VCE VET
Animal Studies

Incorporating
ACM20110 Certificate II in Animal Studies

November 2011

This program is for implementation from 2012 and must be used in conjunction with the nationally endorsed ACM10 Animal Care and Management Training Package
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Introduction

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

VCE VET programs lead to nationally recognised qualifications, thereby offering students the opportunity to gain both the VCE and a nationally 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 contribute towards satisfactory completion of the VCE. VCE VET units have equal status with other VCE units
- 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 VCE VET Animal Studies program. The VCE VET Animal Studies Program Booklet includes information on the completion requirements for the VCE VET Animal Studies program, program structure, credit arrangements and delivery and assessment options.

The VCE VET Animal Studies Program Booklet must be used in conjunction with the nationally endorsed ACM10 Animal Care and Management Training Package. The training package provides details on each unit of competency, qualification packaging rules and assessment requirements. It can be downloaded from the Training.gov.au website at: http://training.gov.au/Training/Details/ACM10

The VCE VET Animal Studies Program Booklet can be downloaded from the VCAA website under the ‘Publications’ section on the VCE VET Animal Studies webpage at: www.vcaa.vic.edu.au/vet/programs/animalstudies/animalstudies.html

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

ADDITIONAL SOURCES OF VCAA INFORMATION

VCAA Bulletin VCE, VCAL and VET

The VCAA Bulletin VCE, VCAL and VET is the VCAA’s official publication for VCE and VCAL studies and VCE VET programs. The VCAA Bulletin VCE, VCAL and VET includes all information on VCE VET program updates. It is the responsibility of each VCE VET teacher to refer to each issue of the VCAA Bulletin VCE, VCAL and VET. The VCAA Bulletin VCE, VCAL and VET is available via subscription or online at: www.vcaa.vic.edu.au/correspondence/bulletins/bulletinindex.html

VCE and VCAL Administrative Handbook

The VCE and VCAL Administrative Handbook includes all aspects of the administration of the VCE, VET and VCAL, and sets out the rules, regulations and procedures governing the delivery of the VCE, VET and VCAL. The integration of VET into the VCE and VCAL is also fully explained. The handbook is available on the VCAA website at: www.vcaa.vic.edu.au/schooladmin/index.html
**Victorian Assessment Software System Unit**

The Victorian Assessment Software System (VASS) is the Internet-based system used by schools to register students and enter VCE, VET and VCAL enrolments and results directly into the VCAA central database.

For all VASS enquiries:
- Hotline (metro): (03) 9651 4482
- Hotline (country): 1800 827 721
- Email: vass.support@edumail.vic.gov.au
ACM10 Animal Care and Management Training Package

NATIONAL SKILLS FRAMEWORK

The two key elements of the National Skills Framework are the Australian Quality Training Framework (AQTF) and training packages. The AQTF comprises national standards for the registration and auditing of training providers and accreditation of courses, and national standards for state and territory registering authorities.

Registered Training Organisations (RTOs) are providers and assessors of nationally recognised training. Only RTOs can issue nationally recognised qualifications.

The development of training packages is managed by industry skills councils on behalf of the industry and endorsed by the National Skills Standards Council (NSSC), 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.

The VCE VET Animal Studies program is drawn from the nationally recognised ACM10 Animal Care and Management Training Package which can be accessed at: http://training.gov.au/Training/Details/ACM10

Continuous Improvement

During the life of the ACM10 Animal Care and Management Training Package there may be occasions when changes are made to reflect feedback from users or to include the latest industry practices. This process is called Continuous Improvement. When Continuous Improvement impacts on the VCE VET Animal Studies program, advice will be published in the VCAA Bulletin VCE, VCAL and VET and links to these updates will be published on the VCAA website: www.vcaa.vic.edu.au/vet/programs/animalstudies/animalstudies.html

COMPLETION REQUIREMENTS FOR THE CERTIFICATES

The following information needs to be read in conjunction with the ACM10 Animal Care and Management Training Package.

ACM20110 Certificate II in Animal Studies

For the award of ACM20110 Certificate II in Animal Studies, students must achieve twelve units of competency – seven core units and five elective units.
VCE VET Animal Studies program

The VCE VET Animal Studies program is for implementation from 2012 and must be used in conjunction with the nationally endorsed ACM10 Animal Care and Management Training Package. The program provides students with the knowledge and skills to enter the animal care and management industry and covers a range of units including workplace health and safety, working in the animal care industry, surgery preparation assistance, assisting in the care of animals and acting as an information source for animal care needs.

