

**VET in the VCE
COMMUNITY SERVICES**

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY



**CHC20202
Certificate II in Community Services
Work**

and selected units of competence from
**CHC30802 Certificate III in Community Services
Work**

CHC30402 Certificate III in Children's Services

October 2004

This program booklet must be used in conjunction with the nationally endorsed CHC02 Community Services Training Package

Acknowledgments

The Victorian Curriculum and Assessment Authority gratefully acknowledges the work of the following people in the preparation of this booklet:

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Peter Burns	Bendigo Regional Institute of TAFE
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David Schmidt	Wallara Australia Ltd
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Published by the Victorian Curriculum and Assessment Authority

41 St Andrews Place Victoria 3002

ISBN 1 920992 02 2

First published 2004

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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 certificates approved by the Victorian Curriculum and Assessment Authority (VCAA) as appropriate for senior secondary school students, fully integrated within the VCE 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.
- 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 (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.

The VCE VET Community Services program is drawn from the national *CHC02 Community Services Training Package*.

PROGRAM REVISION

This program booklet replaces the VCE VET Community Services program booklet published in October 2000. This revision to the VCE VET Community Services program is a consequence of the revision to the national Community Services Training Package. For the VCE VET Community Services program, the identified sets of competencies have been grouped to form Units 1–2 and a Unit 3–4 sequence for recognition purposes. 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.

ARRANGEMENTS FOR CONTINUING STUDENTS

Students enrolled in the VCE VET CHC30699 Certificate III in Community Services in 2004 or earlier, should complete their program in 2005 under the arrangements outlined in the VCE VET Community Services program booklet published in October 2000.

No new students may enrol in CHC30699 Certificate III in Community Services in 2005 and beyond.

STUDENTS COMMENCING IN 2005

All students commencing the VCE VET CHC20202 Certificate II in Community Services Work in 2005 and beyond must comply with the requirements outlined in this booklet. A Study Score for this program will be available in 2006.

Program details

AIMS

The aims of the VCE VET Community Services program are to:

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

COMPLETION REQUIREMENTS

The following information needs to be read in conjunction with the *CHC02 Community Services Training Package*.

Structure of the qualification

CHC20202 Certificate II in Community Services Work

For the award of Certificate II in Community Services Work, students must achieve 11 units of competence:

- five compulsory units of competence
- six elective units of competence.

VCE VET PROGRAM STRUCTURE

The VCE VET program offers CHC20202 Certificate II in Community Services Work and partial completion of a Certificate III qualification from the Community Services Training Package.

The VCE VET program is designed as a pathway qualification into community services work.

The VCE VET Community Services program allows students to complete a full Certificate II qualification and components of a Certificate III qualification with specialisations in Community Services and Children's Services. Students will be required to choose their specialisation in the first year of the program.

If the Children's Services stream is selected, the three Children's Services units of competence (in italics in the program structure) must be undertaken as a cluster in Units 1–2 and two further Children's Services units must be undertaken in Units 3–4. Schools should note that the VCE VET program does not provide students with a specialist Children's Services qualification.

VCAA prescribed units of competence

To enhance the students' acquisition of a broad range of skills and in compliance with the training package requirements, the VCAA has prescribed a number of units of competence in the VCE VET program.

If the Children's Services stream is selected then the VCE VET program is fully prescribed. By undertaking the following units of competence within their program, students will have satisfied the requirements for the Children's Services stream:

- CHCFC1C Support the development of children in the service
- CHCICAB Communicate with children
- CHCCN1D Ensure children's health and safety
- CHCPR1C Deliver services/activities to stimulate children's development and enhance their leisure
- CHCPR3C Develop and understanding of children's interests and developmental needs

PROGRAM DURATION

The VCE VET Community Services program involves a nominal duration of 390–475 hours, depending on the electives selected.

