

**VET in the VCE
CLOTHING PRODUCTS PROGRAM**

**21471VIC
Certificate III in Concept Development for
Clothing Products**

February 2004

This program booklet must be used in conjunction with the
Accreditation 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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CONTENTS

INTRODUCTION.....	1
NATIONAL TRAINING FRAMEWORK	1
PROGRAM REVISION	1
ARRANGEMENTS FOR CONTINUING STUDENTS.....	2
STUDENTS COMMENCING IN 2004	2
PROGRAM DETAILS	3
AIMS	3
COMPLETION REQUIREMENTS.....	3
PROGRAM DURATION	3
PROGRAM STRUCTURE	4
SEQUENCE.....	5
STRUCTURED WORKPLACE LEARNING	5
OCCUPATIONAL HEALTH AND SAFETY.....	6
RECOGNITION WITHIN THE VCE.....	7
VCE VET UNIT ENTITLEMENT	7
EQUIVALENT NATIONAL TERTIARY ENTRANCE RANK (ENTER).....	8
DELIVERY AND ASSESSMENT.....	9
ROLE OF REGISTERED TRAINING ORGANISATIONS	9
DELIVERY OPTIONS	10
DELIVERY IN SCHOOLS	10
DELIVERY IN THE WORKPLACE.....	12
ASSESSMENT	12
RESOURCES	12
ADMINISTRATION	13
ENROLMENTS	13
RECORDING RESULTS	13
REPORTING	13
CERTIFICATION	13
ARTICULATION AND PATHWAYS.....	14
REGISTRATION	15
USEFUL CONTACTS AND INFORMATION SOURCES.....	16
GLOSSARY.....	18

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 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 (formerly Industry Training Advisory Bodies) and endorsed by the 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.

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

The Certificate III in Concept Development for Clothing Products includes units of competence from the LMT00 Textiles, Clothing and Footwear Training Package, together with two new units of competence specifically designed for this program. The Certificate has been accredited by the VQA as a nationally recognised qualification.

Program revision

This program booklet replaces the VCE VET Clothing Design and Production booklet published in August 1999. For this new VCE VET Certificate III in Concept Development for Clothing Products, the identified set of competencies has been grouped to form Units 1–2 and a Unit 3–4 sequence for recognition purposes.

Arrangements for continuing students

Students enrolled in the VCE VET Clothing Design and Production program in 2003 or earlier, should complete their program under the arrangements outlined in the VCE VET Clothing Design and Production program booklet published in August 1999. No new students may enrol in 2211AUB Certificate II in Clothing Design and Production in 2004 and beyond.

Students who have completed all or part of Certificate II in Clothing Design and Production in 2003 or earlier may enrol in the Unit 3–4 sequence of Certificate III in Concept Development for Clothing Products. See page 8 for details regarding duplication and VCE VET unit entitlement. However, schools should be aware that where a student transfers to the new qualification the student may not achieve either the 2211AUB Certificate II in Clothing Design and Production or the Certificate III in Concept Development for Clothing Products since neither qualification may have been completed.

The RTO is responsible for determining cross credit arrangements where a student wishes to transfer from the 2211AUB Certificate II in Clothing Design and Production to the Certificate III in Concept Development for Clothing Products.

Students commencing in 2004

All students commencing the Certificate III in Concept Development in Clothing Products in 2004 and beyond must comply with the requirements outlined in this booklet.

Program details

Aims

The aims of the VCE VET Clothing Products program are to:

- provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the clothing or clothing 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 accreditation document for 21471VIC Certificate III in Concept Development for Clothing Products.

Structure of the qualification

The Certificate III in Concept Development for Clothing Products is comprised of seven units of competence. The qualification LMT20600 Certificate II in Clothing Production (Intermediate), drawn from the National Textiles, Clothing and Footwear Training Package, is embedded in the Certificate III in Concept Development for Clothing Products.

There are two exit points at two qualification levels:

- LMT20600 Certificate II in Clothing Production (Intermediate)
- 21471VIC Certificate III in Concept Development for Clothing Products

Students enrolled in the Certificate III in Concept Development for Clothing Products can exit with a Certificate II in Clothing Production (Intermediate), a Training Package qualification, after achieving the five units of competence in VCE VET Units 1–2.

Completion of all the seven units of competence is required for the award of the qualification of Certificate III in Concept Development for Clothing Products.

