

VCE VET
Applied Fashion Design and Technology

Incorporating
LMT21707 Certificate II in Applied Fashion Design
and Technology
and selected units of competence from
LMT31407 Certificate III in Applied Fashion Design
and Technology

October 2008

**This program is for implementation from 2009 and must be used in conjunction with the
nationally endorsed LMT07 Textiles, Clothing and Footwear Training Package**

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Tracey Lean	Box Hill Senior Secondary
Maria Repanis	Box Hill Senior Secondary/Sienna College
Mandy Hinton	Kangan Batman TAFE
Megan Kirkham	Kangan Batman TAFE
Gizella Baros	Whittlesea Secondary College
Lois Macris	Sandringham College
Felicity Wignall	Elisabeth Murdoch College
Trevor Lange	CMM Chisholm Institute
Bindhu George	Box Hill Institute
Dianne Hagquist	Box Hill Institute
Roslyn Verity	College of Fashion Design
Michelle Goode	Bendigo Senior Secondary College

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The artwork on the cover has been reproduced from 1998 VCE student work:

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 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 Victorian Certificate of Education (VCE) and a nationally portable Vocational Education and Training (VET) certificate.

VCE VET programs:

- are fully recognised within the Units 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.

The VCE VET Applied Fashion Design and Technology program is drawn from the nationally recognised Textiles, Clothing and Footwear Training Package.

PROGRAM REVISION

This program booklet replaces the *VCE VET Concept Development for Clothing Products* program booklet published in February 2004. This revision to the VCE VET Concept Development for Clothing Products program is a consequence of the revision to the national Textiles, Clothing and Footwear Training Package. For the VCE VET Applied Fashion Design and Technology program, the identified competencies have been grouped to form Units 1 and 2 and a Units 3 and 4 sequence for recognition purposes. The enhanced recognition status of VCE VET programs are reflected in this program booklet.

ARRANGEMENTS FOR CONTINUING STUDENTS

Students enrolled in Concept Development for Clothing Products in 2008 or earlier, may complete their program in 2009 under the arrangements outlined in the *VCE VET Concept Development for Clothing Products* program booklet published in February 2004.

No new students may enrol in 21471 VIC Certificate III in Concept Development for Clothing Products in 2009 and beyond.

STUDENTS COMMENCING IN 2009 AND BEYOND

All students commencing the VCE VET Applied Fashion Design and Technology program in 2009 and beyond must comply with the requirements outlined in this booklet.

Program details

AIMS

The VCE VET Applied Fashion Design and Technology program aims to:

- provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the fashion, clothing and related industries
- enable participants to gain a recognised credential and make a more informed choice of vocation and career paths.

COMPLETION REQUIREMENTS

The following information needs to be read in conjunction with the Textiles, Clothing and Footwear Training Package.

Structure of the qualification

The Certificate II in Applied Fashion Design and Technology is comprised of ten units of competence, six mandatory units and four specialist units.

The Certificate III in Applied Fashion Design and Technology is comprised of 18 units, ten mandatory units (including the six mandatory units from Certificate II) and eight electives.

VCE VET PROGRAM STRUCTURE

The VCE VET Applied Fashion Design and Technology program consists of a minimum of twelve units of competence.

On successful completion of this program students are eligible for:

- the award of the Certificate II in Applied Fashion Design and Technology and completion of selected units of competence from Certificate III in Applied Fashion Design and Technology
- recognition of up to four VCE VET units at Units 1 and 2 level, and two units at Units 3 and 4 level.

PROGRAM DURATION

The VCE VET Applied Fashion Design and Technology program has a nominal duration of 560–570 hours depending on the electives selected.

The nominal hours attached to each unit of competence are calculated by Skills Victoria (formerly OTTE) as an indicator of the training time required to become competent. They are a guide only, and the actual duration of the training is affected by students' readiness to be assessed for the particular unit of 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 structure