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
CHCCS201A	Prepare for work in the Community Services Industry	50
CHCCOM1B	Communicate with people accessing the services of the organisation	15
CHCORG1B	Follow the organisation's policies, procedures and programs	15
CHCORG2B	Work with others	15
CHCOHS201A	Follow OHS procedures	30
HLTFA1A	Apply basic First Aid	10
Subtotal		135
Select ANY three electives from the following list. Please note if the Children's Services stream is to be selected in the Unit 3–4 sequence then the three italicised electives MUST be undertaken as a cluster.		
CHCDIS20A	Introduction to disability work	30
CHCAC3C	Orientation to aged care work	50
HLTHIR1A	Work effectively in the health industry	20
CHCC26A	Support client participation in the organisation	50
CHCCS5B	Identify and address specific client needs	15
CHCCD7B	Support community resources	30
CHCGROUP1B	Support the activities of existing groups	20
HLTFA2A	Apply advanced First Aid	30
<i>CHCFC1C</i>	<i>Support the development of children in the service</i>	<i>40</i>
<i>CHCICAB</i>	<i>Communicate with children</i>	<i>30</i>
<i>CHCCN1D</i>	<i>Ensure children's health and safety</i>	<i>30</i>
Community Services Subtotal		190–275
Children's Services Subtotal		235
VCE VET Units 3–4		
Compulsory units		
CHCYTH1C	Work effectively with young people	40
CHCGROUP2C	Support group activities	20
CHCRH1B	Orientation to work in the leisure and health industry	50
CHCCWI1B	Operate under a case work framework	20
Select either the Community Services Stream OR the Children's Services Stream		
COMMUNITY SERVICES STREAM		
CHCAD1C	Advocate for clients	20
CHCCD12D	Apply a community development framework	50
Community Services subtotal		200
CHILDREN'S SERVICES STREAM		
CHCPR3C	Develop an understanding of children's interests and developmental needs	20
CHCPR1C	Deliver services/activities to stimulate children's development and enhance their leisure	40
Children's Services subtotal		190
COMMUNITY SERVICES TOTAL		390–475
CHILDREN'S SERVICES TOTAL		425

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.

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.

From 2006, a Study Score will be available for this revised VCE VET Community Services program. Students wanting access to the Study Score must be able to undertake all the units of competence designated as the Unit 3–4 sequence in the same enrolment year.

STUDY SCORE

A Study Score is available for students undertaking the Unit 3–4 sequence of this program in 2006. To be eligible for a Study Score students must:

- achieve all the units of competence designated as the Unit 3–4 sequence
- be assessed in accordance with the tools and procedures specified in the *Community Services Assessment Guide*, to be published by the VCAA
- undertake an examination in the end-of-year examination period, based on the underpinning knowledge and skills in the units of competence advised by the VCAA.

STRUCTURED WORKPLACE LEARNING (SWL)

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

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

The VCAA strongly recommends a minimum of 20 days SWL for the duration of the program. SWL can be spread over two years.

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.

CHCOHS201A Follow OHS procedures must be undertaken prior to SWL.

Under the new SWL arrangements outlined in Ministerial Order 23, students undertaking SWL must first complete the OH&S training relevant to the workplace before commencing their SWL placement. In the situation where assessment of OH&S units of competence is conducted in the workplace, all training up to assessment stage must be completed before the student commences SWL.

Local community partnerships

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

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

Sourced from the Department of Education, Science and Training 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 *CHCOHS201A Follow OHS procedures* must be completed before students begin their SWL.

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 Structured Workplace Learning 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.

This website may be a useful resource for schools/RTOs:
www.worksafe.vic.gov.au/dir090/vwa/home.nsf/pages/worksafe_home

* 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

School/RTOs are advised that some community service settings may require students to undertake *HLTFA2A Apply advanced First Aid*. This unit can be co-assessed with *HLTFA1A Apply basic First Aid*.

Recognition within the VCE

VCE VET UNIT ENTITLEMENT

The VCE VET Community Services program provides a Unit 3–4 sequence for satisfactory completion purposes.

Students undertaking this program are eligible for credit of up to five VCE VET units on their VCE Statement of Results: up to three units at Unit 1–2 level (depending on the electives chosen) 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 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 Community Services program and VCE studies or other VCE VET programs.

Note: a student may not be enrolled in both the VCE VET Community Services program and Community Services SBNA 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 a specified set of VCE studies.

