VET in the VCE
Building and Construction

Leading to the award of:

21844VIC
Certificate II in Building and Construction
(Bricklaying, Carpentry, Painting and Decorating)
Pre-apprenticeship

March 2008

This program booklet must be used in conjunction with the course accreditation document

ACKNOWLEDGMENTS

CONTENTS

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 portable vocational education and training certificate.

VCE VET programs:

- are fully recognised within the Unit 1–4 structure of the VCE and therefore may contribute towards satisfactory completion of the VCE. VCE VET units have equal status with other VCE studies
- may contribute to the satisfactory completion of the Victorian Certificate of Applied Learning (VCAL)
- function within the National Training Framework.

NATIONAL TRAINING FRAMEWORK

The two key elements of the National Training Framework are the Australian Quality Training Framework (AQTF) and training packages. Under the AQTF, Registered Training Organisations (RTOs) are responsible for the assessment and certification of training qualifications, regardless of whether programs are curriculum based or based on training packages.

National training packages are agreed to by Industry Skills Councils and endorsed by the Department of Education, Employment and Workplace Relations (DEEWR). Training packages consist of a set of competency standards, assessment guidelines and national qualifications that apply across an industry. These packages underpin delivery of training by RTOs and industry.

Where a traning package qualification is not available for development of a VCE VET program, an appropriate accredited curriculum that has broad industry and training sector support is used.

The 21844VIC Certificate II in Building and Construction (Bricklaying, Carpentry, Painting and Decorating) Pre-apprenticeship includes modules which have been specifically written for the qualification.

The Certificate II in Building and Construction (Bricklaying, Carpentry, Painting and Decorating) Pre-apprenticeship has been accredited by the VRQA as a nationally recognised qualification.

PROGRAM REVISION

This program booklet replaces the *VCE VET Building and Construction* program booklet published in February 2003. For the VCE VET Building and Construction program, the identified sets of modules have been grouped to form Units 1–4 sequence for VCE recognition purposes. The enhanced recognition status of VCE VET programs are reflected in this program booklet.

ARRANGEMENTS FOR CONTINUING STUDENTS

Students enrolled in the VCE VET 21393VIC Certificate II in Building and Construction in 2007 or earlier should complete their program in 2008 under the arrangements outlined in the *VCE VET Building and Construction* program booklet published in February 2003. Alternatively, the RTO may choose to map the students into the new qualification. Infomation on mapping is available in the accredited curriculum document.

No new students may enrol in 21393VIC Certificate II in Building and Construction after 31 December 2007.

STUDENTS COMMENCING IN 2008 AND BEYOND

All students commencing the VCE VET Building and Construction program in 2008 and beyond must comply with the requirements outlined in this booklet.

Program details

AIMS

The aims of the VCE VET Building and Construction program are to:

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

COMPLETION REQUIREMENTS

The following information needs to be read in conjunction with the course accreditation document for 21844VIC Certificate II in Building and Construction (Bricklaying, Carpentry, Painting and Decorating) Pre-apprenticeship.

Structure of the qualification

The VCE VET Building and Construction program provides three pathways based on the three distinct streams present in the accredited curriculum document. Students may choose to complete a trade specific stream in either Bricklaying, Carpentry or Painting and Decorating.

Upon completion of the VCE VET program, students will have achieved approximately two thirds of the pre-apprenticeship certificate, comprising modules from the certificate core and a selected stream. Students wishing to complete the entire pre-apprenticeship certificate will need to undertake modules beyond the requirements of the VCE VET program.

The modules in the program have been grouped to form Units 1–4 for VCE recognition purposes.

Bricklaying stream

The Bricklaying stream consists of 13 modules:

- ten core modules
- three Bricklaying stream modules.

On successful completion of this program students will have completed two-thirds of the Certificate II in Building and Construction (Bricklaying) Pre-apprenticeship

Carpentry stream

The Carpentry stream consists of a minimum of 15 modules:

- ten core modules
- at least five Carpentry stream modules totalling a minimum of 228 nominal hours.

