

**VET in the VCE  
DANCE**

**21764VIC  
Certificate II in Dance**

**July 2007**

This program booklet must be used in conjunction with the course accreditation document

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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

Copyright remains the property of the artist.

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# Introduction

VCE VET programs are vocational training programs approved by the Victorian Curriculum and Assessment Authority (VCAA) and accredited in the VCE by the Victorian Registration and Qualifications Authority (VRQA).

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 and endorsed by the Department of Education, Science and Training (DEST). 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 21764VIC Certificate II in Dance includes five units of competence drawn from the CUE03 Entertainment Training Package; CUF01 Film, Television, Radio and Multimedia Training Package; CUV03 Visual Arts, Craft and Design Training Package and HLT02 Health Training Package. All the other units of competence have been specifically written for the Certificate II in Dance.

Certificate II in Dance has been accredited by the VRQA as a nationally recognised qualification.

## PROGRAM REVISION

This program booklet replaces the *VCE VET Dance* program booklet published in September 2000. For the VCE VET Dance 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 21078VIC Certificate II in Dance in 2007 or earlier, should complete their program in 2008 under the arrangements outlined in the *VCE VET Dance* program booklet published in September 2000.

No new students may enrol in 21078VIC Certificate II in Dance after 30 June 2007.

**STUDENTS COMMENCING IN 2008 AND BEYOND**

All students commencing the VCE VET Dance program in 2008 and beyond must comply with the requirements outlined in this booklet. A study score for this program will be available in 2009.

## Program details

### AIMS

The aims of the VCE VET Dance program are to:

- provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the performing arts industry
- 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 course accreditation document for 21764VIC Certificate II in Dance.

### Structure of the qualification

The 21764VIC Certificate II in Dance is comprised of ten compulsory units of competence.

To be eligible for the award of the certificate students must complete all compulsory units of competence.

### PROGRAM DURATION

The VCE VET 21764VIC Certificate II in Dance involves a nominal duration of 400 hours.

The nominal hours attached to each unit of competence are calculated by the Office of Training and Tertiary Education (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

### 21764VIC CERTIFICATE II IN DANCE

VCE VET Units 1–2		
Code	Unit of competence	Nominal Hours
HLTFA1A	Apply basic First Aid	10
VBQU065	Develop a basic level of physical condition for dance performance	35
VBQU066	Develop basic dance techniques	80
CUECOR02B	Work with others	15
CUFSAF01B	Follow health, safety and security procedures	15
CUVCOR11A	Source information on history and theory and apply to own area of work	30
<b>Subtotal</b>		<b>185</b>
VCE VET Units 3–4		
Code	Unit of competence	Nominal Hours
CUEIND01B	Source and apply entertainment industry knowledge	15
VBQU067	Prepare self for a dance performance	40
VBQU068	Refine basic dance techniques	80
VBQU069	Apply basic dance techniques for performances	80
<b>Subtotal</b>		<b>215</b>
<b>PROGRAM TOTAL</b>		<b>400</b>



## SEQUENCE

In order for students to be able to satisfactorily complete the Unit 3–4 sequence in a single year, all the units of competence designated at Unit 3–4 level must be available to be undertaken in the same enrolment year.

However, for *VBQU068 Refine basic dance techniques* and *VBQU069 Apply basic dance techniques* it is expected that students will undertake the training for these units of competence over the length of the program. The enrolment for these units should occur in the year in which the student is assessed for these units of competence. For students wishing to undertake scored assessment, these units of competence must be enrolled in as part of the Unit 3–4 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.

Students wanting access to the study score in 2009 and beyond must be able to be assessed against all the units of competence designated as the Unit 3–4 scored sequence in the same enrolment year.

## STUDY SCORE

A study score is available for 21764VIC Certificate II in Dance from 2009. To be eligible for a study score students must:

- achieve all the units of competence designated as the scored Unit 3–4 sequence
- be assessed in accordance with the tools and procedures specified in the *VCE VET Dance Assessment Guide*, to be published by the VCAA in 2008
- undertake a performance 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 that students enrolled in this program undertake a minimum five days Structured Workplace Learning.

