

VET in the VCE
BUSINESS ADMINISTRATION

Incorporating
BSB20101
CERTIFICATE II in BUSINESS

and selected units of competence from
BSB30201
CERTIFICATE III in BUSINESS ADMINISTRATION

August 2002

This program booklet must be used in conjunction with the nationally endorsed BSB01 Business Services Training Package

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'Can Opener' 1998 (detail)
Ink, gouache and oil stick on paper
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CONTENTS

INTRODUCTION	3
NATIONAL TRAINING FRAMEWORK	3
PROGRAM REVISION	3
TRANSITION ARRANGEMENTS FOR CONTINUING STUDENTS	3
STUDENTS COMMENCING IN 2003	3
PROGRAM DETAILS	4
AIMS	4
PROGRAM STRUCTURE	4
PROGRAM DURATION	5
SEQUENCE.....	8
STUDY SCORE	8
WORK PLACEMENT	8
RECOGNITION WITHIN THE VCE	10
VCE VET UNIT ENTITLEMENT	10
EQUIVALENT NATIONAL TERTIARY ENTRANCE RANK (ENTER).....	10
DELIVERY AND ASSESSMENT	11
ROLE OF REGISTERED TRAINING ORGANISATIONS	11
DELIVERY OPTIONS	11
DELIVERY IN SCHOOLS	12
DELIVERY IN THE WORKPLACE.....	14
ASSESSMENT	14
RESOURCES	14
ADMINISTRATION	15
ENROLMENTS	15
RECORDING RESULTS	15
REPORTING	15
CERTIFICATION	15
ARTICULATION AND PATHWAYS	16
REGISTRATION	17
USEFUL CONTACTS AND INFORMATION SOURCES	18
GLOSSARY	21

Introduction

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

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

Under the National Training Framework there are no credit transfer arrangements as they existed in the past for VET in Schools programs.

The two key elements of the National Training Framework are the Australian Quality Training Framework (AQTF, the name given to the revised Australian Recognition Framework) 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 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.

Training packages will progressively replace the current mix of competency standards and accredited curriculum based courses and their related qualifications.

The VCE VET Business Administration program is drawn from the national Business Services Training Package.

Program revision

This program booklet replaces the VET in Schools Business (Office Administration) program booklet published in October 1998. The program has been revised for conversion to the new Business Services Training Package. The program is drawn from the national competency standards developed by Business Services Training Australia and endorsed by the Australian National Training Authority (ANTA). The enhanced recognition status of VCE VET programs and the accommodation of the requirements of assessment for Study Score purposes are reflected in this program booklet.

Transition arrangements for continuing students

Students enrolled in the VCE VET Business (Office Administration) program in 2002 or earlier should complete their program in 2003 under the arrangements outlined in the VET in Schools booklet published in October 1998. Students will have access to a Study Score in 2003 based on this program.

Students commencing in 2003

All students commencing the VCE VET Business Administration program in 2003 and beyond must comply with the requirements outlined in this booklet. A Study Score for this program will be available in 2004.

Program details

Aims

The aims of the VCE VET Business Administration program are to:

- provide participants with knowledge and skill development for the achievement of competence to enhance their employment prospects within a broad range of business and industry settings
- enable participants to gain a recognised credential and make a more informed choice of vocational and career paths.

Program structure

The following information needs to be read in conjunction with the Business Services Training Package (BSB01).

The VCE VET Business Administration program has been structured to allow for two exit points, presented in this booklet as two distinct programs. Students may choose to complete a Certificate II in Business or may choose to complete an extended program that incorporates units from the Certificate III in Business Administration. Each program has different completion requirements and VCE VET unit entitlements. These programs and their VCE VET unit entitlements are outlined below:

Program 1: BSB20101 Certificate II in Business

Program 1 consists of a minimum of 12 units of competence. Seven of these are core units of competence, including BSBCM211A Participate in workplace safety procedures, that must be achieved by all students undertaking the program. At least five further units of competence are to be selected from the list of electives provided.

The total program will involve between 300 and 325 nominal hours.

On successful completion of this program students are eligible for:

- the award of BSB20101 Certificate II in Business
- recognition for three VCE VET units at 1–2 level.

Program 2: BSB20101 Certificate II in Business with selected units from BSB30201 Certificate III in Business Administration

Program 2 consists of the minimum 12 units of competence which satisfy the requirements for Certificate II in Business, including BSBCM211A Participate in workplace safety procedures together with selected units of competence from Certificate III in Business Administration.

The total program will involve between 450 and 475 nominal hours.

On successful completion of this program students are eligible for:

- the award of BSB20101 Certificate II in Business
- the award of a Statement of Attainment documenting achievement of units of competence that can contribute to completion of Certificate III in Business Administration
- recognition for four VCE VET units: two units at 1–2 level and two units at 3–4 level.

