VET in the VCE

BUILDING AND CONSTRUCTION

Leading to the award of

21393VIC
Certificate II in Building and Construction
(Bricklaying, Carpentry, Painting and Decorating – Pre-Apprenticeship)

February 2003

This program booklet must be used in conjunction with the accredited curriculum document

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Clare James
'Can Opener' 1998 (detail)
Ink, gouache and oil stick on paper
188 x 152.5 cm

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Introduction

VCE VET programs are vocational certificates approved by the Victorian Curriculum and Assessment Authority (VCAA) as appropriate for senior secondary school students and endorsed for recognition in the VCE by the Victorian Qualifications Authority (VQA).

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.
- 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 issuing of certificates against training qualifications, regardless of whether programs are curriculum based or based on training packages.

National training packages are agreed to by Industry Training Advisory Bodies (ITABs) and endorsed by Australian National Training Authority (ANTA). 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 training 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 VCE VET Building and Construction program is drawn from the accredited Certificate II in Building and Construction (Bricklaying, Carpentry, Painting and Decorating – Pre-apprenticeship).

Program revision

This program booklet replaces the VET in Schools General Construction Program Booklet published in October 1999. The VCE VET program is based on the curriculum developed by Holmesglen Institute of TAFE and accredited by the VQA. The enhanced recognition status of VCE VET programs is reflected in this program booklet. The new program provides partial completion of 21393VIC Certificate II in Building and Construction.

Transition arrangements for continuing students

Students enrolled in the ACT7209 Certificate II in General Construction in 2001 or earlier may complete the qualification under the arrangements outlined in the *VCE VET General Construction Program Booklet*, published in October 1999.

Students enrolled in 2002 in the Certificate I in Construction who have completed the qualification may transfer into the new VCE VET Building and Construction program in 2003.

Students enrolled in 2002 in the Certificate I in Construction who have partially completed the qualification may transfer into the new VCE VET Building and Construction program in 2003 or may choose to complete the Certificate I in Construction qualification.

No new students may enrol in Certificate I in Construction in 2003.

Mapping between BCG10198 Certificate I in Construction and 21393VIC Certificate II in Building and Construction

The following table provides advice on how the achievement of units of competence in Certificate I in Construction will provide credit in the Certificate II in Building and Construction.

BCG10198 Certificate I in Construction	Coverage	21393VIC Certificate II in Building & Construction
	Not covered	VBM987 Career studies
BCG1011A Handle construction materials and safely dispose of waste	Partial coverage	VBM985 Building and construction industry induction
BCG1000A Carry out interactive workplace communication	Full coverage	ABC505 Communications
BCG1001A Carry out OH&S requirements	Full coverage	VBM988 Workplace safety and environmental procedures
	Equivalent to Level 1 First Aid certificate	VBN111 Basic first aid
BCG1008A Use simple levelling devices	Full coverage	VBM990 Levelling
BCG1005A Use hand and power tools	Full coverage	VBM991 Safe handling of plant and power tools
BCG1002A Plan and organise work	Partial coverage	ABC548 Quality principles
BCG1003A Read and interpret plans	Full coverage	VBM986 Workplace documents and plans
BCG1004A Carry out measurements and calculations	Full coverage	ABC504 Calculations

Note: Within the Certificate I in Construction training program, students may have received training in aspects of the stream specific areas – bricklaying, carpentry, painting and decorating. The RTO will need to determine what learning outcomes in the stream specific modules have been met through the Certificate I in Construction training program. The accredited curriculum document provides advice on the mapping of the stream specific modules into training package qualifications.

Students commencing in 2003

All students commencing the VCE VET Building and Construction program in 2003 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 knowledge and skill development to enhance their employment prospects within the building and construction industry
- enable participants to gain credit towards a nationally recognised credential and to make a more informed choice of vocational and career paths.

Program structure

The following information needs to be read in conjunction with the accredited curriculum document for 21393VIC Certificate II in Building and Construction (Bricklaying, Carpentry, Painting and Decorating – Pre-apprenticeship).

The VCE VET Building and Construction program provides three pathways, presented in this booklet as three distinct programs. Students may choose to complete a trade specific stream in 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 the certificate core and some stream specific modules. 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 Unit 1–2 and Unit 3–4 sequences for VCE recognition purposes.