No electives are included in the Certificate III in Concept Development for Clothing Products.

Program duration

The VCE VET Clothing Products program involves a nominal duration of 450 hours.

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 structure

VCE VET Units 1–2		
Code	Unit of competence	Nominal hours
LMTQAGN01A	Apply quality standards	40
LMTHRGN08A	Follow defined OH&S procedures	30
LMTPRCL01AA	Sew garments 1	80
LMTPRCL01BA	Sew garments 2	80
LMTHRGN02A	Work in a team environment	20
Subtotal		250
At this point students may exit with the Certificate II in Clothing Production (Intermediate)		
VCE VET Units 3–4		
VBN322	Modify patterns and develop prototypes	100
VBN321	Prepare and define basic concepts for clothing products	100
Subtotal		200
TOTAL		450

Note: There are no electives in this program.

Sequence

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 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.

Note: It is assumed that students who have previously completed all or part of 2211AUB Certificate II in Clothing Design and Production have achieved the foundation knowledge and skills required for progression into the Unit 3–4 sequence of 21471VIC Certificate III in Concept Development for Clothing Products

LMTPRCL01AA *Sew garments 1* and LMTPRCL01BA *Sew garments 2* may be delivered and assessed concurrently.

LMTHRGN08A *Follow defined occupational health and safety procedures* must be undertaken prior to structured workplace learning.

Structured workplace learning

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

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

The VCAA strongly recommends that students undertake a minimum of 40 hours structured workplace learning.

Structured workplace learning is best undertaken in an actual work environment but a training centre in an institution may provide an appropriate simulated workplace.

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

LMTHRGN08A *Follow defined occupational health and safety procedures* must be undertaken prior to structured workplace learning.

Where structured workplace learning is unavailable, schools are advised to organise industry visits and industry induction programs. A range of industry settings may provide useful and appropriate contexts for industry familiarisation. The following industry settings could provide students with the workplace context to enhance their acquisition of skills and knowledge:

- clothing and accessory manufacturers
- dressmaker/custom-made one-off garment makers
- low volume designer makers
- headwear designers/milliners
- clothing alteration and repair outlets
- soft furnishings manufacturers
- costume makers.

Occupational Health and Safety

Schools/RTOs must ensure that occupational health and safety issues are fully addressed in the training program. To assist the principal in meeting the school's responsibilities for students in structured workplace learning (SWL), the unit of competence LMTHRGN08A *Follow defined occupational health and safety procedures* must be undertaken by students before their structured work placement commences.

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 acknowledgement 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/dir090/vwa/home.nsf/pages/worksafe_home
www.ohs.labour.net.au/youthsafe/safety_first/index.html

* Employers should be provided with the Department of Education and Training *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 Sofweb website:

www.sofweb.vic.edu.au.

Recognition within the VCE

VCE VET unit entitlement

The Certificate III in Concept Development for Clothing Products is designated a Group B study and provides a Unit 3–4 sequence for satisfactory completion purposes.

Students undertaking this program are eligible for credit of 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 exists between Certificate II in Clothing Design and Production and the Certificate III in Concept Development in Clothing Products.

The following table summarises the contribution of VCE VET units for students who have completed VCE VET units in Certificate II in Clothing Design and Production and who then undertake VCE VET units in Certificate III in Concept Development in Clothing Products.

2211AUB Certificate II in Clothing Design and Production	21471VIC Certificate III in Concept Development for Clothing Products	Total VCE VET unit entitlement
Two VCE VET units at Unit 1–2 (i.e. partial completion)	Two VCE VET units at Unit 1–2	Two VCE VET units at Unit 1–2
	Two VCE VET units at Unit 3–4	Four VCE VET units: two at Unit 1–2, two at Unit 3–4
	Four VCE VET units at Units 1–4	Four VCE VET units: two at Unit 1–2, two at Unit 3–4
Four VCE VET units at Unit 1–2 (i.e. full completion)	Two VCE VET units at Unit 1–2	Four VCE VET units at Unit 1–2
	Two VCE VET units at Units 3–4	Four VCE VET units: two at Unit 1–2, two at Unit 3–4
	Four VCE VET units at Unit 1–4	Four VCE VET units: two at Unit 1–2, two at Unit 3–4

Separate assessment processes

While there is potential for the integrated delivery of elements of the VCE VET Clothing Products program with other VCE studies, providers must ensure that students undertake separate assessments in order to meet the VET requirements as distinct from VCE outcomes.