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

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.

*CUFSAF01B Follow health, safety and security procedures* must be undertaken prior to SWL.

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

- community festivals
- community theatre groups
- professional dance companies
- dance studios
- live dance performances.

Also student involvement in performances at school or neighbouring schools and eisteddfods is encouraged to further develop skills and knowledge.

Under the new SWL arrangements outlined in Ministerial Order 23, students undertaking SWL must first complete the Occupational Health and Safety (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.

*A Structured Workplace Learning Manual* developed by the Office of Learning and Teaching in 2005 is available. Although it has been designed primarily for structured workplace learning 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 OH&S issues in the industry areas of hairdressing, engineering, automotive, primary industry and hospitality.

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

[www.sofweb.vic.edu.au/voced/structured\\_workplace\\_learning/index.htm](http://www.sofweb.vic.edu.au/voced/structured_workplace_learning/index.htm)

Additional copies may be ordered through the Career Education Association of Victoria (CEAV). CEAV will charge postage and handling costs.

Tel: (03) 9349 1900  
Fax: (03) 9349 3311  
Email: [ceav@netspace.net.au](mailto:ceav@netspace.net.au)

### 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](http://www.curriculum.edu.au)

Sourced from the Department of Education, Science and Training website:  
[www.dest.gov.au](http://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 *CUFSAF01B Follow health, safety and security 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/dir090/vwa/home.nsf/pages/worksafe\\_home](http://www.worksafe.vic.gov.au/dir090/vwa/home.nsf/pages/worksafe_home)

[www.ohs.labour.net.au/youthsafe/safety\\_first/index.html](http://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 Education website:  
[www.sofweb.vic.edu.au/voced/structured\\_workplace\\_learning/](http://www.sofweb.vic.edu.au/voced/structured_workplace_learning/)

## Recognition within the VCE

### VCE VET UNIT ENTITLEMENT

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

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

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 Dance program and VCE studies or other VCE VET programs.

### 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 Dance program to the ENTER is as follows:

- Any contribution to the ENTER is subject to satisfactory completion of the designated Unit 3–4 sequence.
- A study score is available for the scored Unit 3–4 sequence of this program from 2009. 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 from the scored sequence.

For further information on the calculation of the ENTER, refer to the VTAC website:  
[www.vtac.edu.au](http://www.vtac.edu.au)

## Recognition within the VCAL

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

The contribution of the VCE VET Dance 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 Dance program will satisfy learning outcomes for the Industry Specific Skills and Work Related Skills strands.

The VCE VET Dance 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 Dance 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 VET Dance 400 hours	VCAL Intermediate Work Related Skills Units 1 and 2	VCAL Intermediate Personal Development Skills Units 1 and 2
VCE General Mathematics Units 1 and 2		VCE Business Management Unit 1	
Total number of VCAL units = 4	Total number of VCAL units = 4	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.

## 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](http://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 of 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 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.

The National Training and Information Service (NTIS) <[www.ntis.gov.au](http://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 18.

## **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 the Victorian Assessment Software System (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 18.

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 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, as long as the contexts for assessment as described in the training package are complied with.

**Note:** When simulations are used for assessing competence, it is vital that they are set up to reflect real activities and conditions. Simulations must be devised, set up and operated with care, as simulations are a source of performance evidence of how the activity was carried out. The costs of setting up a valid simulation can be considerable and 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.

The following table provides advice on the VCE studies that may provide an appropriate context for delivery of some components of the VET program. 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
<i>The following VCE study provides an appropriate delivery context but may involve reduced unit entitlement (see duplication details under 'Recognition within the VCE' on page 8).</i>		
CUFSAF01B	Follow health, safety and security procedures	VCE Industry and Enterprise 1-2
CUEIND01B	Source and apply entertainment industry knowledge	



## **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 and course accreditation documents 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](http://www.training.com.au)

## Resources

Program providers require access to the course accreditation document for 21764VIC Certificate II in Dance.