On successful completion of this program students will have completed two-thirds of the Certificate II in Building and Construction (Carpentry) Pre-apprenticeship.

Painting and decorating stream

The Painitng and Decorating stream consists of a minmum of 13 modules:

• ten core modules

• at least three Painting and Decorating stream modules totalling a minimum of 224 nominal hours

On successful completion of this program students will have completed two-thirds of the Certificate II in Building and Construction (Painting and Decorating) Pre-apprenticeship.

PROGRAM DURATION

The VCE VET 21844VIC Certificate II in Building and Construction (Bricklaying, Carpentry, Painting and Decorating) Pre-apprenticeship involves a nominal duration of a minimum of 396 hours.

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

Program structure

21844VIC CERTIFICATE II IN BUILDING AND CONSTRUCTION (BRICKLAYING, CARPENTRY, PAINTING AND DECORATING) PRE-APPRENTICESHIP

VCE VET Units 1–4		
Code	Unit of competence	Nominal Hours
SELECTED COMMON MODULES (to be undertaken over 2 years)		
VBQM697	Workplace safety and industry induction	40
VBQM698	Workplace procedures for environmental sustainability	16
VBQM699	Basic first aid	8
VBQM705	Levelling	8
VBQM707	Safe handling and use of plant and power tools	16
VBQM708	Workplace documents and plans	20
VBQM700	Building structures	8
VBQM701	Calculations for the building industry	20
VBQM706	Quality principles for the building industry	8
VBQM704	Introduction to scaffolding	24

In addition to the common modules identified, choose modules from the selected stream to bring the required number of hours for the VCE VET Units 1–4 to a minimum of 396 hours.

CARPENTRY STREAM MODULES Select modules totalling a minimum of 228 nominal hours		
VBQM714	Carpentry hand tools	80
VBQM723	Introduction to demolition	16
VBQM716	Basic setting out	24
VBQM717	Sub floor framing	36
VBQM718	Wall framing	48
VBQM719	Roof framing	40
VBQM720	External cladding	24
VBQM721	Installation of window and door frames	24

BRICKLAYING STREAM MODULES Select all three modules		
VBQM709	Bricklaying hand tools	60
VBQM713	Masonry blockwork	50
VBQM710	Bricklaying Basic Skills	126
PAINTING AND DECORATING STREAM MODULES Select modules totalling a minimum of 224 nominal hours		
VBQM725	Painting and decorating hand tools	40
VBQM726	Surface preparation	80
VBQM729	Paint application	140
VBQM727	Paint principles	12
VBQM728	Colour theory and practice	32

Workplace safety and industry induction is a prerequisite for all modules with the exception of basic first aid.

Hand tools modules from the selected stream are to be completed in the first year of the program.

The sequencing of modules is up to the RTO, however, it is anticipated that a larger number of common modules would be undertaken in the first year of the program.

Sample programs can be found on page 25.

Sequence

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

Schools are advised that the module *VBQM697 Workplace safety and industry induction* must be undertaken early in the program prior to the delivery of any practical modules.

STRUCTURED WORKPLACE LEARNING (SWL)

The VCAA has determined that SWL is an appropriate and valuable component of all VCE VET programs. SWL complements the training undertaken at the school/RTO. It provides the context for:

- enhancement of skills development
- practical application of industry knowledge
- assessment of units of competence, as determined by the RTO
- increase of employment opportunities and marketability.

The VCAA strongly recommends that students enrolled in this program undertake a minimum ten days Structured Workplace Learning.

SWL should be spread across the duration of the training program.

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

VBQM697 Workplace safety and industry induction must be undertaken prior to SWL.

The SWL Occuptional Heath and Safety arrangements are outlined in Ministerial Order 23.

Where structured workplace learning opportunities are limited, schools are advised to organise industry visits. A range of industry settings may provide useful and appropriate context for industry familiarisation.