Employment opportunities exist in a number of designated sectors in the animal care and management industry in roles such as animal care attendant, animal shelter attendant, kennel hand, cattery attendant, pet shop attendant and assistant dog groomer.

AIMS

The VCE VET Animal Studies program aims to:

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

PROGRAM STRUCTURES

The VCE VET Animal Studies program offers ACM20110 Certificate II in Animal Studies and consists of twelve units of competency:

• Units 1 and 2: six compulsory units, two elective units
• Units 3 and 4: two compulsory units, two elective units.

On successful completion students are eligible for:

• the award of ACM20110 Certificate II in Animal Studies
• recognition of up to three units at Units 1 and 2 level and a Units 3 and 4 sequence.

PROGRAM DURATION

The VCE VET Animal Studies program has a nominal hour duration of between 420–440 hours which may be completed over two or three years.

The nominal hours attached to each unit of competency are calculated by Skills Victoria as an indicator of the training time required to become competent. They are a guide only, and the actual duration of the training is affected by students’ readiness to be assessed for the particular unit of 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 Animal Studies program, the identified sets of competencies have been grouped for recognition purposes to form Units 1 and 2 and a Units 3 and 4 sequence. This program has formalised credit arrangements into the VCE which are outlined in this booklet.

A range of delivery sequences is possible; however, the selected delivery schedule should take into account the linkages between units of competency. Each unit of competency provides guidelines on the different situations and contexts within which to deliver the unit and may indicate some linkages with other units of competency.

Schools are advised that the Units 3 and 4 sequence is not designed as a stand-alone study. The intention of VCE VET programs is to provide students with a qualification that meets industry expectations. The foundation knowledge and skills for the ability to function effectively in the workplace are often acquired in the early stages of the training program and are necessary for the achievement of competency in other areas of the program. A student may have great difficulty in achieving competence in the specified areas without first having undertaken training in the foundation or core units of competency. The strong advice and assumption of industry bodies is that the value of the training will be compromised unless based on the foundation skills specified by industry for the qualification.

SAFETY

This program may involve potential hazards associated with working near or handling animals. It is the responsibility of the school and the RTO to ensure that duty of care is exercised in relation to the health and safety of all students during training.

ANIMAL WELFARE AND ETHICS

It is the responsibility of the trainer/assessor to ensure that the handling of animals for training activities in educational settings is:

- covered by a Scientific Procedures Premises Licence
- in accordance with the codes of practice for animal welfare
- approved by the responsible Animal Ethics Committee.

Scientific Procedures Premises License

In Victoria, the use of animals for research and teaching is regulated by Part 3 of the Prevention of Cruelty to Animals Act 1986 and Part 4 of the Prevention of Cruelty to Animals Regulations 2008. The purpose of the Prevention of Cruelty to Animals Act is to prevent cruelty to animals, to encourage the considerate treatment of animals, and to improve the level of community awareness about the prevention of cruelty to animals. Under the Prevention of Cruelty to Animals Act, the conduct of Scientific Procedures using animals in Victoria must be licensed by the Department of Primary Industries. The Prevention of Cruelty to Animals Regulations prescribe the principles and guidelines set out in the Australian Code of Practice for the Care and Use of Animals for Scientific Purposes (2004).

It is the responsibilities of all persons using animals for research and teaching to ensure that:

- they are familiar with the relevant legislation, in particular the Australian Code of Practice for the Care and Use of Animals for Scientific Purposes (2004)
- any work with animals is covered by an appropriate licence
• any work done is restricted to that approved by the responsible Animal Ethics Committee
• they only carry out work in authorised premises.

Individuals undertaking activities not authorised by a legally operating Animal Ethics Committee, or under the authority of an improperly constituted or functioning Animal Ethics Committee are liable to prosecution.

For more information about the Scientific Procedures Premises Licence and access to the application form can be found on the Department of Primary Industries website:

Victorian Schools Animal Ethics Committee
It is a legal requirement that an application be lodged with the Victorian Schools Animal Ethics Committee (VSAEC) to seek approval for keeping animals at school for the purpose of teaching and learning. VSAEC has been established to help all Victorian schools comply with relevant legislation in the responsible care for animals used in teaching. VSAEC is available to all government, Catholic and independent primary and secondary schools statewide.