VCE VET Units 1 and 2		
Code	Unit of competence	Nominal hours
LMTGN2001B	Follow defined OH&S policies and procedures	30
LMTGN2002B	Apply quality standards	30
LMTCL2001B	Use a sewing machine	40
LMTFD2001B	Design and produce a simple garment	80
LMTFD2005B	Identify design process for fashion designs	40
LMTCL2004B	Sew components*	50
LMTCL2010B	Modify patterns to create basic styles	50
LMTCL2011B	Draw and interpret a basic sketch	30
LMTGN2009B	Operate computing technology in a Textiles, Clothing and Footwear workplace	50
LMTGN2003B	OR Work in the Textiles, Clothing and Footwear industry	40
Subtotal		390–400
VCE VET Units 3 and 4		
Code	Unit of competence	Nominal hours
LMTCL2003B	Identify fibres and fabrics	50
Select further units to the value of a minimum of 120 hours		
LMTCL3001B	Identify fabric performance and handling requirements*	40
LMTCL3002B	Prepare and produce sewn garment*	60
LMTCL3003B	Perform garment repairs and alterations*	40
LMTCL3006B	Assemble bra or swimwear*	40
LMTCL3007B	Embellish garment by hand or machine*	40
LMTCL3009B	Develop patterns from a block using basic patternmaking principles	50
LMTFD3001B	Market design product to local outlets	30
LMTFD3003B	Prepare design concept for a simple garment*	80
LMTFD3004B	Draw a trade drawing for fashion design	40
LMTGN3002B	Organise and plan own work to achieve planned outcomes	30
Subtotal		170
TOTAL		560–570

*These units have prerequisite units.

SEQUENCE

A range of delivery sequences is possible; however, the selected delivery schedule should take into account the linkages between units of competence. 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.

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 units of competence. 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 foundation skills in this industry are contained within the Certificate II program.

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
- increased employment opportunities and marketability.

The VCAA strongly recommends that students enrolled in this program undertake a minimum of ten days SWL.

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

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

LMTGN2001B Follow defined OH&S policies and procedures must be undertaken prior to SWL.

The SWL Occupational Health and Safety (OH&S) arrangements are outlined in Ministerial Order 55.

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

A Structured Workplace Learning Manual developed by the Office of Learning and Teaching in 2005 is available. Although it has been designed primarily for SWL 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 Occupational Health and Safety issues in the industry areas of hairdressing, engineering, automotive, primary industry and business.

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

www.education.vic.gov.au/sensecyouth/careertrans/worklearn/structuredlearning.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 LCP which employs staff specifically to coordinate placements and monitor their quality. LCPs 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 Department of Education, Employment and Workplace Relations (DEEWR) as part of the Career Advice Australia (CAA) Initiative. There are over 200 partnerships across Australia.

Sourced from the Department of Education, Employment and Workplace Relations website: www.dest.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 unit of competence *LMTGN2001B Follow defined OH&S policies and procedures* 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

www.careeradviceaustralia.gov.au

*Employers should be provided with the Department of Education and Early Childhood Development (DEECD) 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 DEECD website: www.education.vic.gov.au/sensecyouth/careertrans/worklearn/structuredlearning.htm

Recognition within the VCE

VCE VET UNIT ENTITLEMENT

Students undertaking the VCE VET Applied Fashion Design and Technology program are eligible for up to four units at Units 1 and 2 level and two units at Units 3 and 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.

No significant duplication has been identified between the VCE VET Applied Fashion Design and Technology program and VCE studies or other VCE VET programs.

A student may not be enrolled in both the VCE VET Applied Fashion Design and Technology program and Certificate II in Applied Fashion Design and Technology School Based Apprenticeship at the same time.

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 Applied Fashion Design and Technology program to the ENTER is as follows:

- Any contribution to the ENTER is subject to satisfactory completion of the designated Units 3 and 4 sequence.
- Students who successfully complete a Units 3 and 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 Applied Fashion Design and Technology program is available for students who are enrolled in the VCAL.

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

The VCE VET Applied Fashion Design and Technology program will satisfy the eligibility requirement for the Industry Specific Skills and Work Related Skills strands.

The VCE VET Applied Fashion Design and Technology 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 Applied Fashion Design and Technology 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 Applied Fashion Design and Technology 200 hours	VCAL Intermediate Work Related Skills Units 1 and 2 VCE Industry and Enterprise Units 1 and 2	VCAL Intermediate Personal Development Skills Units 1 and 2
Total number of VCAL units = 4	Total number of VCAL units = 2	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. For example, if a student completes 100 hours of a 200 nominal hour unit of competence, they will receive no credit towards their VCAL for that unit. The complete unit of competence 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.

Employability skills

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

Employability skills replace the key competencies. The performance requirements of employability skills are embedded within each unit of competence.

A summary of the employability skills developed through training package qualifications can be downloaded from: <http://employabilityskills.training.com.au>

The eight employability skills are:

- communication
- team work
- problem solving
- initiative and enterprise
- planning and organisation
- self management
- learning
- technology.