A *Structured Workplace Learning Manual* developed by the Office of Learning and Teaching in 2005 is available. Although it has been designed primarily for structured workplace learning coordinators, employers may find it a useful reference. Included in the manual is a supporting video entitled *Workwise – workplace safety for students*. This video highlights OH&S issues in the industry areas of hairdressing, engineering, automotive, primary industry and hospitality.

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

www.sofweb.vic.edu.au/voced/structured_workplace_learning/index.htm

Local Community Partnerships

SWL has grown rapidly in recent years. So that industry is not overwhelmed with requests, clusters of government and non-government schools work together with business to maximise the benefits of SWL. Clusters usually operate through a 'local community partnership' which employs staff specifically to coordinate placements and monitor their quality. Local community partnerships are incorporated bodies with a board of management with representatives from education, industry and the community. The partnerships are now funded and managed by the Australian Government Department of Education, Employment and Workplace Relations (DEEWR) as part of the Career Advice Australia (CAA) Initiative. There are over 200 partnerships across Australia.

The Curriculum Corporation website provides support for SWL programs including case studies: www.curriculum.edu.au

Sourced from the Department of Education, Employment and Workplace Relations website: www.deewr.gov.au

OCCUPATIONAL HEALTH AND SAFETY

Schools/RTOs must ensure that occupational health and safety issues are fully addressed in the training program. To assist principals in meeting the schools' responsibilities for students in SWL, delivery of training for the module *VBQM697 Workplace safety and industry induction* must be completed before students begin their structured work placement.

Students must be informed of the significance of work related hazards. They must understand the need for, and the nature of, workplace risk controls such as safe working procedures and the use of personal protective clothing.

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

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

On the first morning of their placement, students should be introduced to their supervisor and provided with a formal induction to the workplace. This will include first aid, emergency and incident reporting arrangements. The student should be given an 'orientation tour' of the workplace and any excluded areas or activities should be pointed out.

Close supervision of students undertaking SWL is essential. Supervisors nominated by the employer must understand all requirements for safely managing the student's activities.

These websites may provide useful resources for schools/RTOs:

www.worksafe.vic.gov.au/wps/wcm/connect/worksafe

* Employers should be provided with the Department of Education and Early Childhood Development Structured Workplace Learning Guidelines for Employers, which sets out their responsibilities and provides information to assist them with induction and supervision of students. This is available on the Education website:
www.education.vic.gov.au/sensecyouth/careertras/worklearn/default.htm

Recognition within the VCE

VCE VET UNIT ENTITLEMENT

Students are eligible for credit of up to four VCE VET units on their VCE Statement of Results: two units at 1–2 level and a Unit 3–4 sequence.

The VCE VET Building and Construction program provides a Unit 3–4 sequence for satisfactory completion purposes.

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

DUPLICATION

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

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

EQUIVALENT NATIONAL TERTIARY ENTRANCE RANK (ENTER)

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

The contribution of the VCE VET Building and Construction program to the ENTER is as follows:

- Any contribution to the ENTER is subject to satisfactory completion of a Unit 3–4 sequence.
- Students who successfully complete a Unit 3–4 sequence will receive one ENTER increment.

An increment is calculated as 10 per cent of the average of the scaled scores of the student's primary four VCE studies.

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

Recognition within the VCAL

The VCE VET Building and Construction program is available for students who are enrolled in the VCAL.

The contribution of the VCE VET Building and Construction program to a student's VCAL program is determined by the number of modules successfully completed. When a student has been assessed as competent in modules totalling 100 nominal hours, this will contribute one VCAL unit towards satisfactory completion of the VCAL.

The VCE VET Building and Construction program will satisfy learning outcomes for the Industry Specific Skills and Work Related Skills strands.