Further information can be found on the following website:
VCE VET Animal Studies program structure

ACM20110 CERTIFICATE II IN ANIMAL STUDIES

<table>
<thead>
<tr>
<th>Code</th>
<th>Unit title</th>
<th>Nominal hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACMGAS201A</td>
<td>Work in the animal care industry</td>
<td>30</td>
</tr>
<tr>
<td>ACMGAS202A</td>
<td>Participate in workplace communications</td>
<td>20</td>
</tr>
<tr>
<td>ACMGAS203A</td>
<td>Complete animal care hygiene routines</td>
<td>30</td>
</tr>
<tr>
<td>ACMGAS204A</td>
<td>Feed and water animals</td>
<td>40</td>
</tr>
<tr>
<td>ACMOHS201A</td>
<td>Participate in OHS processes</td>
<td>40</td>
</tr>
<tr>
<td>ACMUSUS201A</td>
<td>Participate in environmentally sustainable work practices</td>
<td>20</td>
</tr>
</tbody>
</table>

Subtotal 180

Electives: Select a minimum of two units from the following list:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Nominal hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACMVET201A</td>
<td>Carry out veterinary nursing reception duties</td>
<td>30</td>
</tr>
<tr>
<td>ACMVET202A</td>
<td>Carry out daily clinic routines</td>
<td>40</td>
</tr>
<tr>
<td>ACMVET203A</td>
<td>Assist with surgery preparation</td>
<td>40</td>
</tr>
<tr>
<td>ACMGAS207A</td>
<td>Provide reception services for an animal care facility</td>
<td>30</td>
</tr>
<tr>
<td>ACMGAS208A</td>
<td>Source information for animal care needs</td>
<td>40</td>
</tr>
<tr>
<td>ACMGAS209A</td>
<td>Provide information on companion animals, products and services</td>
<td>40</td>
</tr>
<tr>
<td>ACMGAS210A</td>
<td>Prepare for and conduct a tour or presentation</td>
<td>30</td>
</tr>
</tbody>
</table>

Subtotal 60–80

Total for Units 1 and 2 240–260

INTRODUCTORY ELECTIVES GROUP

Units of competency from the Introductory electives group below may contribute to the VCE VET program at Units 1 and 2 level. They should be considered in addition to the minimum requirements of the Certificate II in Animal Studies.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Nominal hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACMGAS101A</td>
<td>Investigate job opportunities in animal care and related industries</td>
<td>10</td>
</tr>
<tr>
<td>ACMGAS102A</td>
<td>Catch and handle a range of quiet animals</td>
<td>40</td>
</tr>
<tr>
<td>ACMGAS103A</td>
<td>Assist in the care of animals</td>
<td>40</td>
</tr>
<tr>
<td>Code</td>
<td>Unit title</td>
<td>Nominal hours</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------------------------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>ACMGAS205A</td>
<td>Assist in the health care of animals</td>
<td>40</td>
</tr>
<tr>
<td>ACMGAS206A</td>
<td>Provide basic first aid for animals</td>
<td>30</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
<td><strong>70</strong></td>
</tr>
<tr>
<td><strong>Electives:</strong></td>
<td>Select a minimum of two units to the value of 110 hours from the following list:</td>
<td></td>
</tr>
<tr>
<td>ACMCAS301A</td>
<td>Work effectively in the companion animal industry</td>
<td>30</td>
</tr>
<tr>
<td>ACMCAS302A</td>
<td>Provide advice on companion animal selection and general care</td>
<td>50</td>
</tr>
<tr>
<td>ACMCAS304A</td>
<td>Capture, handle and transport companion animals</td>
<td>40</td>
</tr>
<tr>
<td>ACMCAS307A</td>
<td>Provide companion animal hydrobathing services</td>
<td>40</td>
</tr>
<tr>
<td>ACMINF301A</td>
<td>Comply with infection control policies and procedures in animal work</td>
<td>60</td>
</tr>
<tr>
<td>ACMUS301A</td>
<td>Implement and monitor environmentally sustainable work practices</td>
<td>40</td>
</tr>
<tr>
<td>ACMGAS301A</td>
<td>Maintain and monitor animal health and wellbeing</td>
<td>50</td>
</tr>
<tr>
<td>ACMGAS302A</td>
<td>Provide enrichment for animals</td>
<td>40</td>
</tr>
<tr>
<td>ACMGAS304A</td>
<td>Carry out simple breeding procedures</td>
<td>40</td>
</tr>
<tr>
<td>ACMGAS305A</td>
<td>Rescue animals and apply basic first aid</td>
<td>30</td>
</tr>
<tr>
<td>ACMSP301A</td>
<td>Provide basic care of amphibians</td>
<td>40</td>
</tr>
<tr>
<td>ACMSP302A</td>
<td>Provide basic care of birds</td>
<td>40</td>
</tr>
<tr>
<td>ACMSP303A</td>
<td>Provide basic care of common native mammals</td>
<td>40</td>
</tr>
<tr>
<td>ACMSP304A</td>
<td>Provide basic care of dogs</td>
<td>40</td>
</tr>
<tr>
<td>ACMSP305A</td>
<td>Provide basic care of domestic cats</td>
<td>40</td>
</tr>
<tr>
<td>ACMSP306A</td>
<td>Provide basic care of marine fish</td>
<td>40</td>
</tr>
<tr>
<td>ACMSP307A</td>
<td>Provide basic care of freshwater fish</td>
<td>40</td>
</tr>
<tr>
<td>ACMSP308A</td>
<td>Provide basic care of marine aquatic invertebrates</td>
<td>40</td>
</tr>
<tr>
<td>ACMSP309A</td>
<td>Provide basic care of terrestrial and freshwater invertebrates</td>
<td>40</td>
</tr>
<tr>
<td>ACMSP310A</td>
<td>Provide basic care of mammals</td>
<td>40</td>
</tr>
<tr>
<td>ACMSP311A</td>
<td>Provide basic care of non-venomous reptiles</td>
<td>40</td>
</tr>
<tr>
<td>ACMSP312A</td>
<td>Provide basic care of rodents and rabbits</td>
<td>40</td>
</tr>
<tr>
<td>ACHCHBR203A</td>
<td>Provide daily care for horses</td>
<td>40</td>
</tr>
<tr>
<td>HLTFA301B</td>
<td>Apply first aid</td>
<td>18</td>
</tr>
<tr>
<td>SIRXM002A</td>
<td>Coordinate merchandise presentation</td>
<td>35</td>
</tr>
<tr>
<td>MSL973004A</td>
<td>Perform aseptic techniques</td>
<td>40</td>
</tr>
<tr>
<td>MSL973007A</td>
<td>Perform microscopic examination</td>
<td>40</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
<td><strong>110</strong></td>
</tr>
<tr>
<td><strong>Total minimum for Units 3 and 4</strong></td>
<td></td>
<td><strong>180</strong></td>
</tr>
<tr>
<td><strong>Total VCE VET program</strong></td>
<td></td>
<td><strong>420–440</strong></td>
</tr>
</tbody>
</table>
Recognition within the VCE