These skills are derived from the Employability Skills Framework (Employability Skills for the Future, 2002) developed by the Australian Chamber of Commerce and Industry and the Business Council of Australia, and published by the Commonwealth Department of Education, Employment and Workplace Relations (formerly DEST).

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 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 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.

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 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 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 17.

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 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 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 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, providing 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 therefore simulations should not be considered as an inexpensive alternative.

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

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 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 have specific requirements regarding demonstration of competence and appropriate assessment of competence. These requirements are detailed 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.

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 LMT07 Textiles, Clothing and Footwear 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 Evidence Guide of each unit of competence.

The following organisations have training and assessment support materials.

TVET Australia Product Services (formerly Australian Training Products)

Tel: (03) 9832 8100

Fax: (03) 9832 8199

Website: www.productservices.tvetaustralia.com.au

VETASSESS

Tel: (03) 9820 1300

Website: www.vetassess.com.au

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 Applied Fashion Design and Technology in LMT21707 Certificate II in Applied Fashion Design and Technology.
2. Enrol 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 a Units 3 and 4 sequence in that year have been enrolled in the required number of units of competence that will provide a Units 3 and 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 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 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 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 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 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 the VCE VET Applied Fashion Design and Technology program leads to the award of a qualification that articulates directly with higher level qualifications in the Textiles, Clothing and Footwear Training Package.

The LMT07 Textiles, Clothing and Footwear Training Package comprises qualifications from Certificate I to Advanced Diploma in sectors such as:

- Applied Fashion Design and Technology
- Clothing Production
- Millinery
- Footwear Production
- Leather Production
- Dry Cleaning
- Textile Technology
- Textile Design and Development
- Fashion and Textile Merchandising.

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) 9651 3237

Email: QAR@edumail.vic.gov.au

Website: www.vrqa.vic.gov.au

Useful contacts and information sources

Nationally endorsed training package

Schools intending to offer the VCE VET Applied Fashion Design and Technology program are required to use the nationally endorsed LMT07 Textiles, Clothing and Footwear Training Package.

The Textiles, Clothing and Footwear Training Package provides the details on each unit of competence, qualification packaging rules and assessment requirements.

Standard 1 of the AQTF Essential Standards for Registration requires that a RTO use ‘... training and assessment materials ... consistent with the requirements of the Training Package ...’.

Training package and training and assessment support materials may be purchased from:

TVET Australia Product Services (formerly Australian Training Products)

Tel: (03) 9832 8100

Fax: (03) 9832 8199

Website: www.productservices.tvetaustralia.com.au

Relevant sections of the training package may also be downloaded from the National Training Information Service (NTIS) website: www.ntis.gov.au

Curriculum Maintenance Manager

The Curriculum Maintenance Manager is responsible for the *Victorian Purchasing Guide LMT07 Textiles, Clothing and Footwear Training Package*. The contact details are:

Trevor Lange

Chisholm Institute of TAFE – Frankston campus

Tel: (03) 9238 8448

Fax: (03) 9238 8463

Email: t.lange@chisholm.vic.edu.au

The full text of the *Victorian Purchasing Guide LMT07: Textiles, Clothing and Footwear Training Package* can be accessed through the Training Support Network website:

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

Other sources of implementation advice

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

Industry Skills Council

Manufacturing Skills Australia

PO Box 289

North Sydney, NSW, 2059

Tel: (02) 9955 5500

Website: www.mskills.com.au

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: vcaa.vcal@edumail.vic.gov.au
Website: www.vcaa.vic.edu.au/vcal

Student enrolment

Victorian Curriculum and Assessment Authority
VASS Unit
Hotline (metro): (03) 9651 4482
Hotline (country): 1800 827 721
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 4470
Email: student.records@edumail.vic.gov.au

VET certification/eligibility

The RTO is responsible for certification.

Program support

Department of Education and Early Childhood Development
Youth Transitions Division
Office for Policy, Research and Innovation
Tel: (03) 9637 3181
Website: www.education.vic.gov.au

Registration

Victorian Registration and Qualifications Authority

VET Provider Registration Branch

Tel: (03) 9651 3237

Website: www.vrqa.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 *VCAA Bulletin VCE, VCAL and VET* 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 which 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 a 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 Manager (CMM)

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 Skills Victoria.

Employability skills

A set of eight skill areas that employers have identified as desirable in all employees in all workplaces across Australia.

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.

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.

Registered Training Organisation (RTO)

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

Skills Victoria (formerly OTTE)

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

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. 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.

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