The VCE VET Building and Construction 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 Building and Construction program:

Literacy and Numeracy Skills	Industry Specific Skills	Work Related Skills	Personal Development Skills
VCAL Intermediate Literacy Skills Reading and Writing and Oral Communication VCE General Mathematics Units 1 and 2	VCE VET Building and Construction 400 hours	VCAL Intermediate Work Related Skills Units 1 and 2 VCE Industry and Enterprise Unit 1	VCAL Intermediate Personal Development Skills Units 1 and 2
Total number of VCAL units = 4	Total number of VCAL units = 4	Total number of VCAL units = 3	Total number of VCAL units = 2

Note: A VCAL student will not receive credit towards their VCAL certificate for partially completed VET units of competence/modules. For example, if a student completes 100 hours of a 200 nominal hour unit of competence or module, they will receive no credit towards their VCAL for that unit/module. The complete unit of competence/module must be successfully completed for the student to receive credit towards their VCAL certificate.

Students undertaking a structured workplace learning placement may also satisfy some of the learning outcomes related to the Work Related Skills strand.

Delivery and assessment

VCE VET programs function within the AQTF, so that students may be eligible for nationally recognised qualifications or gain credit toward those qualifications.

ROLE OF REGISTERED TRAINING ORGANISATIONS

Under the AQTF, all quality assurance requirements in relation to training delivery, assessment and certification are the responsibility of RTOs. RTOs are responsible for issuing qualifications and Statements of Attainment.

The *AQTF 2007 Essential Standards for Registration* are available from the following website: www.training.com.au

In particular, Standard 1 addresses the issue of the RTO providing quality training and assessment across all of its operations:

Element 1.4 states that:

'Training and assessment are conducted by trainers and assessors who:

(a) have the necessary training and assessment competencies as determined by the National Quality Council or its successors

(b) have the relevant vocational competencies at least to the level of being delivered or assessed

(c) continue developing their vocational and training and assessment competencies to support continuous improvements in delivery of the RTO's services.'

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

Assessment may be conducted only by or under the auspices of an RTO. Cooperative arrangements may be established between schools and RTOs for the delivery and assessment of components of a training program. A school not registered as an RTO but intending to deliver training must do so under the auspices of an RTO.

Schools need to be assured that training providers are registered before entering an arrangement.

The National Training and Information Service (NTIS) <www.ntis.gov.au> is the official national register of information on training packages, qualifications, courses, units of competence and RTOs. The NTIS provides a search and browse function that allows you to find specific RTOs that are licensed to provide training in one or many states.

DELIVERY OPTIONS

Schools may consider two main options for the delivery of VCE VET programs.

Option 1: School and RTO partnerships

School and RTO partnerships may work in the following ways:

- shared delivery
- delivery on behalf of the school by the RTO
- delivery by the school of the whole program, under the auspices of the RTO.

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

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

A school may arrange for an RTO to deliver and assess the entire program.

Schools are responsible for enrolling their students with the VCAA and for entering student results on the Victorian Assessment Software System (VASS) according to VCAA timelines.

Option 2: Schools as RTOs

Schools may apply to the VRQA to become an RTO for the provision of specified qualifications. A summary of registration requirements and contact details for registration are provided on page 19.

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

A school registered as an RTO is responsible for enrolling its students with the VCAA in the relevant certificate and units of competence/modules and for entering results on VASS when units of competence/modules have been achieved. The school is also responsible for provision of enrolment, results and other data within the training sector.

DELIVERY IN SCHOOLS

Two modes of delivery are possible in the school context:

1. The delivery may be conducted through separate, timetabled classes dedicated to VET training, where there are enough students enrolled in the specific VCE VET program.
2. The school may timetable the delivery of training within the time allocated to one or more VCE studies which provide an appropriate delivery setting for the VET training. Students need not necessarily be enrolled in the VCE studies. This is most suited to provision for a small group of students wishing to undertake a VET certificate. The school must ensure that the VET training requirements are met separately from the VCE outcomes. The assessment tasks and evidence of achievement of units of competence/modules must be separately demonstrated and recorded.