VCE VET UNIT ENTITLEMENT

ACM20110 Certificate II in Animal Studies
Students undertaking ACM20110 Certificate II in Animal Studies are eligible for up to three units at Units 1 and 2 level and a Units 3 and 4 sequence. Students will obtain VCE VET units following the completion of:

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

DUPLICATION

VCE VET units may only make the maximum available contribution towards satisfactory completion of the VCE where no significant duplication exists between the VCE VET program and VCE studies or another VCE VET certificate in a student’s program. Where significant duplication does exist, students may enrol in the VCE VET program and the VCE studies or other VET certificate identified, but a reduced VCE VET unit entitlement will then apply.

No significant duplication has been identified between the VCE VET Animal Studies program and VCE studies or other VCE VET programs.

Note: A student may not be enrolled in both the VCE VET Animal Studies program and an Animal Care and Management School-based Apprenticeship and Traineeship at the same time.

AUSTRALIAN TERTIARY ADMISSIONS RANK

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

The contribution of the VCE VET Animal Studies program to the ATAR is as follows:
- Any contribution to the ATAR is subject to satisfactory completion of a Units 3 and 4 sequence as outlined under VCE VET Entitlement on this page.
- Units 3 and 4 sequences may be counted as a fifth and/or sixth study towards the ATAR.

For further information on the calculation of the ATAR, refer to VTAC:
www.vtac.edu.au/applying/results.html
Recognition within the VCAL

The VCE VET Animal Studies program is available for students who are enrolled in the VCAL. The contribution of the VCE VET Animal Studies 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 VCAL unit towards satisfactory completion of the VCAL.