Where a student is enrolled in both the VCE study the VCE VET Clothing Products program and a related VCE study, separate collections of evidence conforming to the assessment criteria in each study must be able to be demonstrated.

Importantly, assessment of the VET units of competence must be conducted to meet industry standards. The Performance Criteria, Evidence Guide and Range of Variables/Range Statement in each unit of competence specify work activities that require a suitable industry context, whether real or simulated. The assessment of competence relies on the collection of evidence that demonstrates the application of skills and knowledge to workplace tasks.

A student must not submit the same piece of work for assessment in more than one study.

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 Clothing Industry program to the ENTER is as follows:

- Any contribution to the ENTER is subject to satisfactory completion of the 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.

As a Study Score is not yet available for this program, 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 calculation of the ENTER, refer to the VTAC website: www.vtac.edu.au

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 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

In particular, Standard 7.4 addresses the issue of suitably competent staff to deliver training:
 ‘The RTO must ensure that training is delivered by a person who:

- I. has all the competencies in the Certificate IV from the Training Package for Assessment and Workplace Training (or has demonstrated the equivalent competencies) or who is under direct supervision* of a person with these competencies; and
- II. is able to demonstrate vocational competence at least to the level of those being delivered.

**Direct supervision is achieved when a person delivering training on behalf of the RTO has regular guidance, support and direction from a person designated by the RTO who has the competencies in Standard 7.4 (i) and who monitors and is accountable for the training delivery. It is not necessary for the supervising person to be present during all the training delivery.’*

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 15.

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.

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.

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.

Option 2: Schools as RTOs

Schools may apply to the OTTE through a Training Recognition Consultant to become an RTO for the provision of specified qualifications. A summary of registration requirements and contact details for registration is provided on page 15.

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 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 each unit of competence.

It is possible for providers to deliver the training programs in an appropriately simulated environment, as long as the contexts for assessment as described in the accreditation document 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 structured workplace learning arrangements or projects.

The following table provides advice on the VCE studies 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 assessment (refer to page 12 under 'Assessment').

Unit of competence		Appropriate delivery context
LMTPRCL01AA	Sew garments 1	VCE Design and Technology Units 1–2
LMTPRCL01BA	Sew garments 2	VCE Design and Technology Units 1–2

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 AQTF Standard 7. A copy of the Standards can be downloaded from the AQTF website: www.anta.gov.au/aqtfStandards.asp

In particular, Standard 7.3 addresses the issue of suitably competent staff to conduct assessments:

‘The RTO must ensure that assessments are conducted by a person who has:

I. the following competencies from the Training Package for Assessment and Workplace Training, or demonstrated equivalent competencies:

- a BSZ401A Plan Assessment
- b BSZ402A Conduct Assessment
- c BSZ403A Review Assessment; and

II. relevant vocational competencies, at least to the level being assessed.’

Resources

Program providers require access to the accreditation document for 21471 VIC Certificate III in Concept Development for Clothing Products. 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 the unit of competence. Refer to the Accreditation Document.

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 the program in 21471VIC Certificate III in Concept Development for Clothing Products.
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 a Unit 3–4 sequence in that year have been enrolled in the units of competence comprising the Unit 3–4 sequence.

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

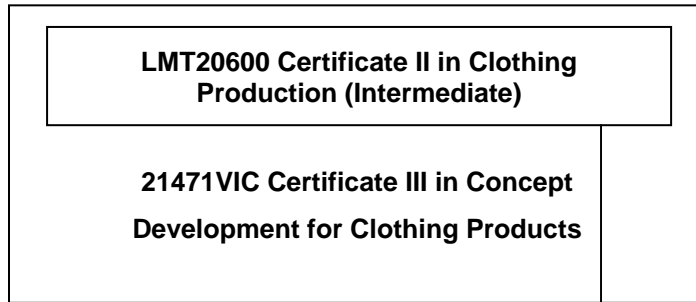
Students who complete all the requirements of a program will be awarded a certificate by the RTO. Partial completion is recorded on a Statement of Attainment issued by the RTO.

Articulation and pathways

The Certificate III in Concept Development for Clothing Products contains units of competence from the LMT00 Textiles, Clothing and Footwear Training Package. Students who complete the Certificate III in Concept Development for Clothing Products may articulate into higher qualification levels of the Training Package.