The contribution of the VCE VET Community Services program to the ENTER is as follows:

- Any contribution to the ENTER is subject to satisfactory completion of the Unit 3–4 sequence.
- A Study Score is available for this program in 2006. 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, refer to the VTAC website: www.vtac.edu.au

Recognition within the VCAL

The VCE VET Community Services program is available for students who are enrolled in the VCAL.

The contribution of VCE VET Community Services to a student's VCAL program is determined by the number of units of competence completed. Each 100 hours of training will contribute one unit towards satisfactory completion of a student's VCAL program. The Certificate II in Community Services Work will satisfy the learning outcomes for the Industry Specific Skills and Work Related Skills strands.

The Certificate II in Community Services Work may contribute to the VCAL at the Foundation, Intermediate or Senior levels.

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 19.

DELIVERY OPTIONS

Schools may consider two 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 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 later in this booklet.

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 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, 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, therefore simulations should 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 and VCE VET programs that may provide an appropriate context for delivery of some components of the VET 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 13 under 'Assessment').

Unit of competence		Appropriate delivery context
CHCORG1B	Follow the organisation's policies, procedures and programs	Industry and Enterprise Units 1 and 2
CHCORG2B	Work with others	Industry and Enterprise Units 1 and 2
CHCOHS201A	Follow OHS procedures	Industry and Enterprise Units 1 and 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 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 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 *CHC02 Community Services 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.

Schools/RTOs may find the following the following websites useful:

TAFE Frontiers:

www.tafefrontiers.com.au/catalogue

The TAFE frontiers catalogue contains over 1500 learning resources that users may either search or browse through.

Community Services and Health Industry Skills Council:

www.cshca.com.au/index.asp

The Community Services and Health Industry Skills Council is the recognised peak national body providing advice on industry training needs to government. Their website has a resources directory that is a collection of information about useful resources and services to help with the implementation of the Community Services and Health Training Packages. It is designed to assist RTOs to locate material to help with learning and assessment for training package qualifications.

Schools/RTOs may find the following publication useful if they are delivering the Children's Services stream of the VCE VET Community Services program.

A Practical Guide to Working with Children by Caron Egle

\$45 (correct at time of publication).

This publication can be ordered through Tertiary Press

Tel: (03) 9726 1505

Fax: (03) 9726 1706

Email: tertiarypress@swin.edu.au

Alternatively this publication can be ordered from your usual bookseller.

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 Community Services in CHC20202 Certificate II in Community Services Work.
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 sequence.

For further information on undertaking a Study Score in 2006, schools are referred to the *Community Services Assessment Guide* to be published by the VCAA.

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

The Community Services Training Package is designed to address the training needs of the community services industry and includes the aged care, alcohol and other drugs, children's services, child protection, community housing and work, disability work, mental health and youth work sectors of the industry. The range of qualifications covered by the training package is Certificate I to Advanced Diploma and provides comprehensive and integrated training for new entrants and existing workers.

Completion of the VCE VET Community Services program leads to the award of a qualification that articulates directly to further qualifications within the Community Services Training Package. The qualifications available in the training package are listed below:

COMMUNITY SERVICES WORK – GENERALIST

- CHC10102 Certificate I in Work Preparation (Community Services)
- CHC20202 Certificate II in Community Services Work
- CHC20302 Certificate II in Community Services (First Point of Contact)
- CHC30802 Certificate III in Community Services Work
- CHC40902 Certificate IV in Community Services Work
- CHC50702 Diploma of Community Welfare Work
- CHC60302 Advanced Diploma of Community Services Work

MANAGEMENT

- CHC42002 Certificate IV Community Services (Service Coordination)
- CHC51602 Diploma of Community Services Management
- CHC60402 Advanced Diploma of Community Services Management

COMMUNITY SERVICES WORK – SPECIALIST

AGED CARE AND DISABILITY WORK

- CHC20102 Certificate II in Community Services Support Work
- CHC30102 Certificate III in Aged Care Work
- CHC30202 Certificate III in Home and Community Care
- CHC40102 Certificate IV in Aged Care Work
- CHC40202 Certificate IV in Service Coordination (Ageing and Disability)
- CHC30302 Certificate III in Disability Work
- CHC40302 Certificate IV in Disability Work
- CHC50102 Diploma of Disability Work
- CHC60102 Advanced Diploma of Disability Work