Program 1: Bricklaying stream

Program 1 consists of 16 modules:

- 12 core modules
- four trade specific modules

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

Program 2: Carpentry stream

Program 2 consists of 16 modules:

- 12 core modules
- five trade specific modules

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

Program 3: Painting and Decorating stream

Program 3 consists of 16 modules:

- 12 core modules
- five trade specific modules

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 Building and Construction program has a nominal duration of:

Program 1	Bricklaying	430 hours
Program 2	Carpentry	438 hours
Program 3	Painting and Decorating	446 hours

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

Program 1: Bricklaying stream

VCE VET Units 1–2		
Code	**Module**	**Nominal hours**
VBM987	Career studies	16
VBM985	Building and construction industry induction	16
VBN235	Communications for the building industry	20
VBM988	Workplace safety and environmental procedures	40
VBN111	Basic first aid	8
VBM990	Levelling	8
VBM991	Safe handling of plant and power tools	16
VBM992	Introduction to scaffolding	24
VBM993	Bricklaying hand tools	20
VBN097	Bricklaying basic skills	86
	Subtotal	**254**
VCE VET Units 3–4		
VBN236	Quality principles for the building industry	8
VBM986	Workplace documents and plans	20
VBM989	Building structures	8
VBN234	Calculations for the building industry	20
VBM997	Concrete technology	20
VBM994	Bricklaying set out, base and veneer construction principles	100
	Subtotal	**176**
	TOTAL	**430**

Program 2: Carpentry stream

VCE VET Units 1–2		
Code	**Modules**	**Nominal hours**
VBM987	Career studies	16
VBM985	Building and construction industry induction	16
VBN235	Communications for the building industry	20
VBM988	Workplace safety and environmental procedures	40
VBN111	Basic first aid	8
VBM990	Levelling	8
VBM991	Safe handling of plant and power tools	16
VBM992	Introduction to scaffolding	24
VBM999	Carpentry hand tools	80
	Subtotal	**228**
VCE VET Units 3–4		
VBN236	Quality principles for the building industry	8
VBM986	Workplace documents and plans	20
VBM989	Building structures	8
VBN234	Calculations for the building industry	20
VBN003	Floor and wall framing	74
VBN004	Roof framing	40
VBN007	Basic setting out	16
VBN009	External cladding	24
	Subtotal	**210**
	TOTAL	**438**

Program 3: Painting and Decorating stream

VCE VET Units 1–2		
Code	**Modules**	**Nominal hours**
VBM987	Career studies	16
VBM985	Building and construction industry induction	16
VBN235	Communications for the building industry	20
VBM988	Workplace safety and environmental procedures	40
VBN111	Basic first aid	8
VBM990	Levelling	8
VBM991	Safe handling of power tools	16
VBM992	Introduction to scaffolding	24
VBN035	Painting and decorating hand tools	40
VBN038	Paint application – Brush and roller skills	40
	Subtotal	**228**
VCE VET Units 3–4		
VBN236	Quality principles for the building industry	8
VBM986	Workplace documents and plans	20
VBM989	Building structures	8
VBN234	Calculations for the building industry	20
VBN036	Surface preparation	80
VBN037	Paint principles	12
VBN098	Application of water based paints	70
	Subtotal	**218**
	TOTAL	**446**

Sequence

A range of delivery sequences is possible, but the selected delivery schedule should take into account the linkages between modules. The training program is most effectively delivered and assessed when the trade specific modules and core modules are integrated. In this way, students will achieve the underpinning knowledge and skills necessary for articulation into a full apprenticeship.

The module VBM985 *Building and construction industry induction* must be undertaken early in the program, prior to the delivery of any practical modules.

Schools are advised that the Unit 3–4 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 learning outcomes in other areas of the program. A student may have great difficulty in achieving learning outcomes in the specified areas without first having undertaken training in the foundation or core modules. 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 each qualification.

The VCAA strongly recommends a minimum of ten days work placement for this program. Work placement can be spread over the duration of the training program. The module VBM988 *Workplace safety and environmental procedures* must be undertaken prior to work placement in either a real or simulated workplace.

Work readiness

An important aspect of the delivery of VCE VET programs is the degree of attention paid to readiness for work and the standards of performance required in the workplace. Industry training bodies strongly emphasise the importance of gaining workplace experience. Several methods of providing this experience may be used.

Work placement

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

- enhancement of skills development
- practical application of industry knowledge
- assessment of modules, as determined by the RTO
- increase of marketability
- increase of opportunity for project based experience.

Work placement may be undertaken in an institution setting where a purpose built facility can simulate the workplace.

The VCAA strongly recommends a minimum of ten days work placement for this program. Work placement can be spread over the duration of the training program.