ENTRY

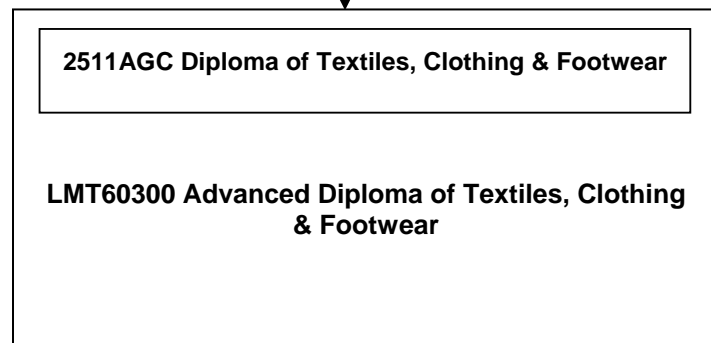
VCE



Currently working in industry or completed Certificate III in Concept Development for Clothing products or Certificate III in Clothing Production

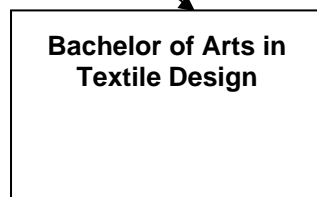


Relevant work experience that enables recognition of current competence into this qualification



Normal entry via Diploma

Check entry requirements



EXIT

Working in a business as a:

- Clothing operator
- Product dispatcher
- Inspector
- Finisher

Working in a small business making individual garments, self employment, entry level in manufacturing organisation

Clothing tradesperson

- Cutter
- Garment construction
- Presser
- Leading hand

Assistant working in a clothing industry environment as:

- Supervisor
- Training officer/assessor
- Junior pattern maker
- Illustrator

- Designer's assistant
- Quality controller's assistant
- Production manager's assistant
- Clothing workroom

- Designer
- Small business group operator
- Product developer
- Quality controller
- Production supervisor
- Patternmaker/grader
- Individual garment
- Manufacturer/small business

- Designer
- HR manager
- Supply and distribution manager
- Sales and marketing manager
- Merchandising manager
- Production manager

For further information refer to the Light Manufacturing Training Australia website: www.almitab.org.au

Registration

Under the AQTF, only RTOs may issue VET qualifications.

In order to comply with these arrangements, 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, 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
Higher Education and Regulation Division

Tel: (03) 9637 2762

Fax: (03) 9637 2520

Website: www.otte.vic.gov.au

Useful contacts and information sources

Accreditation document

Schools intending to offer the VCE VET Clothing Products program are required to use the Accreditation Document for 21471VIC Certificate III in Concept Development for Clothing Products.

The Accreditation Document provides the details on certificate completion requirements and each unit of competence and assessment requirements. Schools may obtain the Accreditation Document and training and assessment support materials at the following address:

Curriculum Maintenance Manager – General Manufacturing

Mr Trevor Lange
Chisholm Institute of TAFE
Frankston Campus
Fletcher Road
Frankston VIC 3199
Tel: (03) 9238 8448
Email: t.lange@chisholm.vic.edu.au

Further information may also be available at:

Light Manufacturing Training Australia

Tel: (03) 9348 1311

Other sources of implementation advice

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

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

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

Post Compulsory Pathways Branch

Office of Learning and Teaching

Tel: (03) 9637 2314

Fax: (03) 9637 2160

Website: www.sofweb.vic.edu.au

Registration

Office of Training and Tertiary Education

Higher Education and Regulation Division

Tel: (03) 9637 2762

Fax: (03) 9637 2520

Website: www.otte.vic.gov.au

Tertiary entrance requirements

Victorian Tertiary Admissions Centre

Tel: 1300 364 133

Website: www.vtac.edu.au

Victorian Curriculum and Assessment Authority publications

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

VCE and VCAL Administrative Handbook (for the current year)

Also refer to VASS Help Screens for advice

Glossary

Auspice

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

Australian Quality Training Framework (AQTF)

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 (AQF)

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

Competency standards

Competency standards are statements which define the skills and knowledge needed for effective work performance at the standard required in the workplace. These standards have been agreed nationally by industry advisory bodies across Australia and are part of the national training packages endorsed by 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.

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.

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 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 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 certificates 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, VET in Schools, supporting the provision of vocational education programs for secondary school students.

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.