CHILDREN'S SERVICES

- CHC30402 Certificate III in Children's Services
- CHC40402 Certificate IV in Out of School Hours Care
- CHC50202 Diploma of Out of School Hours Care
- CHC50302 Diploma of Children's Services
- CHC60202 Advanced Diploma of Children's Services

CHILD PROTECTION

- CHC41802 Certificate IV in Community Services (Protective Care)
- CHC51202 Diploma of Community Services (Protective Intervention)
- CHC51302 Diploma of Statutory Child Protection

COMMUNITY DEVELOPMENT

- CHC41902 Certificate IV in Community Development
- CHC51402 Diploma of Community Development
- CHC51502 Diploma of Community Education

EMPLOYMENT SERVICES

- CHC30502 Certificate III in Employment Services
- CHC40502 Certificate IV in Employment Services
- CHC50402 Diploma of Employment Services

SOCIAL HOUSING

- CHC30702 Certificate III in Social Housing
- CHC40802 Certificate IV in Social Housing
- CHC50602 Diploma of Social Housing

YOUTH WORK AND JUVENILE JUSTICE

- CHC30602 Certificate III in Youth Work
- CHC40602 Certificate IV in Youth Work
- CHC40702 Certificate IV in Youth Work (Juvenile Justice)
- CHC50502 Diploma of Youth Work

COMMUNITY SERVICES WORK – OTHER SPECIALIST QUALIFICATIONS

- CHC41702 Certificate IV in Alcohol and Other Drugs Work
- CHC51102 Diploma of Alcohol and other Drugs Work
- CHC30902 Certificate III in Telephone Counselling Skills
- CHC41002 Certificate IV in Telephone Counselling Skills
- CHC41102 Certificate IV in Mental Health Work (Non-clinical)
- CHC41202 Certificate IV in Community Services Advocacy
- CHC41302 Certificate IV in Community Mediation
- CHC41402 Certificate IV in Community Services (Information, Advice and Referral)
- CHC41502 Certificate IV in Marriage Celebrancy
- CHC41602 Certificate IV in Community Services (Lifestyle and Leisure)
- CHC50802 Diploma of Community Services (Lifestyle and Leisure)
- CHC50902 Diploma of Community Services (Case Management)
- CHC51002 Diploma of Community Services (Financial Counselling)

Registration

Under the AQTF, only RTOs may issue VET qualifications.

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 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:

VET Provider Registration Branch

Office of Training and Tertiary Education

Tel: (03) 9637 2762

Fax: (03) 9637 2520

Website: www.otte.vic.gov.au

Useful contacts and information sources

Nationally endorsed training package

Schools intending to offer the VCE VET Community Services program are required to use the nationally endorsed CHC02 Community Services Training Package.

The Community Services Training Package provides the details on each unit of competence, qualification packaging rules and assessment requirements. Schools may obtain the training package and training and assessment support materials at the following address:

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

Curriculum Maintenance Manager – Human Services

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

Ms Anne Lechte
Swinburne University of Technology
PO Box 218
HAWTHORN VIC 3122
Tel: (03) 9214 5642
Email: alechte@swin.edu.au

The full text of the Victorian Purchasing Guide for the Community Services 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.

Community Services and Health Industry Training Board

PO Box 1300
CARLTON VIC 3053
Tel: (03) 9347-0377
Website: www.intraining.org.au/

TAFE Frontiers

Level 3 620 Bourke Street

MELBOURNE VIC 3000

Tel: (03) 9670 8123

Fax : (03) 9670 8125

Website: www.tafefrontiers.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.auWebsite: www.vcaa.vic.edu.au/vet**VCAL program structure**

Victorian Curriculum and Assessment Authority

VCAL Unit – Curriculum Branch

Tel: (03) 9651 4532

Fax: (03) 9651 4324

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

VET Provider Registration Branch

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 CMMs 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 made up 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 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 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 and training 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.