

**VET in the VCE
SMALL BUSINESS**

**21530VIC
Certificate II in Small Business
(Operations/Innovation)
June 2004**

This program booklet must be used in conjunction with the accredited curriculum document

Acknowledgments

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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 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 also contribute to 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.

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

The Certificate II in Small Business (Operations/Innovation) is comprised of units of competence from the BSB01 Business Services Training Package and CUL99 Museum and Library/Information Services Training Package, together with new units of competence specifically designed for this qualification. The certificate has been accredited by the VQA as a nationally recognised qualification.

PROGRAM REVISION

This program booklet replaces the VCE VET Small Business Practice booklet published in August 1999. The new Certificate II in Small Business (Operations/Innovation) was developed in response to an identified training need. The certificate uses competency standards and all assessment is competency based.

ARRANGEMENTS FOR CONTINUING STUDENTS

Students enrolled in the VCE VET Small Business Practice in 2004 or earlier, should complete their program under the arrangements outlined in the VCE VET Small Business Practice program booklet published in August 1999. No new students may enrol in 2204AKC Certificate II in Small Business Practice in 2005 and beyond.

STUDENTS COMMENCING IN 2005

All students commencing the Certificate II in Small Business (Operations/Innovation) in 2005 and beyond must comply with the requirements outlined in this booklet.

Program details

AIMS

The aims of the VCE VET Small Business (Operations/Innovation) program are to:

- provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in small business workplaces
- 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 accredited curriculum document for 21530VIC Certificate II in Small Business (Operations/Innovation).

Structure of the qualification

The Certificate II in Small Business (Operations/Innovation) is comprised of 12 units of competence. Students must successfully complete all 12 units. There are no electives in the Certificate II in Small Business (Operations/Innovation).

PROGRAM DURATION

The VCE VET Small Business (Operations/Innovation) program involves a nominal duration of 320 hours.

The nominal hours attached to each unit of competence are determined by the Office of Training and Tertiary Education (OTTE). 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
*BSBCMN211A	Participate in workplace safety procedures	20
VBN333	Demonstrate personal qualities appropriate in a small business environment	20
VBN337	Undertake basic market research for a small business product or service	25
VBN338	Promote and recommend a small business product or service	25
VBN339	Contribute to small business operations and innovation	40
VBN340	Participate in small business quality and change processes	25
VBN341	Contribute to small business planning	25
VBN342	Undertake workplace orientation in a small business	40
BSBCMN202A	Organise and complete daily work activities	20
BSBCMN207A	Prepare and process financial/business documents	40
CULMS207A	Assist with the presentation of public activities and events	25
ICS2A	Share ideas in the workplace	15
TOTAL		320

*BSBCMN211A *Participate in workplace safety procedures* is a prerequisite to the unit VBN342 *Undertake workplace orientation in a small business*.

Note: There are no electives in this program.

SEQUENCE

A range of delivery schedules is possible, but the selected delivery schedule must ensure that BSBCMN211A *Participate in workplace safety procedures* is delivered and assessed prior to undertaking the unit VBN342 *Undertake workplace orientation in a small business*.

Refer to 'Delivery modes', page 13 of the accredited curriculum document.

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 unit of competence VBN342 *Undertake workplace orientation in a small business* requires a workplace context for the assessment of competence. The VCAA strongly recommends that students undertake a minimum of 40 hours of SWL, to comply with the requirements for assessment of this unit of competence.

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

BSBCMN211A *Participate in workplace safety procedures* must be delivered and assessed prior to SWL.

AUSTRALIAN NETWORK OF PRACTICE FIRMS

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

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

Contact details for ANPF are provided on page 18 of this program booklet.

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 SWL, the unit of competence BSBCMN211A *Participate in workplace 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 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

* 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

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

Students may accumulate VCE VET units over more than one year.

Duplication

VCE VET units may only make the maximum available contribution towards satisfactory completion of the VCE where no significant duplication exists between the VCE VET program and VCE studies or another VCE VET certificate in a student's program. Where significant duplication does exist, students may enrol in the VCE VET program and the VCE studies or other VET certificate identified, but a reduced VCE VET unit entitlement will then apply.

Significant duplication has been identified between the VCE VET Small Business (Operations/Innovation) and both VCE VET Business Administration (Program 2) and VCE Business Management.

Students who undertake VCE VET Small Business (Operations/Innovation) and both:

- VCE Business Management Units 1 and 2
- VCE VET Business Administration (Program 2)

will be entitled to count two, not three VCE VET units for Small Business towards satisfactory completion of the VCE.

EQUIVALENT NATIONAL TERTIARY ENTRANCE RANK (ENTER)

The ENTER is calculated by the Victorian Tertiary Admissions Centre (VTAC), subject to satisfactory completion of the VCE and using the study scores students have received for a specified set of VCE studies.

Students who complete this program will not receive an ENTER increment, as this program does not contain a Unit 3–4 sequence.

