/about/programs/pathways/pages/coordinators.aspx>.

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 competency, as determined by the RTO
- increased employment opportunities.

The VCAA strongly recommends that students undertake a minimum of 40 hours SWL for the VCE VET Small Business program. SWL should be spread across the duration of the training program.

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


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


The toolbox also includes information brochures on workplace learning for students, educators, employers and parents/guardians.

Work Health and Safety

Schools/RTOs must ensure that Work Health and Safety (WHS) issues are fully addressed in the training program. The principal is responsible for ensuring the school meets its responsibilities for students in SWL arrangements. Where the student will be employed under an SWL arrangement, the principal must be satisfied that the student is undertaking training in the WHS unit of competency BSBWHS201A Contribute to health and safety of self and others before the arrangement can be entered into.

Students must be informed of the significance of work-related hazards. They must understand the need for, and the nature of, workplace risk controls such as safe working procedures and the use of personal protective clothing and equipment.
Schools must also be satisfied, through their review of the acknowledgment provided by employers on the SWL Arrangement form, that the workplace in question and the activities proposed will not expose a student to risk during their structured work placement.

Employers must view their duty of care towards 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 that presents potential risk. This means that no student may be exposed at any time to dangerous plant machinery, equipment, substances, work environments or work practices.†

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

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


† Employers should be provided with DEECD’s Structured Workplace Learning Employer Guidelines, which set out their responsibilities and provide information to assist them with induction and supervision of students. The guidelines are available on the DEECD website: <www.education.vic.gov.au/school/teachers/teachingresources/careers/work/pages/structuredlearning.aspx>.
Employability skills

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

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

Employability skills are:

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

The eight employability skills are:

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

An employability skills qualification summary exists for each qualification. These summaries are designed to assist trainers and assessors to identify and include important industry application of employability skills in learning and assessment strategies. The employability skills summary for 22247VIC Certificate II in Small Business (Operations/Innovation) can be found in Section 4.2 under ‘Section B: Course information’ in the accredited course curriculum, which is available on the Training Support Network (TSN) website at: <trainingsupport.skills.vic.gov.au/curriculum.cfm>.

Employability skills are derived from the Employability Skills Framework (*Employability Skills for the Future, 2002*) developed by the Australian Chamber of Commerce and Industry and the Business Council of Australia.
Registered Training Organisations

VCE VET programs should be delivered and assessed in accordance with the quality standards utilised by the VET regulator that the Registered Training Organisation (RTO) is operating under. This ensures that students are eligible for nationally recognised qualifications or gain credit towards those qualifications.

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

Under the quality standards used by Australian Skills Quality Authority (ASQA) and the Victorian Registration and Qualifications Authority (VRQA), only RTOs may issue VET qualifications or statements of attainment. In order to comply with these arrangements, a school offering VCE VET programs can form a partnership with an RTO, or register as an RTO in its own right. Assessment must be conducted 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 that is not registered as an RTO but intends to deliver training must do so under the auspices of an RTO.

Requirements for registration

The VRQA maintains responsibility for the regulation of RTOs that deliver training solely in Victoria.

Victorian RTOs that deliver courses to international students and/or deliver courses in another Australian state or territory have their registration managed by ASQA.

The VRQA’s application form for registration and conditions of registration are available from:

- Victorian Registration and Qualifications Authority
- VET Registration Branch
- Phone: (03) 9032 1564
- Email: qar@edumail.vic.gov.au

Further information on ASQA is available from:

- Australian Skills Quality Authority
- Phone: 1300 701 801
- Website: <www.asqa.gov.au>.

The role of the RTO

Under the quality standards used by ASQA and the VRQA, all quality assurance requirements in relation to training delivery, assessment and certification are the responsibility of RTOs.

RTOs should refer to the following documents for further information:

- Standard 1 of the AQTF Users Guide to the Essential Conditions and Standards for Continuing Registration addresses the issue of the RTO providing quality training and assessment across all of its operations. This publication is available at <www.nssc.natese.gov.au>. Refer to:
  - Element 1.3 for information on staff, facilities, equipment, and training and assessment materials used by the RTO
  - Element 1.4 for information on the determination of trainer and assessor competencies.
OR

• SNR 15 of the Standards for NVR‡ Registered Training Organisations 2012, which addresses the issue of the RTO providing quality training and assessment across all of its operations. Refer to:
  – 15.3 for information on staff, facilities, equipment and training and assessment materials used by the RTO
  – 15.4 for information on determination of trainer and assessor competencies.

**Guidelines for VET providers**

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

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

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

• governance, probity and compliance with statutory requirements
• quality assurance, review and evaluation processes
• student enrolment records and certification
• student learning outcomes and welfare services
• teaching, learning and assessment.