This option may work in two ways:

- The VCE studies may offer an appropriate delivery setting for achievement of the units of competence/modules. Some aspects of both the VCE and VET may be integrated, while others may have to be delivered through separate learning activities.

- Where there is a high degree of comparability between the VET competencies and the VCE unit outcomes, the delivery of the VET training may be integrated with the VCE study. Students must undertake separate assessments in order to meet the VET requirements and VCE outcomes. The gathering of evidence for the achievement of units of competence/modules may occur within the school if the RTO partner is satisfied that the school has the necessary resources and expertise.

It is the responsibility of the RTO to ensure that all units of competence required for a particular VET qualification are achieved to the standard specified by the performance criteria, and are assessed according to the assessment guidelines specified in each unit of competence.

It is possible for providers to deliver the training programs in an appropriately simulated environment, as long as the contexts for assessment as described in the training package or accredited curriculum document are complied with.

Note: When simulations are used for assessment, it is vital that they are set up to reflect real activities and conditions. Simulations must be devised, set up and operated with care, as simulations are a source of performance evidence of how the activity was carried out. The costs of setting up a valid simulation can be considerable and therefore simulations should not be considered as an inexpensive alternative.

It is recommended that practical exercises take the form of realistic, holistic projects to provide the participants with real work experience. Appropriate projects may include:

- live work
- community projects
- renovations
- work on new homes
- practical tasks within simulated work environments.

The following table provides advice on the VCE studies that may provide an appropriate context for delivery of some components of the VET program. Information provided is based on current practice. All such arrangements are subject to agreement with the RTO responsible for issuing the certificate. Schools may negotiate with RTOs to deliver other components of the training within VCE resources, if training and quality assurance requirements can be met. The RTO remains responsible for assessment (refer to page 14 under 'Assessment').

Module	Appropriate delivery context
VBQM701 Calculations for the building industry	Foundation Mathematics 1 and 2* General Mathematics 1 and 2*

* Teachers would be required to take the VET module requirements into consideration when teaching the units.

DELIVERY IN THE WORKPLACE

Schools and RTOs may arrange for delivery of training and assessment to occur in the workplace.

If a school or RTO wishes particular components of the training to be delivered and outcomes assessed in the workplace, the following industry requirements apply:

- *VBQM697 Workplace safety and industry induction* has been completed prior to any workplace training and assessment
- Delivery and assessment strategies and relevant responsibilities should be clearly communicated to all parties (school, RTO, employer and student) to ensure that all roles in the delivery and assessment process are understood.
- There is appropriate workplace supervision and training in relation to the specific units of competence delivered in the workplace.
- The person responsible for the structured workplace learning must have competence at the certificate level being delivered or higher.
- Assessment in the workplace requires a qualified workplace assessor with relevant industry experience, or the assessment may be conducted by a workplace assessor in cooperation with the workplace supervisor.

ASSESSMENT

Training packages and course accreditation documents have specific requirements regarding demonstration of competence and appropriate assessment of competence. These requirements are detailed in each unit of competence/module under the sub-headings Performance Criteria, Range of Variables and Evidence Guide. Teachers should give careful consideration to the details of these sections when planning programs.

Assessment of units of competence/module is the responsibility of the RTO. A school that is not an RTO may be auspiced by an RTO to conduct the assessments, either in an appropriate simulated environment or in conjunction with the supervisor in the workplace.

For further information refer to the *AQTF 2007 Essential Standards for Registration* available from: www.training.com.au

Resources

Program providers require access to the course accreditation document for 21844VIC Certificate II in Building and Construction (Bricklaying, Carpentry, Painting and Decorating) Pre-apprenticeship.

All delivery resources and examples should be industry-focused and relevant to current industry practice.

Other resource requirements specific to each module are listed in the Evidence Guide of each module.

Resources relating to *VBQM698 Workplace procedures for environmental safety* are available in Environmentally Sustainable Work Practices – Carpentry which can be obtained from Sustainability Victoria.

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 modules by the home school, regardless of where the training is delivered and competence assessed.