VCAA prescribed units of competence

In consultation with schools, TAFE Institutes and industry representatives, the VCAA has prescribed a number of units of competence in the VCE VET Business Administration program. The VCE VET Business Administration program is compliant with the training package requirements and the prescribed units of competence have been selected to enhance the acquisition of a broad range of skills.

Program duration

The VCE VET Business Administration program has a nominal duration of:

Program 1	300–325 hours	Certificate II in Business
Program 2	450–475 hours	Certificate II in Business with selected units of competence from Certificate III in Business Administration

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

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

Program 1: Certificate II in Business

VCE VET Units 1–2		
Code	Unit of competence	Nominal hours
Compulsory units		
BSBCMN202A	Organise and complete daily work activities	20
BSBCMN203A	Communicate in the workplace	40
BSBCMN204A	Work effectively with others	15
BSBCMN205A	Use business technology	30
BSBCMN209A	Provide information to clients	20
BSBCMN211A	Participate in workplace safety procedures	20
BSBCMN213A	Produce simple word processed documents	60
Electives: Select 5 of the following		
BSBCMN201A	Work effectively in a business environment	20
BSBCMN206A	Process and maintain workplace information	30
BSBCMN208A	Deliver a service to customers	20
BSBCMN210A	Implement improved work practices	30
BSBCMN212A	Handle mail	15
BSBCMN214A	Create and use simple spreadsheets	20
BSBCMN215A	Participate in environmental work practices	20
TOTAL		300–325

Program 2: Certificate II in Business with selected units of competence from Certificate III in Business Administration

VCE VET Units 1–2		
Code	Unit of competence	Nominal hours
Compulsory units		
BSBCMN202A	Organise and complete daily work activities	20
BSBCMN203A	Communicate in the workplace	40
BSBCMN204A	Work effectively with others	15
BSBCMN205A	Use business technology	30
BSBCMN209A	Provide information to clients	20
BSBCMN211A	Participate in workplace safety procedures	20
BSBCMN213A	Produce simple word processed documents	60
Electives: Select 2 of the following		
BSBCMN201A	Work effectively in a business environment	20
BSBCMN206A	Process and maintain workplace information	30
BSBCMN208A	Deliver a service to customers	20
BSBCMN210A	Implement improved work practices	30
BSBCMN212A	Handle mail	15
BSBCMN214A	Create and use simple spreadsheets	20
BSBCMN215A	Participate in environmental work practices	20
Subtotal		240–265
VCE VET Units 3–4		
Compulsory units		
BSBCMN207A	Prepare and process financial/business documents	40
BSBCMN302A	Organise personal work priorities and development	40
BSBCMN305A	Organise workplace information	30
BSBCMN306A	Produce business documents	80
BSBADM305A	Create and use databases	20
Subtotal		210
TOTAL		450–475

Sequence

A range of delivery sequences is possible, but the selected delivery schedule should take into account the linkages between units of competence. For example, BSBCMN215A Participate in environmental work practices and BSBCMN211A Participate in workplace safety procedures could be effectively delivered and assessed together. Each unit of competence provides guidelines on the different situations and contexts within which to deliver the unit and may indicate some linkages with other units of competence.

Students undertaking Program 2 – the extended Certificate II in Business – will be undertaking units of competence designated in the Unit 3–4 sequence. For students to be able to satisfactorily complete the Unit 3–4 sequence in a single year, the units of competence designated as Unit 3–4 level must be available to be undertaken in the same enrolment year.

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 competence 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 competencies. 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.

Study Score

A Study Score is available for students undertaking Program 2, the extended Certificate II in Business, in 2004. To be eligible for a Study Score students must:

- achieve all the units of competence in the Unit 3–4 sequence
- be assessed in accordance with the tools and procedures specified in the Business Administration Assessment Guide
- undertake an examination in the November examination period, based on the underpinning knowledge and skills in the units of competence advised by the VCAA.

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 units of competence as determined by the RTO
- increase of employment opportunities and marketability.

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

The VCAA advises that BSBCMN211A Participate in workplace safety procedures should be undertaken prior to work placement.

Australian Network of Practice Firms

The Australian Network of Practice Firms (ANPF) is a network of simulated small businesses (practice firms) that are hosted by educational and training institutions in partnership with actual enterprises. ANPF offers a training environment for part or complete work placement where there is a lack of available placements or insufficient breadth of work experience available in local enterprises.

Students buy and sell their simulated products and services to other practice firms, thus learning about Australian and international business and about the work undertaken by different roles in business. They work as a team to determine or review their business, cost its products and services, prepare operational plans and report to management. Under the general directions of the teacher/facilitator and with mentoring provided by a real business partner, they achieve specific competencies and develop a holistic understanding of the nature of business.

Contact details for ANPF are provided on page 19 of this program booklet.