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

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

‡ NVR: National VET Regulator
Delivery

RTOs intending to offer the VCE VET Small Business program are required to use the Victorian accredited course curriculum for 22247VIC Certificate II in Small Business (Operations/Innovation). The course curriculum comprises units of competency from a range of training packages and curriculum units developed for the accredited course.

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

RTOs may deliver and assess the training programs in an appropriately simulated environment, provided that the contexts for assessment as described in the training package are complied with. When simulations are used for assessing competency, it is vital that they are set up to reflect real industry activities and conditions. Simulations are a source of performance evidence of how the activity was carried out. The costs of setting up a valid simulation can be considerable.

Some elements of units of competency may be best delivered and assessed in the workplace. This may be facilitated through structured workplace learning (SWL) arrangements or projects.

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

Option 1: Schools as RTOs
A school may apply to the VRQA to become an RTO for the provision of VET qualifications. A summary of registration requirements and contact details for registration are provided on page 13 of this program booklet.

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 is responsible for enrolling its students with the VCAA in the relevant certificate and units of competency and for entering results on the Victorian Assessment Software System (VASS) according to VCAA deadlines. Where the school is an RTO, it is also responsible for providing enrolment, results and other data within the VET training sector.

Option 2: School and RTO partnerships
A school in partnership with an RTO is not required to register as a training organisation, because any delivery by the school will be auspiced by the RTO.

The home school is responsible for enrolling its students with the VCAA and for entering student results on the VASS according to VCAA deadlines. The home school is also responsible for providing enrolment, results and other data within the VET sector.

The RTO is responsible for awarding qualifications and issuing statements of attainment for completed VET.

School and RTO partnerships may work in the following ways:

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

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

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

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

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

• **Delivery in the workplace**

Schools and RTOs may arrange for delivery of training and assessment to occur in the workplace. Some elements of units of competency may be best delivered and assessed in the workplace. This may be facilitated through SWL arrangements or projects.

• **VET clusters**

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

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

**Contractual arrangements**

Government schools requiring information on the contractual arrangements needed for the delivery of VET programs should visit the following webpage: <www.education.vic.gov.au/school/principals/finance/Pages/purchasing.aspx>.

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

  CECV: <www.cecv.catholic.edu.au>.

  Independent Schools Victoria: <www.is.vic.edu.au>.
Assessment

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

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

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

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

For further information, refer to:

  <www.nssc.natese.gov.au>

- Standards for NVR Registered Training Organisations 2012:

- Training Packages @ Work, Back 2 Basics, Edition 4:
Administration

Enrolments
All students commencing the VCE VET Small Business program in 2014 and beyond must comply with the requirements outlined in this booklet.

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

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

Schools must enrol students in the VCE VET program as follows:
- Only enrol students in the units of competency they are expecting to complete in that year. If a student does not complete a unit of competency and wishes to continue, enter an 'N' (Not Yet Completed) result and re-enrol the student in a later year.
- Ensure that students expecting to satisfactorily complete a Units 3 and 4 sequence in that year have been enrolled in the required number of units of competency that will provide a Units 3 and 4 sequence.

Recording results

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

Results must be entered on the VASS in time to meet the VCAA deadlines. Refer to the current Important Administrative Dates for the due date: <www.vcaa.vic.edu.au/pages/schooladmin/admindates/index.aspx>.

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 the VASS.

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

VCE unit completion
The VCAA determines the nominal hour requirement for a VCE VET unit for each VCE VET program. This information is detailed on the certificate structure report for the qualification, which is available on the VASS. Enrolment in units of competency on the VASS automatically generates VCE unit enrolments. Similarly, as units of competency are recorded as satisfactorily completed, the VASS automatically converts these results into completion of VCE units.
Reporting

VCE VET units are reported on the student’s VCE or VCAL statement of results, together with other completed VCE or VCAL units. Students also receive from the VCAA a separate VET statement of results listing all units of competency achieved.

The student receives ‘S’ for each unit of competency achieved. The VET statement of results includes only units of competency for which the student has been awarded an ‘S’.

Certification

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

For further advice and assistance with enrolling and reporting on students on the VASS, please refer to the VET Quick Guide for VASS Administrators and Registered Training Organisations: <www.vcaa.vic.edu.au/Pages/schooladmin/vass/usingvass.aspx>.
Articulation and pathways

Small business workplaces are found in every industry, with a great variety of contexts and characteristics.

As stated in Section 2.1 of the 22247VIC Certificate II in Small Business (Operations/Innovation) curriculum:

Graduates of this course will be able to meet the current and future industry requirements to work effectively within small business contexts across a range of industry sectors with the skills, knowledge and attributes to:

- support safe and sustainable small business operations
- support the daily financial management of small business operations
- demonstrate elementary professional skills and approaches to engage in small business contexts
- apply effective communication, creative thinking and problem-solving techniques to underpin cooperative relationships between stakeholders within a small business context
- support the implementation and review of innovation and change within a small business context.

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

- BSB40212 Certificate IV in Business
- BSB40312 Certificate IV in Customer Contact
- BSB40407 Certificate IV in Small Business Management
- BSB40507 Certificate IV in Business Administration
- BSB40610 Certificate IV in Business Sales
- BSB40707 Certificate IV in Franchising
- BSB41307 Certificate IV in Marketing
- BSB41707 Certificate IV in Recordkeeping
- BSB41910 Certificate IV in Business (Governance)
- BSB50207 Diploma of Business
- BSB50311 Diploma of Customer Contact
- BSB50407 Diploma of Business Administration
- BSB50507 Diploma of Franchising
- BSB50710 Diploma of Business (Governance)
- BSB51107 Diploma of Management
- BSB51207 Diploma of Marketing
- BSB51707 Diploma of Recordkeeping.
Useful resources and contacts

All training resources should be industry focused and relevant to current industry practice. Specific requirements for assessment are listed in each unit of competency.

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

**Australian Quality Training Framework (AQTF)**

The AQTF is the national set of standards that assures nationally consistent, high quality training and assessment services for the clients of Australia’s vocational education and training system. The *AQTF Users Guide to the Essential Conditions and Standards for Continuing Registration (Version 2010)* applies to established RTOs operating under the VRQA and has been effective since 1 July 2010. The *AQTF Users Guide to the Essential Standards for Continuing Registration* assists RTOs in interpreting and applying the AQTF Essential Conditions and Standards for Continuing Registration (Version 2010). These documents can be downloaded from: <www.nssc.natese.gov.au/vet_standards/standards_for_vet_regulators>.

**Australian Skills Quality Authority (ASQA)**

ASQA is the national regulator for Australia’s vocational education and training sector. ASQA regulates courses and training providers to ensure nationally approved quality standards are met.

RTOs in Victoria that deliver courses to international students and/or deliver courses in another Australian state or territory, have their registration managed by ASQA.

- **Phone:** 1300 701 801
- **Website:** <www.asqa.gov.au>

**Catholic Education Commission of Victoria**

The Catholic Education Commission of Victoria provides a wide range of advice and services for schools, teachers and members of the Catholic education community.

- **Phone:** (03) 9267 0228
- **Fax:** (03) 9415 9325
- **Email:** secretary@cecv.catholic.edu.au
- **Website:** <www.cecv.catholic.edu.au>

**Curriculum Maintenance Manager (CMM)**

The CMM supports the strategic objectives of the Victorian Government by providing advice on the implementation of the national training package and curriculum to all RTOs in Victoria. The contact details for the CMM responsible for Business Industries are available from the Training Support Network website: <trainingsupport.skills.vic.gov.au/cmminf.cfm>.
Department of Education and Early Childhood Development (DEECD)

Higher Education and Skills
The Higher Education and Skills Group is responsible for planning, regulating and delivering a range of education and training programs and services in Victoria. It supports and facilitates access to training and tertiary education opportunities so that Victorians can acquire higher skills that are utilised by, and contribute to the success of, Victorian businesses.

The Higher Education and Skills Group also produces all Victorian purchasing guides, which provide information to assist RTOs, trainers and assessors in using nationally endorsed training packages within Victoria. Purchasing guides can be printed or viewed from the DEECD website:

Website: <www.education.vic.gov.au/training/Pages/default.aspx>

Secondary Reform, Careers and Pathways
The Secondary Reform, Careers and Pathways Branch supports schools and providers in the delivery of pathway programs including VET in Schools, the VCAL and school-based/part-time apprenticeships and traineeships. The branch also supports schools to effectively participate in the Trade Training Centre program.

Website: <www.education.vic.gov.au/school/principals/curriculum/Pages/qualifications.aspx>

Independent Schools Victoria
Independent Schools Victoria represents Victorian independent schools.

Phone: (03) 9825 7200
Fax: (03) 9826 6066
Email: enquiries@is.vic.edu.au
Website: <www.is.vic.edu.au>

Industry Skills Council – Innovation and Business Skills Australia (IBSA)
IBSA is the industry skills council for Small Business. Industry skills councils provide authoritative independent information on training needs and promote skills development and take-up of training by businesses in their industries.

Level 11, 176 Wellington Parade
East Melbourne VIC 3002
Tel: (03) 9815 7000
Fax: (03) 9815 7001
Website: <www.ibsa.org.au>
Standards for NVR Registered Training Organisations 2012


Training.gov.au (TGA)

TGA is a national online database that provides access to training packages, units of competency and information on qualifications, courses and RTOs.

Training Packages @ Work: Back 2 Basics, Edition 4

Training Packages @ Work: Back 2 Basics, Edition 4, is an easy-to-read guide explaining key information about the VET system in Australia and is appropriate for those who are new to the VET sector. This guide can be downloaded from: <www.industry.gov.au/skills/ResourcesAndPublications/Documents/Back2Basics.pdf>.

Training Support Network (TSN)

The TSN provides information for RTOs, including free training resources, Victorian state-accredited curricula and contact details and newsletters from all Curriculum Maintenance Managers. The accredited course curriculum for 22216VIC Certificate II in Building and Construction Pre-apprenticeship can be downloaded from: <trainingsupport.skills.vic.gov.au/curriculum.cfm>.

Victorian Curriculum and Assessment Authority (VCAA)

Publications

- VASS Help Screens for enrolment advice.

Student Records and Results Unit

The Student Records and Results Unit manages the administration of enrolments and the delivery of results for students undertaking the VCE and VCAL. It provides support to schools and teachers with enquiries on certificate enrolments and results, certification/eligibility and student administration.

   Phone:    (03) 9032 1756
   Fax:      (03) 9032 1591
   Email:    student.records@edumail.vic.gov.au

§ NVR: National VET Regulator
VASS Unit

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

The VASS Unit manages VASS and provides support for VASS users. For all VASS enquiries:

- Phone (metro): (03) 9032 1758
- Phone (country): 1800 827 721
- Email: vass.support@edumail.vic.gov.au

VCAL Unit

The VCAL Unit manages the development of the VCAL and supports its implementation. It provides support to schools and teachers with enquiries on delivery of VCAL curriculum and assessment, VCAL quality assurance processes, VCAL resources, professional development for VCAL providers, providers currently offering VCAL, and becoming a new VCAL provider.

- Phone: (03) 9032 1725
- Email: vcaa.vcal@edumail.vic.gov.au
- Website: <www.vcaa.vic.edu.au/Pages/vcal/index.aspx>

VCE Curriculum Unit

The VCE Curriculum Unit is responsible for coordinating the ongoing development, review, implementation and evaluation of the VCE curriculum. It provides support to schools and teachers with enquiries on the implementation of VCE curriculum and related monitoring activities, including professional development and VCE publications.

- Phone: (03) 9032 1731
- Email: curriculum.vcaa@edumail.vic.gov.au
- Website: <www.vcaa.vic.edu.au/Pages/vce/index.aspx>

VET Unit

The VET Unit manages the recognition arrangements for VCE VET programs within the VCE and VCAL, including the development of new programs, review and maintenance of existing programs and implementation of scored assessment in VCE VET programs. It provides support to schools and teachers for all VET programs that are undertaken by students and contribute to the VCE or VCAL.

- Phone: (03) 9032 1737
- Email: vet.vcaa@edumail.vic.gov.au
- Website: <www.vcaa.vic.edu.au/Pages/vet/index.aspx>

Victorian Registration and Qualifications Authority (VRQA)

The VRQA provides regulation that ensures quality education and training is delivered by the providers it registers in Victoria.


- Phone: (03) 9637 2806
- Email: vrqa.schools@edumail.vic.gov.au
- Website: <www.vrqa.vic.gov.au>
Victorian Tertiary Admissions Centre (VTAC)

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

Phone: 1300 364 133
Website: <www.vtac.edu.au>
Glossary

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

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

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

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

Australian Quality Training Framework (AQTF)
The national set of standards that 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.

Competency standards
Statements that define the skills and knowledge needed for effective work performance at the standard required in the workplace. These standards have been agreed nationally by industry advisory bodies across Australia and are part of the national training packages endorsed by the National Skills Standards Council (NSSC). The standards define the required training outcomes and outline what must be demonstrated before a candidate may be assessed competent.

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

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 Skills Framework
The system of vocational education and training that applies nationally. It comprises the VET Quality Framework, the Australian Qualifications Framework and nationally endorsed training packages. The National Skills Framework is a nationally consistent, industry-led system designed to provide high quality skill outcomes that maintain individuals' employability and increase their productivity, provide for nationally recognised qualifications, and improve the competitiveness of enterprises and the nation.
Nominal hours
The scheduled hours required for the delivery and assessment of vocational training as determined by DEECD.

Registered Training Organisation (RTO)
RTOs meet the AQTF Essential Conditions and Standards for Initial Registration, which allow them to deliver nationally recognised vocational education and training. They include TAFE institutes, private training providers, enterprises and schools.

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

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

Unit of competency
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 competency are divided into elements, each with performance criteria and a guide to the evidence on which assessment of competency should be based. References to units of competency in this program booklet may refer to both units of competency and modules.

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

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

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

Victorian Assessment Software System (VASS)
The online system used by schools to register students and enter VCE and VCAL enrolments and results directly onto the VCAA central database.

Vocational Education and Training (VET)
Nationally recognised vocational certificates. These certificates may be integrated within a VCE or VCAL program.