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

1. Enrol all students undertaking VCE VET Building and Construction in 21844VIC Certificate II in Building and Construction (Bricklaying, Carpentry, Painting and Decorating) Pre-apprenticeship.

2. Enrol students in the modules they are expecting to achieve in that year. If a student does not achieve a module and wishes to continue in a following year, the student must be re-enrolled in that year.

3. Ensure that students expecting to satisfactorily complete a Unit 3–4 sequence in that year have been enrolled in the required number of modules that will provide a Unit 3–4 sequence.

Schools do not need to enrol students in VCE VET units. Enrolment or withdrawal of a student from a VCE VET unit occurs automatically via enrolment in or withdrawal from the modules.

RECORDING RESULTS

Achievement of modules

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

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

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

VCE VET UNIT COMPLETION

Enrolment in modules automatically leads to enrolment in VCE VET units. As modules are recorded as completed, completion of VCE VET units is automatic.

REPORTING

VCE VET units are reported on the student's VCE or VCAL Statement of Results, together with other VCE or VCAL units completed. Students will also receive from the VCAA a separate VET Statement of Results listing all modules achieved.

The student receives 'S' for each module achieved. The VET Statement of Results includes only modules for which the student has been awarded an 'S'.

CERTIFICATION

Students who complete all the requirements of a program will be awarded a certificate by the RTO. As the VCE VET program constitutes partial completion of the certificate, students who complete the VCE VET program will receive a Statement of Attainment issued by the RTO.

Articulation and pathways

The course is expected to be undertaken by secondary school participants, as part of a VCE, VET/ VCAL program of study, in Years 10, 11 or 12.

It is anticipated that a participant who has completed the Certificate II in Building and Construction (Bricklaying, Carpentry and Painting and Decorating) Pre-apprenticeship will be in a position to gain an apprenticeship with an employer in the building and construction industry.

Participants will have nominal training credit based on hours granted in the following qualifications within the BCG03 General Construction Training Package or the equivalent qualification in new Training Packages:

• BCG30603 Certificate III in Painting and Decorating

• BCG30103 Certificate III in Bricklaying/Blocklaying

• BCG30203 Certificate III in Carpentry

• BCG31303 Certificate III in Wall and Floor Tiling

• BCG31203 Certificate III in Wall and Ceiling Lining

• BCG31003 Certificate III in Solid Plastering.

There is also credit available in the following related qualifications:

• BCG10103 Certificate I in General Construction

• BCG20103 Certificate II in General Construction

• BCG30303 Certificate III in Concreting

• BCG30403 Certificate III in Demolition (General Construction)

• BCG30503 Certificate III in Dogging

• BCG30703 Certificate III in Rigging

• BCG30903 Certificate III in Scaffolding

• BCG31103 Certificate III in Steel Fixing

• BCG30803 Certificate III in Roof Tiling

• BCG31403 Certificate III in Waterproofing (General Construction).

It is acknowledged that participants may complete a number of modules of this course through training with an RTO or a VET in schools program. If the participant achieves statements of attainment then they shall be given direct credit for those modules should the participant choose to complete the remainder of the pre-apprenticeship.

Registration

Under the AQTF, only RTOs may issue VET qualifications or Statements of Attainment.

In order to comply with these arrangements, a school offering VCE VET programs has two options: to form a partnership with an RTO, or to register through the VRQA as an RTO in its own right.

Registration of training organisations in Victoria is the responsibility of the VRQA.

The application form for RTO registration and conditions of registration are available from:

VET Provider Registration Branch

Victorian Registration and Qualifications Authority

Tel: (03) 9637 2762

Fax: (03) 9637 2520

Website: www.vrqa.vic.gov.au

Useful contacts and information sources

Accredited curriculum

Schools intending to offer the VCE VET Building and Construction program are required to use the course accreditation documentation for 21844VIC Certificate II in Building and Construction (Bricklaying, Carpentry, Painting and Decorating) Pre-apprenticeship.