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.

Recognition within the VCE

VCE VET unit entitlement

The VCE VET Business Administration program is designated a Group A study for satisfactory completion purposes.

Students undertaking Program 1 are eligible for up to three VCE VET units on their VCE Statement of Results. These units are at Unit 1–2 level

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

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 VCE VET Business Administration and VCE VET Financial Services.

Where students have completed Program 1 of VCE VET Business Administration and VCE VET Financial Services they will be entitled to count one, not three, VCE VET Business units towards satisfactory completion.

Where students have completed Program 2 of VCE VET Business Administration and VCE VET Financial Services they will be entitled to count only the 3–4 sequence of the Business Administration program towards satisfactory completion. The entitlement for VCE VET Financial Services would remain.

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.

Students completing the Certificate II in Business only – Program 1 – are not eligible for an ENTER contribution.

The contribution of the extended Certificate II in Business – Program 2 – to the ENTER is as follows:

- Any contribution to the ENTER is subject to satisfactory completion of the specified Unit 3–4 sequence.
- A Study Score is available for this program in 2004. The Study Score will contribute directly to the ENTER, either as one of the student's best four studies ('the primary four') or as a fifth or sixth study.
- A contribution to the ENTER is subject to receiving a Study Score.
- Students may choose not to receive a Study Score, but in that case will not be eligible for any ENTER contribution.

For further information on the calculation of 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 17.

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 units of competence and for entering results on VASS when 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 units of competence 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. 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 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 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 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 training package are complied with.

Note: When simulations are used for assessing 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 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 assessment of the units of competence.

Unit of competence		Appropriate delivery context
BSBCMN201A	Work effectively in a business environment	VCE Industry and Enterprise Units 1–2
BSBCMN202A	Organise and complete daily work activities	
BSBCMN204A	Work effectively with others	
BSBCMN211A	Participate in workplace safety procedures	
BSBCMN215A	Participate in environmental work practices	
BSBCMN203A	Communicate in the workplace	VCE Foundation English VCE English Units 1–2
BSBCMN205A	Use business technology	VCE Information Technology Units 1–2 VCE VET Certificate II in Information Technology
BSBCMN213A	Produce simple word processed documents	
BSBCMN214A	Create and use simple spreadsheets	

Relationship with VCE VET Financial Services

The following table provides a guide to VCE VET Business Administration units of competence that could be delivered in a shared learning context where the school is also offering VCE VET Financial Services. VCE VET Financial Services provides an appropriate delivery context but will involve reduced unit entitlement (see duplication details under ‘Recognition within the VCE’ page 10).

Business Administration		Financial Services	
BSBCMN201A	Work effectively in a business environment 20	FNBFS01A	Work within a financial services context 30
BSBCMN202A	Organise and complete daily work activities 20	FNBFS03A	Work as part of a team 30
BSBCMN203A	Communicate in the workplace 40	FNBFS02A	Communicate in the workplace 30
BSBCMN204A	Work effectively with others 15	FNBFS03A	Work as part of a team 30
BSBCMN205A	Use business technology 30	FNBFS04A	Use technology in the workplace 50
BSBCMN208A	Deliver a service to customers 20	FNARFS14A	Deliver a service to customers 35
BSBCMN211A	Participate in workplace safety procedures 20	FNBFS05A	Apply health and safety practices in the workplace 25
BSBCMN213A	Produce simple word processed documents 60	FNBFS04A	Use technology in the workplace 50
BSBCMN214A	Create and use simple spreadsheets 20	FNBFS04A	Use technology in the workplace 50

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

Training packages have specific requirements regarding demonstration of competence and appropriate assessment of competence. These requirements are detailed in the training package under Guidelines for Assessment and in each unit of competence 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 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 competence. A qualified assessor will have:

- achieved the National Competency Standards for Assessment, or demonstrated equivalent competencies
- industry expertise (be competent in the units of competence being assessed)
- current, relevant industry experience (will understand the competency 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 Business Services Training Package 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 Business Services Training Package(BSB01).

A wide range of teaching, learning and workplace resources is available to support the delivery and assessment of the VCE VET Business Administration program. Examples of learning resources include Learner Guides, Trainer Guides, Assessment Instruments (including Training Record Log). These resources are commonly referred to as *non-endorsed materials* supporting the implementation of the training package.

All delivery resources and examples should be industry-focused and relevant to current industry practice. Other resource requirements specific to each unit of competence are listed in the relevant Evidence Guide.

A range of training and assessment support materials are available from Aspire Training and Consulting and TAFE National Resource Centre. Details of these organisations and their websites are listed in 'Useful contacts and information sources' on page 18 of this booklet.