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

Sample Intermediate VCAL learning program incorporating the VCE VET Animal Studies 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>VCAL Intermediate Literacy Skills Reading and Writing and Oral Communication</td>
<td>VCE VET Animal Studies 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>
<tr>
<td>VCE General Mathematics Units 1 and 2</td>
<td>VCE Industry and Enterprise Units 1 and 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of VCAL units = 4</td>
<td>Total number of VCAL units = 2</td>
<td>Total number of VCAL units = 4</td>
<td>Total number of VCAL units = 2</td>
</tr>
</tbody>
</table>

Notes:

- 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 for it to contribute towards the VCAL.
- Introductory electives do not contribute to VCAL Senior requirements.
Structured Workplace Learning

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

Where SWL opportunities are limited, schools are advised to organise industry visits. A range of industry settings may provide useful and appropriate context for industry familiarisation. Schools/RTOs are also strongly encouraged to contact the Workplace Learning Coordinators in their Local Learning and Employment Network (LLEN) area. Workplace Learning Coordinators work with the LLENs, secondary schools, RTOs, Technical and Further Education (TAFE) institutes, Adult and Community Education providers and local employers to coordinate work placements for School-based Apprenticeships and Traineeships, SWL and work experience. For more information refer to contact details for the Workplace Learning Coordinators in each LLEN area: www.eduweb.vic.gov.au/edulibrary/public/partnerships/natpartnerships/WLC_contact_list.pdf

SWL complements the training undertaken at the school/RTO. It provides the context for:

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

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

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


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

Included on the DEECD website is a link to the Workplace Learning Toolbox. The Toolbox consists of 14 short video clips with accompanying teacher notes, lesson plans, short video clips which highlight Occupational Health and Safety (OH&S) in ten industry areas and student activities: Common Workplace Hazards, Introduction to Workplace Learning, Bullying and Sexual Harassment, Preparing for Work Placement.

OCCUPATIONAL HEALTH AND SAFETY

Schools/RTOs must ensure that OH&S issues are fully addressed in the training program. To assist principals in meeting the school’s responsibilities for students in SWL, the principal must be satisfied that the student has undertaken training in the OH&S unit of competency ACMOHS201A Participate in OHS processes where the student will be employed under a SWL arrangement before the arrangement can be entered into.
Students must be informed of the significance of work related hazards. They must understand the need for, and the nature of, workplace risk controls such as safe working procedures and the use of personal protective clothing and equipment.

Schools must also be satisfied, through their review of the acknowledgment provided by employers on the SWL Arrangement form, that the workplace in question and the activities proposed will not expose a student to risk during their structured work placement.

Employers must view their duty of care toward students as essentially no different from that owed to their employees. They must understand that students cannot be expected to possess the judgment or maturity to undertake any task which presents potential risk. This means that no student may be exposed at any time to dangerous plant, equipment, substances, work environments or work practices.*

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

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

The WorkSafe Victoria website provides useful resources for schools/RTOs:

* Employers should be provided with DEECD’s Structured Workplace Learning Guidelines for Employers, which sets out their responsibilities and provides information to assist them with induction and supervision of students. The guidelines are available on the DEECD website:
Employability skills

Employability skills are generic skills which describe non-technical skills and competencies which contribute to an individual’s effective and successful participation in the workplace. Training packages seek to ensure that industry-endorsed employability skills are explicitly embedded in each unit of 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 regards to employability skills.

The eight employability skills are:

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

An employability skills qualification summary exists for each qualification and is designed to assist trainers and assessors to identify and include important industry application of employability skills in learning and assessment strategies. The employability skills qualification summary for ACM20110 Certificate II in Animal Studies can be downloaded from: http://employabilityskills.training.com.au Employability skills are derived from the Employability Skills Framework (*Employability Skills for the Future, 2002*) developed by the Australian Chamber of Commerce and Industry and the Business Council of Australia, and published by Department of Education, Employment and Workplace Relations (DEEWR).
Registered Training Organisations

VCE VET programs should be delivered and assessed in accordance with the AQTF guidelines. This ensures that students are eligible for nationally recognised qualifications or gain credit toward those qualifications.

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

Under the AQTF, only RTOs may issue VET qualifications or Statements of Attainment. In order to comply with these arrangements, a school offering a VCE VET program 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 not registered as an RTO but intending to deliver training must do so under the auspices of an RTO.

REQUIREMENTS FOR REGISTRATION

The Victorian Registration and Qualifications Authority (VRQA) maintains responsibility for the regulation of RTOs that deliver training solely in Victoria.

RTOs in Victoria, which deliver courses to international students and/or deliver courses in another Australian state or territory (other than Victoria and Western Australia), have their registration managed by the Australian Skills Quality Authority (ASQA).