The course accreditation document provides the details on certificate completion requirements, each module and assessment requirements. Schools may obtain, free of charge, the course accreditation document at the Training Support Network website:

http://trainingsupport.otte.vic.gov.au/default.cfm

Curriculum Maintenance Manager – Building and Construction, Furnishings, Water

Holmesglen Institute of TAFE

PO Box 42

HOLMESGLEN VIC   3148

Tel: (03) 9564 1987

Fax: (03) 9564 1538

Email: davids@holmesglen.vic.edu.au

Contact details available at the Training Support Network:
http://trainingsupport.otte.vic.gov.au/default.cfm

Other sources of implementation advice

Construction, Forestry, Mining and Energy Union

Level 2, 500 Swanston Street

CARLTON SOUTH   VIC   3053

Tel: (03) 9341 3444

Fax: (03) 9341 3427

Email: cfmeu@asn.au

Master Builders Association of Victoria

332 Albert Street

EAST MELBOURNE   VIC   3002

Tel: (03) 9411 4555

Fax: (03) 9411 4591

Email: mbassist@mbav.com.au

Building Industry Consultative Council Industry Advisory Body

PO Box 28

CARLTON SOUTH   VIC   3053

Tel: (03) 9349 3300

Email: bicciab@bigpond.com

VCE VET program structure

Victorian Curriculum and Assessment Authority

Vocational Education – Curriculum Branch

Tel: (03) 9651 4458

Fax: (03) 9651 4324

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

Website: www.vcaa.vic.edu.au/vet

VCAL program structure

Victorian Curriculum and Assessment Authority

VCAL Unit – Curriculum Branch

Tel: (03) 9651 4532

Fax: (03) 9651 4324

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

Website: www.vcaa.vic.edu.au/vet

Student enrolment

Victorian Curriculum and Assessment Authority

VASS Unit

Hotline (metro):   (03) 9651 4482

Hotline (country):1800 827 721

Fax: (03) 9651 4324

Email: vass.support@edumail.vic.gov.au

VCE and VCAL certification/eligibility

Victorian Curriculum and Assessment Authority

Student Records and Results Unit

Hotline (metro):   (03) 9651 4402

Hotline (country):1800 653 045

Fax: (03) 9651 4324

VET certification/eligibility

The RTO is responsible for certification.

Program support

Department of Education and Early Childhood Development

Youth Transitions Division

Office for Education Policy and Innovation

Tel: (03) 9637 3181

Website: www.education.vic.gov.au

Registration

Victorian Registration and Qualification Authority

VET Provider Registration Branch

Tel: (03) 9637 2762

Fax: (03) 9637 2520

Website: www.vrqa.vic.gov.au

Tertiary entrance requirements

Victorian Tertiary Admissions Centre

Tel: 1300 364 133

Website: www.vtac.edu.au

Victorian Curriculum and Assessment Authority publications

The *VCAA Bulletin VCE, VCAL and VET* (published monthly excluding January) provides administrative information and documents developments in VET in the VCE. Schools should ensure relevant information is circulated to appropriate staff and distributed to RTO partners,

VCE and VCAL Administrative Handbook (for the current year)

Also refer to VASS Help Screens for advice

Glossary

Auspice

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

Australian Quality Training Framework (AQTF)

The national set of standards whihc assures nationally consistent, high quality training and assessment services for the clients of Australia's vocational education and training system. Includes processes for registering training organisations as a quality assurance mechanism for the training system.

Australian Qualifications Framework (AQF)

The Australian Qualifications Framework is set of descriptors that determine the level of the qualification. The level depends on the depth and complexity of the work and the degree of autonomy involved.

Competency standards

Competency standards are statements which define the skills and knowledge needed for effective work performance at the standard required in the workplace. These standards have been agreed nationally by industry advisory bodies across Australia and are part of the national training packages endorsed by the Department of Education, Employment and Workplace Relations (formerly the Department of Education, Science and Training). The standards define the required training outcomes and outline what must be demonstrated before a candidate may be assessed competent.