For further information on the calculation of the ENTER, refer to the VTAC website: www.vtac.edu.au

Recognition within the VCAL

The Certificate II in Small Business (Operations/Innovation) program is available for students who are enrolled in the VCAL.

The contribution of the Certificate II in Small Business (Operations/Innovation) 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 Small Business (Operations/Innovation) will satisfy learning outcomes for the Industry Specific and Work Related Skills strands.

The Certificate II in Small Business (Operations/Innovation) 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 17.

DELIVERY OPTIONS

Schools may consider two main options for the delivery of VCE VET programs.

Option 1: School and RTO partnerships

School and RTO partnerships may work in the following ways:

- shared delivery
- delivery on behalf of the school by the RTO
- delivery by the school of the whole program, under the auspices of the RTO.

Schools can negotiate with an RTO to deliver components of the program, where the school can demonstrate access to suitable staffing and resources. The RTO may also auspice the school to gather evidence for assessment or to conduct assessment of the components delivered by the school.

A school may arrange for an RTO to deliver and assess the entire program.

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 VCAA 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 are provided on page 17.

Schools that register to deliver training become responsible for all elements of delivery, assessment and quality assurance, as well as the awarding of Certificates and Statements of Attainment.

A school registered as an RTO is responsible for enrolling its students with the VCAA in the relevant certificate and units of competence 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 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 accredited curriculum 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 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 training. Information provided is based on current accredited study designs. 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 'Assessment' on page 12).

Unit of competence		Appropriate delivery context
BSBCMN202A	Organise and complete daily work activities	VCE Industry and Enterprise Units 1–2
VBN342	Undertake workplace orientation in a small business	VCE Industry and Enterprise Units 1–2
VBN337	Undertake basic market research for a small business product or service	VCE Business Management Units 1–2
VBN341	Contribute to small business planning	VCE Business Management Units 1–2

Separate assessment processes

While there is potential for the integrated delivery of elements of the VCE VET Small Business (Operations/Innovation) 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 Small Business (Operations/Innovation) 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.

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 accredited curriculum document for 21530VIC Certificate II in Small Business (Operations/Innovation). 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.

There is a learning guide available to support the unit ICS2A *Share ideas in the workplace*. It is available from:

RATIO

Suite 507

410 Elizabeth St

SURRY HILLS NSW 2010

Tel: (02) 9281 8023

Email: admin@ratio.net.au

VETASSESS and the ANTA Resource Generator have materials to support the following units of competence:

- BSBCMN202A *Organise and complete daily work activities*
- BSBCMN207A *Prepare and process financial/business documents*
- BSBCMN211A *Participate in workplace safety procedures*

VETASSESS

Level 4

478 Albert Street

EAST MELBOURNE VIC 3002

Tel: (03) 9655 4801

Email: vetassess@vetassess.com.au

Website: www.vetassess.com.au

ANTA Resource Generator:

Website: www.resourcegenerator.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 the program in 21530VIC Certificate II in Small Business (Operations/Innovation)
2. Enrol all students in the units 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.

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 VCE or VCAL Statement of Results. 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 qualification will be awarded a certificate by the RTO. Partial completion is recorded on a Statement of Attainment issued by the RTO.

Articulation and pathways

Small business workplaces are found in every industry, with a great variety of contexts and characteristics. The Australian Bureau of Statistics defines a small business as one that employs fewer than 20 persons.

‘... small businesses rely on flexible, innovative and broadly skilled employees. Prospective small business employees require an appreciation of the unique attributes, skills and knowledge required to work effectively in a small or micro business environment. The 21530VIC Certificate II in Small Business (Operations/Innovations) has been designed to meet this need. The course will provide learners with exposure to key foundation skills, knowledge and attributes required in small business workplaces.’ (Page 2 Section B, accredited curriculum document.)

As Certificate II in Small Business (Operations/Innovations) does not have a Unit 3–4 sequence, students may wish to consider suitable pathways within the VCE and suitable Unit 3–4 sequences from VCE studies. VCE Business Management Units 3–4 provides a suitable pathway for this qualification.

For students wishing to undertake further training in this area, the Business Services Training Package offers the following qualifications:

- Certificates I, II, III and IV in Business
- Certificate IV in Business (Small Business Management)
- Diploma of Business

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

VET Provider Registration Branch

Tel: (03) 9637 2762

Fax: (03) 9637 2520

Website: www.otte.vic.gov.au

Useful contacts and information sources

Accredited curriculum document

Schools intending to offer the VCE VET Small Business (Operations/Innovation) program are required to use the accredited curriculum document for 21530VIC Certificate II in Small Business (Operations/Innovation).

The accredited curriculum document provides the details on certificate completion requirements and each unit of competence and assessment requirements. Schools may obtain the accredited curriculum document from:

Curriculum Maintenance Manager – Business Industries

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

Other sources of implementation advice

Australian Network of Practice Firms

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

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

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 VCE VET programs. 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 that 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 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 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.