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

Victorian Registration and Qualifications Authority
VET Registration Branch
Tel: (03) 9651 3288 or (03) 9651 3244
Email: vrqa.schools@edumail.vic.gov.au

Further information on ASQA is available from:
Tel: 1300 701 801

ROLE OF THE RTO

Under the AQTF, all quality assurance requirements in relation to training delivery, assessment and certification are the responsibility of RTOs. This must be in accordance with the AQTF Essential Conditions and Standards for Continuing Registration (Version 2010). This publication is available on the following website: www.training.com.au

Standard 1 of the AQTF Essential Conditions and Standards for Continuing Registration addresses the issue of the RTO providing quality training and assessment across all of its operations.
Element 1.3 requires that:

‘Staff, facilities, equipment, and training and assessment materials used by the RTO are consistent with the requirements of the Training Package or accredited course and the RTOs own training and assessment strategies.’

Element 1.4 states that:

‘Training and assessment is delivered by trainers and assessors who:
(a) have the necessary training and assessment competencies as determined by the National Quality Council or its successors, and
(b) have the relevant vocational competencies at least to the level being delivered or assessed, and
(c) can demonstrate current industry skills directly relevant to the training/assessment being undertaken, and
(d) continue to develop their Vocational Education and Training (VET) knowledge and skills as well as their industry currency and trainer/assessor competence.’

Training.gov.au (TGA) is the official national register of information on training packages, qualifications, courses, units of competency and RTOs. TGA provides a search and browse function that allows you to find specific RTOs that are registered to provide training in one or more states.

GUIDELINES FOR VET PROVIDERS

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

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

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

• Governance, Probity and Compliance with Statutory Requirements
• Quality Assurance, Review and Evaluation Processes
• Student Enrolment Records and Certification
• Student Learning Outcomes and Welfare Services
• Teaching, Learning and Assessment.

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

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

RTOs intending to offer the VCE VET Animal Studies program are required to use the nationally endorsed ACM10 Animal Care and Management Training Package. The ACM10 Animal Care and Management Training Package provides details on each unit of competency, qualification packaging rules and assessment requirements.

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, providing the contexts for assessment as described in the training package are complied with. When simulations are used for assessing competence, it is vital that they are set up to reflect real industry activities and conditions. The costs of setting up a valid simulation can be considerable and therefore simulations should not be considered as an inexpensive alternative.

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

**OPTION 1: SCHOOLS AS RTOS**

Schools may apply to become an RTO for the provision of VET qualifications. A summary of registration requirements and contact details for registration are provided on page 14.

Schools that register to deliver training become responsible for all elements of delivery, assessment and quality assurance, as well as the awarding of qualifications and Statements of Attainment.

A school registered as an RTO is responsible for enrolling its students with the VCAA in the relevant certificate and units of competency and for entering results on the Victorian Assessment Software System (VASS) when units of competency have been achieved. The school is also responsible for provision of enrolment, results and other data within the VET training sector.

**OPTION 2: SCHOOL AND RTO PARTNERSHIPS**

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

The home school is responsible for enrolling their students with the VCAA and for entering student results on VASS according to VCAA timelines.

The RTO is responsible for awarding qualifications and issuing Statements of Attainment for completed VET training.

School and RTO partnerships may work in the following ways:

- **Shared delivery**
  Where a school is able to provide only some of the facilities and training required for the program, students may undertake part of their training at an RTO and the remainder of the program at their school as an auspiced program.
• **Delivery by the school of the whole program, under the auspices of the RTO**
  Schools can negotiate with an RTO to deliver the program, where the school can demonstrate access to suitable staffing and resources. The RTO may also auspice the school to gather evidence for assessment or to conduct assessment of the components delivered by the school.

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

• **Undertaking VET on-site at an RTO**
  A school may arrange for an RTO to deliver and assess the entire program. This may be a TAFE or private RTO. Students travel to the RTO and undertake the training delivered by RTO staff, using RTO facilities.

• **Delivery in the workplace**
  Schools and RTOs may arrange for delivery of training and assessment to occur in the workplace. 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: www.education.vic.gov.au/sensecyouth/purchasing.htm

Non-government schools should refer to the Catholic Education Office or Independent Schools Victoria for advice:

Catholic Education Office: www.ceomelb.catholic.edu.au
Independent Schools Victoria: www.independentschools.vic.edu.au
Assessment

Training package qualifications and accredited courses have specific requirements regarding demonstration of competence and appropriate assessment of competence. These requirements are detailed in each unit of 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:

- *AQTF Essential Conditions and Standards for Continuing Registration* (Version 2010):
  - www.training.com.au
- *Training Packages @ Work, Back 2 Basics, Edition 4:*
Administration

ENROLMENTS

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

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

Schools must enrol students in the VCE VET program as follows:


2. 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 a ‘N’ (Not Yet Completed) result and re-enrol the student in a following year.