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 Ausdance website has a number of journals and other publications that can be accessed at: [www.ausdance.org.au](http://www.ausdance.org.au)

The Ausdance website also has links to the Australian Dancing portal hosted by the National Library of Australia. This provides users with access to both current and historical information about dance in Australia.

The International Association for Dance Medicine and Science (IADMS) has a range of publications on its website. The main goal of this organisation is the improvement of dancers' health, well-being and performance. Further information is available from: [www.iadms.org](http://www.iadms.org)

The Australian Sports Commission (ASC) is Australia's primary national sports administration and advisory agency. Australian and international journal articles relevant to dance are available from: [www.ausport.gov.au](http://www.ausport.gov.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 Dance in 21764VIC Certificate II in Dance.
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 Unit 3–4 sequence in that year have been enrolled in the required number of units of competence that will provide a Unit 3–4 sequence.
4. For further information on undertaking a study score in 2009, schools are referred to the *VCE VET Dance Assessment Guide* in 2008.

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

Successful completion of the Certificate II in Dance will assist in preparing a student for entry into the performing arts industry.

A number of pathways exist for further training at Certificate III through to Advanced Diploma qualifications in the form of state registered, privately owned certificate courses. In addition, a number of degree courses are available at universities throughout Australia. For further information see the Ausdance website under 'Profession', 'Dance Education' for the online publication:

*Further Studies in Dance – A Guide for Australian Students* at: [www.ausdance.org.au](http://www.ausdance.org.au)

As 21764VIC Certificate II in Dance includes units of competence from the following training packages – CUF01 Film, Television, Radio and Multimedia; CUE03 Entertainment; CUV03 Visual Arts, Craft and Design and HLT02 Health – students who have successfully completed these units may apply for credit transfer of these units in the appropriate qualifications.

Further information available from the National Training Information Service:  
[www.ntis.gov.au](http://www.ntis.gov.au)

## 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) 9637 2762

Fax: (03) 9637 2520

Website: [www.vrqa.vic.gov.au](http://www.vrqa.vic.gov.au)

## Useful contacts and information sources

### Nationally endorsed training package

Schools intending to offer the VCE VET Dance program are required to use the course accreditation documentation for 21764VIC Certificate II in Dance.

The course accreditation document provides the details on certificate completion requirements, each unit of competence and assessment requirements. Schools may obtain, free of charge, the course accreditation document at the Training Support Network website:

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

### Curriculum Maintenance Manager – Arts/Entertainment and Recreation

Swinburne University of Technology

Contact details available at the Training Support Network:

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

### Other sources of implementation advice

Ausdance

PO Box 1472

Collingwood, 3066

Tel: (03) 9417 1200

Email: [victoria@ausdance.org.au](mailto:victoria@ausdance.org.au)

Website: [www.ausdance.org.au](http://www.ausdance.org.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](mailto:vet.vcaa@edumail.vic.gov.au)

Website: [www.vcaa.vic.edu.au/vet](http://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.au](mailto:vet.vcaa@edumail.vic.gov.au)

Website: [www.vcaa.vic.edu.au/vet](http://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](mailto: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 4324

### **VET certification/eligibility**

The RTO is responsible for certification.

### **Program support**

Department of Education

Youth Transitions Division

Office for Education Policy and Innovation

Tel: (03) 9637 3181

Website: [www.education.vic.gov.au](http://www.education.vic.gov.au)

### **Registration**

Victorian Registration and Qualification Authority

VET Provider Registration Branch

Tel: (03) 9637 2762

Fax: (03) 9637 2520

Website: [www.vrqa.vic.gov.au](http://www.vrqa.vic.gov.au)

### **Tertiary entrance requirements**

Victorian Tertiary Admissions Centre

Tel: 1300 364 133

Website: [www.vtac.edu.au](http://www.vtac.edu.au)

### **Victorian Curriculum and Assessment Authority publications**

The *VCAA Bulletin VCE, VCAL and VET* (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 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 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. OTTE is part of the Victorian Department of Innovation, Industry and Regional Development (DIIRD).

**Registered Training Organisation (RTO)**

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

**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, and are accredited within the VCE by the VRQA. 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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