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 competence 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 Business Administration in BSB20101 Certificate II in Business.
2. Enrol all students in the units of competence they are expecting to achieve in that year. If a student does not achieve a unit of competence and wishes to continue in a 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 units of competence in the designated Unit 3–4 level.
4. For further information on undertaking a Study Score in 2004, a Business Administration Assessment Guide will be available.

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

Recording results

Achievement of units of competence

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

Results must be entered on VASS in time to meet the VCAA 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 are kept of individual student achievement for all units of competence in the program.

VCE VET unit completion

Enrolment in units of competence automatically leads to enrolment in VCE VET units. As units of competence 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 units of competence achieved.

The student receives 'S' for each unit of competence achieved. The VET Statement of Results includes only units of competence 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

Completion of this VCE VET program leads to the award of a qualification that articulates directly with higher level qualifications in the Business Services Training Package.

The Common Business units (AQF level I–IV) comprise skill areas that are applied across the whole of the Business Services scope.

Business Services Training Package				
Range of qualifications available across the sectors				
Business Administration Services	Business Information Services	Business Management Services	Human Resource Management	Business Development
Specialist Administration AQF II–V	Recordkeeping AQF III–VI	Small Business Management AQF III–IV	Human Resources AQF IV–VI	Advertising AQF IV–VI
Legal Services AQF III–V		Frontline Management AQF III–V	Assessment and Workplace Training AQF IV–V	Marketing AQF III–VI
		Governance (Indigenous organisations) AQF IV–V		Sales AQF III–IV
		Strategic Management AQF V–VI		

Employment opportunities in Business Services

Business Services are essential to every Australian business, either as a core activity or as a support for the core activities. Business Services hold an organisation together and connect it to its customers and the community. There are about 1.6 million people engaged in Business Services in all Australian enterprises and over 400, 000 people employed in enterprises providing Business Services as their core business. (Extract from the Business Services Training Package Volume 1, page 15).

The Business Services sector offers a wide variety of employment positions within the clerical administrative workforce, for example administrative/office assistant, receptionist, secretary, information officer, customer service officer.

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 Victorian Qualifications Authority (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

Nationally endorsed training package

Schools intending to offer the VCE VET Business Administration program are required to use the nationally endorsed BSB01 Business Services Training Package.

The Business Services Training Package provides the details on each unit of competence, packaging rules and assessment requirements. Schools may obtain the Training Package at the following addresses:

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

Business Services Training Australia

Level 7, 163 Eastern Road
SOUTH MELBOURNE VIC 3205
Tel: (03) 9645 7555
Fax: (03) 9645 7556
Website: www.bsitab.org

Other sources of implementation information and advice including training and assessment support materials

Business Skills Victoria

Level 1, 222–224 Church Street
PO Box 61
RICHMOND VIC 3121
Tel: (03) 9429 0004
Fax: (03) 9429 0008
Email: bsv@bsv.org.au
Website: www.bsv.org.au

Aspire Training and Consulting

Level 11
10 Queens Road
MELBOURNE VIC 3004
Tel: (03) 9820 1300
Fax: (03) 9821 4392
Email: national@aspiretraining.com.au
Website: www.aspiretraining.com.au

TAFE National Resource Centre

Located at Chisholm Institute
Dandenong Campus
121 Stud Road
DANDENONG 3175
Tel: (03) 9212 5479
Fax: (03) 9212 5123
Email: tnrc@chisholm.vic.edu.au
Website: www.chisholm.vic.edu.au/tnrc

Australian Network of Practice Firms

Ms Cath Billing
 Network Manager
 Canberra Institute of Technology
 GPO Box 826
 CANBERRA ACT 2601
 Tel: (02) 6207 3360
 Fax: (02) 6207 3338
 Email: cath.billing@cit.act.edu.au

Ms Rosie Ryan
 Victorian Network Coordinator
 Chisholm Institute of TAFE
 Berwick Campus
 121 Stud Road
 DANDENONG VIC 3175
 Tel: (03) 9212 4533
 Fax: (03) 9212 4999
 Email: r.ryan@chisholm.vic.edu.au

Victorian Purchasing (Implementation) Guide for the Business Services Training Package

The Curriculum Maintenance Manager is responsible for the Victorian Purchasing Guide for the Business Services Training Package. The current contact details are:

Mr Alan Daniel
 Chisholm Institute of TAFE
 Frankston Campus
 PO Box 1281
 FRANKSTON VIC 3199
 Tel: (03) 9238 8501
 Fax: (03) 9238 8504
 Email: a.daniel@chisholm.vic.edu.au

The full text of the Victorian Purchasing Guide can be accessed through the Training Support Network website: <http://trainingsupport.otte.vic.gov.au/default.cfm>

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

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 Quality 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 CMMs 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 (formerly ETTE) 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 OTTE).

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.

VASS

Victorian Assessment Software System.

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.

VET

Vocational Education and Training. 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 Qualifications Authority (VQA)

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