3. Ensure that students expecting to satisfactorily complete a Units 3 and 4 sequence in that year have been enrolled in the required number of units of 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 the elements and in accordance with the evidence guide of the unit. Schools are required to record the student’s achievement of all units of competency on VASS.

Results must be entered on VASS in time to meet the VCAA deadlines. Refer to the current VCE and VCAL Administrative Handbook for the due date. It is the responsibility of the home school to ensure that all results from other providers are accurate and received in time to be entered on VASS.

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

VCE unit completion

The VCAA determines the nominal hour requirement for a VCE VET unit for each VCE VET program. Enrolment in VET units of competency on VASS leads automatically to enrolment in VCE VET units. As VET units of competency are completed, VCE VET unit completion is calculated automatically.

REPORTING

VCE VET units are reported on the student’s VCE or VCAL Statement of Results, together with other VCE or VCAL units completed. Students also receive from the VCAA a separate VET Statement of Results listing all units of 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 VASS, please refer to the VCAA website at: www.vcaa.vic.edu.au/vet/enrolmentadvice.html
Articulation and pathways

The ACM10 Animal Care and Management Training Package is designed to address the training needs of the animal care and management industry.

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

Completion of the VCE VET Animal Studies program leads to the award of a qualification that articulates directly to further qualifications within the ACM10 Animal Care and Management Training Package.

This qualification is a general pre-vocational qualification aimed as an entry point into the animal care and management industry. It is highly recommended that whilst undertaking this qualification the learner should seek to gain a period of work placement or work experience in an animal care environment and/or workplace.

This qualification is suited to Australian Apprenticeship pathways.

PATHWAYS FROM THE QUALIFICATION

After achieving this qualification, students may undertake:

- ACM30110 Certificate III in Animal Studies
- ACM30210 Certificate III in Animal Technology
- ACM30310 Certificate III in Captive Animals
- ACM30410 Certificate III in Companion Animal Services
- ACM40410 Certificate IV in Veterinary Nursing.

JOB ROLES

Job role titles covered by this qualification may include:

- animal care attendant
- animal shelter attendant
- kennel hand
- cattery attendant
- pet shop attendant
- assistant dog groomer.
Useful resources and contacts

All training resources should be industry-focused and relevant to the current industry practice. Specific requirements for delivery and assessment are listed in the Evidence Guides for each unit of competency. The training package, training and assessment support materials and industry information is available but not limited to the following sources:

**AgriFood Skills Australia – Industry Skills Council**
AgriFood Skills Australia is one of eleven Industry Skills Councils that 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.
Tel: (02) 6163 7200
Fax: (02) 6162 0610
Email: reception@agrifoodskills.net.au
Website: www.agrifoodskills.net.au

**Australian Quality Training Framework (AQTF)**
The AQTF is the national set of standards which assures nationally consistent, high-quality training and assessment services for the clients of Australia’s vocational education and training system. The AQTF Essential Conditions and Standards for Continuing Registration (Version 2010) applies to established RTOs and was effective from 1 July 2010. The AQTF Users Guide to the Essential Standards for Continuing Registration assists RTOs in interpreting and applying the AQTF Essential Conditions and Standards for Continuing Registration (Version 2010). These documents can be downloaded from: www.training.com.au/pages/menuitem5cbe14d51b49dd34b225261017a62db.aspx

**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.
Tel: 1300 701 801
Website: www.asqa.gov.au

**Catholic Education Office**
The Catholic Education Office provides a wide range of advice and services for schools, teachers and members of the Catholic education community.
Tel: (03) 9267 0228
Fax: (03) 9415 9325
Email: director@ceomelb.catholic.edu.au
Website: www.ceomelb.catholic.edu.au

**Commonwealth Scientific and Industrial Research Organisation (CSIRO)**
CSIRO is Australia’s national science agency and one of the largest and most diverse research agencies in the world. CSIRO offers science programs and resources for schools, special events around Australia and a great range of at-home science for all ages.
Tel: 1300 363 400
Email: Enquiries@csiro.au
Website: www.csiro.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 the ACM10 Animal Care and Management Training Package are:

Kate Bryce, CMM Primary Industries
Tel: (03) 9269 1391
Fax: (03) 9269 1365
Email: kateb-rd@nmit.vic.edu.au
Website: http://trainingsupport.skills.vic.gov.au/cmminf.cfm