Curriculum Maintenance Managers (CMMs)

The role of the CMM is to maintain the stock of Victorian Crown copyright curriculum and to provide advice on training packages. The CMM's function is carried out by staff located within TAFE institutes in Victoria. They are recognised as officers of OTTE.

Industry Skills Councils (formerly Industry Training Advisory Bodies – ITABs)

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.

Modules

A unit of training which can be completed on its own or as part of a course. Full competency cannot be attained in the building industry by people who are not employed in the industry. Modules in this course offer nominal credit towards units of competency from the BCG03 General Construction Training Package.

National Training Framework

This is the system of vocational education and training that applies nationally. It is comprised of the Australian Quality Training Framework and nationally endorsed training packages.

Office of Training and Tertiary Education (OTTE)

OTTE is responsible for the planning, regulation and delivery of a range of education and training programs and services in Victoria. OTTE is part of the Victorian Department of Innovation, Industry and Regional Development (DIIRD).

Registered Training Organisation (RTO)

A nationally recognised provider of training registered with the relevant state/territory Training Authority (in Victoria through the VRQA).

Training package

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

Unit of competence

A distinct work performance specified in terms of what should be done and the standard to which it must be performed, as required in industry. Units of competence are divided into elements, each with performance criteria and a guide to the evidence on which assessment of competence should be based.

Victorian Assessment Software System (VASS)

An Internet-based system used by schools to enter VCE and VCAL enrolments and results directly onto the VCAA central database.

VCE unit

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

VCE VET unit

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

Vocational Education and Training (VET)

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

VET in the VCE

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

Victorian Registration and Qualifications Authority (VRQA)

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

Sample programs

CARPENTRY

VCE VET Units 1–4		
Code	Unit of competence	Nominal Hours
VBQM697	Workplace safety and industry induction	40
VBQM698	Workplace procedures for environmental sustainability	16
VBQM699	Basic first aid	8
VBQM705	Levelling	8
VBQM707	Safe handling and use of plant and power tools	16
VBQM708	Workplace documents and plans	20
VBQM700	Building structures	8
VBQM701	Calculations for the building industry	20
VBQM706	Quality principles for the building industry	8
VBQM704	Introduction to scaffolding	24
VBQM714	Carpentry hand tools	80
VBQM723	Introduction to demolition	16
VBQM716	Basic setting out	24
VBQM717	Sub floor framing	36
VBQM718	Wall framing	48
VBQM720	External cladding	24
	Total	396

BRICKLAYING

VCE VET Units 1–4		
Code	Unit of competence	Nominal Hours
VBQM697	Workplace safety and industry induction	40
VBQM698	Workplace procedures for environmental sustainability	16
VBQM699	Basic first aid	8
VBQM705	Levelling	8
VBQM707	Safe handling and use of plant and power tools	16
VBQM708	Workplace documents and plans	20
VBQM700	Building structures	8
VBQM701	Calculations for the building industry	20
VBQM706	Quality principles for the building industry	8
VBQM704	Introduction to scaffolding	24
VBQM709	Bricklaying hand tools	60
VBQM713	Masonry blockwork	50
VBQM710	Bricklaying Basic Skills	126
	Total	404

PAINTING AND DECORATING

VCE VET Units 1–4		
Code	Unit of competence	Nominal Hours
VBQM697	Workplace safety and industry induction	40
VBQM698	Workplace procedures for environmental sustainability	16
VBQM699	Basic first aid	8
VBQM705	Levelling	8
VBQM707	Safe handling and use of plant and power tools	16
VBQM708	Workplace documents and plans	20
VBQM700	Building structures	8
VBQM701	Calculations for the building industry	20
VBQM706	Quality principles for the building industry	8
VBQM704	Introduction to scaffolding	24
VBQM725	Painting and decorating hand tools	40
VBQM726	Surface preparation	80
VBQM729	Paint application	140
	Total	428

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