Work-related projects

Where a suitable work placement cannot be found, the school environment may provide opportunities for students to develop work readiness. Work readiness will be best achieved through practical activities and projects that occur in the building and construction industry with measurable outcomes demonstrating the achievement of learning outcomes in the modules.

The curriculum document provides advice on the range and types of projects appropriate for this training program. (Refer to section 6.1 Delivery modes, in the curriculum document.)

Occupational Health and Safety

Schools should ensure that students are placed only in workplaces that comply with occupational health and safety regulations particular to the industry.

The curriculum document provides clear advice about the need for the school/RTO to ensure occupational health and safety issues are explicitly dealt with in all aspects of the training program:

"Training in Occupational Health and Safety (OH&S), and the safe use of tools and equipment is implicit in every module and must be incorporated into the introduction of any new task or activity. VBM985 *Building and construction industry induction* provides an overview of OH&S awareness and safe workplace practices and is the only module prerequisite to all practically based modules.

All students must be informed of working hazards and safety practices prior to entry to the work area. Adequate supervision of the work area should be provided to students who may have little or no experience of work conditions and practices. Personal protective clothing and equipment must be worn where the work situation warrants it.

All students must be given adequate training in the safe use of tools and equipment prior to carrying out tasks or activities.

Adequate supervision must be provided whenever students are using tools/equipment, working near dangerous machinery or substances or in potentially hazardous environments."

(Section 6.2 Occupational Health and Safety, Certificate II in Building and Construction accredited curriculum.)

The following websites may provide useful resources for schools/RTOs:

http://www.sofweb.vic.edu.au/hrm/ohs/other/contact.htm

http://www.worksafe.vic.gov.au/dir090/vwa/home.nsf/pages/worksafe_home

http://www.worksite.actu.asn.au

http://www.vecci.org.au

http://www.ohs.labor.net.au/youthsafe/safety_first/index.html

To assist the principal in meeting duty of care responsibilities for students in work placement, the module VBM988 Workplace safety and environmental procedures must be undertaken prior to work placement in either a real or simulated workplace.

Recognition within the VCE

VCE VET unit entitlement

The VCE VET Building and Construction program is designated a Group B study for satisfactory completion purposes.

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

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.

Significant duplication has been identified between the content of the VCE VET Building and Construction program and the VCE VET Furnishing program.

Where students have completed the VCE VET Building and Construction program and either Program 1 or Program 2 of the VCE VET Furnishing program these credit arrangements will apply:

- Bricklaying stream – they will be entitled to count three, not four, VCE VET units for Building and Construction towards satisfactory completion of the VCE. In this case, one VCE VET unit will be recognised at Unit 1–2 level and two VCE VET Units at 3–4 level.
- Carpentry stream – they will be entitled to count two, not four, VCE VET units for Building and Construction towards satisfactory completion of the VCE. In this case, the two VCE VET units will be recognised at Unit 3–4 level.
- Painting and Decorating – they will be entitled to count three, not four, VCE VET units for Building and Construction towards satisfactory completion of the VCE. In this case, one VCE VET unit will be recognised at Unit 1–2 level and two VCE VET Units at 3–4 level.

Note: Where students have completed Certificate I in Construction and received two units credit at 1–2 prior to enrolling in VCE VET Building and Construction, they will be entitled to count two VCE VET units only, at 3–4 level.

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 a specified set of 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 specified Unit 3–4 sequence.
- Students who successfully complete the 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.

A Study Score is not available for this program, so the Unit 3–4 sequence cannot currently be included in the student's primary four studies for the ENTER calculation. VTAC has advised that when a Study Score becomes available, students who choose not to receive a Study Score will not be eligible for any ENTER increment.

For further information on the ENTER, contact VTAC.

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 Statement of Attainment.

The AQTF has a number of requirements of RTOs including the following:

- documented systems for quality training and assessment
- conduct of an internal audit at least annually
- documented agreements with other organisations when they provide training or assessment in partnership
- written procedures for recruitment, induction and professional development of staff, as well as induction programs
- use of trainers and assessors with specified competencies
- explicit requirements for quality assurance in assessment.

The detailed standards for RTOs under the AQTF are available from the following website: www.anta.gov.au/aqtfStandards.asp

RTOs may be TAFE Institutes, private providers, group training companies, industry organisations, schools and 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. A list of RTOs is available from Department of Education and Training regional offices, OTTE or the National Training and Information Service: www.ntis.gov.au

For further information refer to ‘Registration’, on page 20.

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 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 VCE timelines. 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.

Option 2: Schools as RTOs

Schools may apply to OTTE through a Training Recognition Consultant (TRC) to become an RTO for the provision of specified qualifications. A summary of registration requirements and contact details for registration is provided later in this booklet.

Schools that register to deliver VET programs become responsible for all elements of delivery, assessment and quality assurance, as well as the issuing 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 modules/units of competence and for entering results on VASS when modules/units of competence 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 complete 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 modules/units of competence must be separately demonstrated, recorded and validated by the RTO.

This option may work in two ways:

- The VCE studies may offer an appropriate delivery setting for achievement of the modules/units of competence. Some aspects of both the VCE and VET may be integrated, while others may have to be delivered through separate learning activities.
- Where there is a high degree of comparability between the VET certificate outcomes 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 modules/units of competence may occur within the school if the RTO partner is satisfied that the school has the necessary resources and expertise.

It is the responsibility of the RTO to ensure that all modules/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 the curriculum/training package. 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 curriculum/training package are complied with.

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

Some elements of modules/units of competence may be best delivered and assessed in the workplace. This may be facilitated through work placement arrangements or projects.

The following table provides advice on the VCE studies or VCE VET programs that may provide an appropriate context for delivery of some components of the training. 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 the validation of the assessment of the learning outcomes.

Module		Appropriate delivery context
VBN234	Calculations	VCE Foundation Mathematics OR VCE General Mathematics Units 1–2
VBN235	Communications	VCE English Units 1–2 VCE Foundation English VCE Industry and Enterprise Units 1–2
VBM987	Career Studies	VCE Industry and Enterprise Units 1–2
The following VCE VET program provides an appropriate delivery context but enrolment in this combination may reduce unit entitlement. (See duplication details under 'Recognition within the VCE' p. 12.)		
VBN234 VBN235 VBM988 VBN111 VBM990 VBM991 VBM986 VBM999	Calculations Communications Workplace safety and environmental procedures Basic first aid Levelling Safe handling of plant and power tools Workplace documents and plans Carpentry hand tools	VCE VET Furnishing:

Delivery in the workplace

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

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

- Delivery and assessment strategies and relevant responsibilities should be clearly communicated to all parties (school, RTO, employer and student) to ensure that all roles in the delivery and assessment process are understood.
- There is appropriate workplace supervision and training in relation to the specific units of competence delivered in the workplace.
- The person responsible for the workplace training 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

Curriculum documents have specific requirements regarding assessment of achievement of learning outcomes.

Assessment of achievement of learning outcomes 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.

A qualified assessor must conduct assessment of modules. A qualified assessor will have:

- achieved the National Competency Standards for Assessment, or demonstrated equivalent competencies
- industry expertise (be competent in the modules being assessed)
- current, relevant industry experience (will understand the workplace standards and their use as benchmarks for assessment within the context and culture of the enterprise/industry).

For further information, refer to AQTF Standard 7. A copy of the Standards can be downloaded from the AQTF website: www.anta.gov.au/aqtfStandards.asp

Refer to the accredited curriculum document for further details on assessor qualifications and the ways of meeting the requirement to use a qualified assessor. A school and RTO may form an assessment team whereby two or three people together may satisfy all the requirements for the assessment process.

Resources

Program providers require access to the accredited curriculum document for 21393VIC Certificate II in Building and Construction (Bricklaying, Carpentry, Painting and Decorating – Pre-apprenticeship).

A variety of resource materials have been developed to assist in the delivery of the BCG98 *General Construction Training Package.* These resources may be adapted for use in the delivery and assessment of the VCE VET Building and Construction program. The accredited curriculum contains detailed information on mapping between the 21393VIC Certificate II in Building and Construction and units of competence within the BCG98 General Construction Training Package. This may be used to identify appropriate resource material.

Resources relating to the *General Construction Training Package* are available from:

Construction Training Australia
192 Lygon Street
(PO Box 576)
Carlton South VIC 3053
Tel: (03) 9654 1333
Fax: (03) 9654 1933
Freecall: 1800 172 722
Email: info@nbcitc.com.au
Website: www.nbcitc.com.au

A Toolbox has been prepared and will be published shortly by:

Australian Training Products
Level 25
150 Lonsdale Street
Melbourne VIC 3000
Tel: (03) 9655 0600
Fax: (03) 9639 4684
Email: sales@atpl.net.au
Website: www.atpl.net.au

Useful websites include:

TAFE Virtual Campus
www.tafevc.com.au/teacher/rescat.html

TAFE Frontiers
www.tafefrontiers.com.au/catalogue

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 outcomes assessed.

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

1. Enrol all students undertaking VCE VET Building and Construction in the relevant program: Bricklaying or Carpentry or Painting and Decorating.
2. Enrol all 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 the Unit 3–4 sequence are enrolled in all the modules in the designated Unit 3–4 level.

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 as having achieved all the learning outcomes specified for that module. Schools are required to record the student's achievement of all modules on VASS.

Module results must be entered on VASS in time to meet the VCAA deadlines. Refer to the current VCE 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 of individual student achievement of learning outcomes are kept for all modules delivered 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 Statement of Results, together with other VCE units completed. Students will also receive from the VCAA a separate VCE 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'.

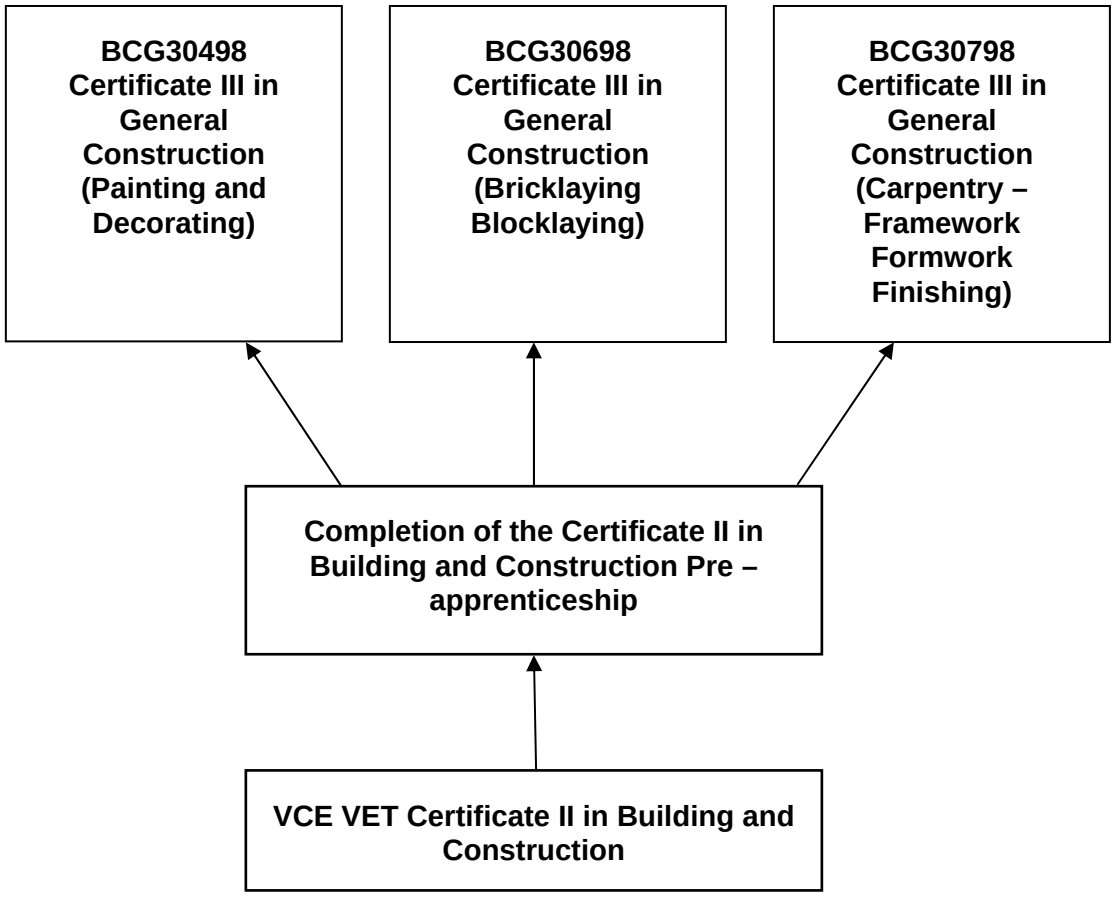
Certification

Students who complete all the requirements of a program will be awarded a certificate by the RTO. Partial completion is recorded on a Statement of Attainment issued by the RTO.

Articulation and pathways

Upon completion of the VCE VET program, students may need to complete the remaining third of the Certificate II in Building and Construction (Bricklaying, Carpentry, Painting and Decorating–Pre-apprenticeship) before proceeding to the appropriate apprenticeship qualification.

Direct articulation



Career paths within the Construction Industry include:

- Building site administration
- Foremanship
- Building administration
- Estimation
- Building inspection
- Electronic
- Building services
- Drafting (architectural)
- Union administration
- Contract administration

Tertiary pathways – degree qualifications include:

- Building
- Building Engineering
- Building Surveying and Quantity Surveying
- Architecture
- Interior Design
- Civil/Electrical/Electronics
- Mechanical Engineering

Registration

Under the AQTF, only RTOs may issue VET qualifications.

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

Registration of training organisations in Victoria is the responsibility of the VQA. RTOs are subject to guidelines and procedures promulgated by the VQA, which are administered by OTTE.

If a school elects to become an RTO, the OTTE registration requirements must be met. There are two elements to the registration requirements:

- qualification-specific information (teacher qualifications, facilities, equipment)
- infrastructure (including reporting and recording systems, codes of practice, grievance procedures, policies for Recognition of Current Competence/Prior Learning).

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

Office of Training and Tertiary Education.
Quality Assurance and Review Division
Tel: (03) 9637 2762
Fax: (03) 9637 2520

Further information is also available from the OTTE website:
www.otte.vic.gov.au/provider/index.htm

Useful contacts and information sources

Accredited curriculum

Schools intending to offer the VCE VET Building and Construction program – Certificate II Pre-Apprenticeship in Bricklaying, Carpentry and Painting and Decorating are required to use the accredited curriculum:

21393VIC Certificate II in Building and Construction (Bricklaying, Carpentry and Painting and Decorating Pre-Apprenticeship).

This document provides the details of modules and assessment required for students to achieve the full certificate. Schools may obtain the curriculum document from the Curriculum Maintenance Manager's administrative officer:

Curriculum Maintenance Manager – Building and Construction, Furnishings, Water
Holmesglen Institute of TAFE
PO Box 42
Chadstone VIC 3148
Tel: (03) 9564 1987
Fax: (03) 9564 1538

The following is a list of contacts for additional information and advice.

Construction Training Australia
192 Lygon Street
(PO Box 576)
Carlton South VIC 3053
Tel: (03) 9654 1333
Fax: (03) 9654 1933
Freecall: 1800 172 722
Email: info@nbcitc.com.au
Website: www.nbcitc.com.au

Construction, Forestry, Mining and Energy Union (CFMEU)
2nd Floor
500 Swanston Street
Melbourne VIC 3000
Tel: (03) 9341 3444
Fax: (03) 9348 1794
Website: www.cfmeu.asn.au/

Master Builders Association of Victoria
332 Albert Street
East Melbourne VIC 3002
Tel: (03) 9411 4555
Website: www.mbav.com.au

VCE VET program structure

Victorian Curriculum and Assessment Authority
Curriculum Branch – Vocational Education
Tel: (03) 9651 4458
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 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 Training
Pathways and VET Strategy Team
Office of School Education
Tel: (03) 9637 2314
Fax: (03) 9637 2160
Website: www.sofweb.vic.edu.au/voced

Registration

Office of Training and Tertiary Education (OTTE)
Quality Assurance and Review Division
Tel: (03) 9637 2762
Fax: (03) 9637 2520
Website: www.otte.vic.gov.au

Tertiary entrance requirements

Victorian Tertiary Admissions Centre (VTAC)
Tel: 1300 364 133
Website: www.vtac.edu.au

Victorian Curriculum and Assessment Authority publications

The *VCE Bulletin* (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.

VCE Administrative Handbook (for the current year)

2002 VASS Data Entry of School Assessments Booklet

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)

A set of nationally agreed standards ensuring the quality of vocational education and training services throughout Australia. Includes processes for registering training organisations as a quality assurance mechanism for the training system. The AQTF is the name given to the revised Australian Recognition Framework.

Australian Qualifications Framework

Australian Qualifications Framework is a set of descriptors that determine the level of the qualification. 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 ANTA. 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 and are responsible for seven industry areas.

Industry Training Boards (ITBs)

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

National Training Framework

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

Office of Training and Tertiary Education (OTTE)

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

Registered Training Organisation (RTO)

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

Training package

A set of documents that set 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 enrolments and results directly onto the VCAA central database.

VCE unit

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

VCE VET unit

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

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 focus on the development of work-related competencies and provide pathways into employment and further training.

VET in the VCE

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

Victorian Curriculum and Assessment Authority (VCAA)

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

Victorian Qualifications Authority (VQA)

The Victorian 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.