Department of Education and Early Childhood Development, Youth Transitions Division
The DEECD provides funds, purchases and regulates education and training services for Victorian Government schools.
Tel: (03) 9637 3181
Fax: (03) 9637 3755
Email: youth.transitions@edumail.vic.gov.au
Website: www.education.vic.gov.au/sensecyouth

Independent Schools Victoria
Independent Schools Victoria represents Victorian independent schools.
Tel: (03) 9825 7200
Fax: (03) 9826 6066
Email: enquiries@independentschools.vic.edu.au
Website: www.independentschools.vic.edu.au

Industry Training Advisory Board (ITAB) – Primary Skills Victoria
Primary Skills Victoria is the ITAB for the primary industries in Victoria. They provide authoritative, independent information on training needs, and promote skills development and take-up of training by businesses in the primary skills industries.
Tel: (03) 9210 9470
Fax: (03) 9210 9471
Email: admin@psv.com.au
Website: www.psv.com.au

Skills Victoria
Skills Victoria 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.
Tel: (03) 9651 9999
Email: skillsvictoria@edumail.vic.gov.au
Website: www.skills.vic.gov.au

Training.gov.au (TGA)
TGA is the national online database which provides access to training packages, units of competency and information on qualifications, courses and RTOs. The ACM10 Animal Care and Management Training Package can be downloaded from the TGA website: http://training.gov.au/Training/Details/ACM10

Training Packages @ Work: Back 2 Basics, Edition 4
Training Packages @ Work: Back 2 Basics, Edition 4 is an easy to read guide that explains key information about the VET system in Australia and is appropriate for someone new to the VET sector. This guide can be downloaded from: www.tpatwork.com/Back-2-basics.aspx

Training Support Network (TSN)
The TSN provides information for RTOs including free training resources, Victorian Accredited Curricula and contact details and newsletters from all Curriculum Maintenance Managers. The TSN also provides all Victorian Purchasing Guides. Purchasing Guides provides information to assist RTOs, trainers and assessors in using nationally endorsed training packages within Victoria. Purchasing Guides can be printed or viewed from the TSN website.
Website: http://trainingsupport.skills.vic.gov.au/p_trgpck.cfm

Victorian Curriculum and Assessment Authority (VCAA)

Publications
- VCAA Bulletin VCE, VCAL and VET provides administrative information and documents developments in VCE VET programs. Schools should ensure relevant information is circulated to appropriate staff and distributed to RTO partners
- VASS Help Screens for enrolment advice.

Student Records and Results Unit
For enquiries on: VCE and VCAL certification/eligibility, VCE student administration, VCE, VCAL and VET credit and student enrolments.
Tel: (03) 9651 4376
Fax: (03) 9651 4470
Email: student.records@edumail.vic.gov.au

VASS Unit
VASS is the Internet-based system used by schools to register students and enter VCE, VCAL and VET enrolments and results directly into the VCAA central database.
For all VASS enquiries:
Hotline (metro): (03) 9651 4482
Hotline (country): 1800 827 721
Email: vass.support@edumail.vic.gov.au
VCAL Unit
For enquiries on: VCAL curriculum and assessment, VCAL publications, review of the VCAL units, VCAL quality assurance process, professional development for VCAL providers, advice on the development of learning programs, advice on VCAL eligibility requirements.
Tel: (03) 9651 4435
Fax: (03) 9651 4324
Email: vcaa.vcal@edumail.vic.gov.au
Website: www.vcaa.vic.edu.au/vcal

VET Unit
For enquiries on: VCE VET programs and School-based Apprenticeships and Traineeships, obtaining program booklets and assessment guides for VCE VET programs, implementing VCE VET programs within a school, sources of information and support for schools, the level of recognition for VCE VET programs in the VCE, professional development for VCE VET programs, processes for approval of new VCE VET programs, other VET programs delivered as part of a senior secondary certificate.
Tel: (03) 9651 4458
Fax: (03) 9651 4324
Email: vet.vcaa@edumail.vic.gov.au
Website: www.vcaa.vic.edu.au/vet

Victorian Registration and Qualifications Authority (VRQA)
The role of the VRQA is to provide regulation that ensures quality education and training is delivered by the providers it registers in Victoria. The VRQA Guidelines for VET Providers can be downloaded from: www.vrq.vic.gov.au/ver/vetregdlines.htm
Tel: (03) 9651 3288 or (03) 9651 3244
Email: vrqa.schools@edumail.vic.gov.au
Website: www.vrq.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 ATAR.
Tel: 1300 364 133
Website: www.vtac.edu.au
Notes: