

VET in the VCE INFORMATION TECHNOLOGY

**Incorporating
ICA20105
CERTIFICATE II in INFORMATION TECHNOLOGY
and
ICA30105
CERTIFICATE III in INFORMATION TECHNOLOGY**

September 2006

**This program booklet must be used in conjunction with the nationally endorsed ICA05 Information
and Communications Technology Training Package**

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Len Cooke	St Francis Xavier College Beaconsfield
Alan Daniel	Chisholm Institute of TAFE
Colin Hardie	Box Hill Institute of TAFE
John Italiano	Box Hill Institute of TAFE
Kevork Krozian	Forest Hill College
Peter Lewis	Loyola College
Sean McCormick	Effective Training Strategies (Principal Consultant)
Martin Menahem	Salesian College – Chadstone
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Alan Sage	Nathalia Secondary College
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Monique Sofo	EPIC Industry Training Board

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

Clare James

Can Opener 1998 (detail)

Ink, gouache and oil stick on paper

188 x 152.5 cm

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Introduction

VCE VET programs are vocational training programs approved by the Victorian Curriculum and Assessment Authority (VCAA) and accredited 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 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 VCE VET Information Technology program is drawn from the nationally recognised ICA05 Information and Communications Technology Training Package.

PROGRAM REVISION

This program booklet replaces the VCE VET Information Technology program booklet published in July 2000 and the Supplementary Advice published in February 2003. This revision to the VCE VET Information Technology program is a consequence of the revision to the national Information and Communications Technology Training Package. For the VCE VET Information Technology 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.

In the revised training package there is only one Certificate III in Information Technology. Schools should note that the revised VCE VET program offers Certificate II in Information Technology and partial completion of Certificate III in Information Technology.

For students who may wish to go on to complete the full Certificate III within their VCE, advice is provided on page 11.

ARRANGEMENTS FOR CONTINUING STUDENTS

Students enrolled in ICA20199 Certificate II in Information Technology, ICA30199 Certificate III in Information Technology (Software Applications), ICA30299 Certificate III in Information Technology (General) or ICA30399 Certificate III in Information Technology (Network Administration) in 2006 or earlier, may complete their program in 2007 under the arrangements outlined in the VCE VET Information Technology Supplementary Advice published in February 2003.

No new students may enrol in any of the ICA99 certificates in 2007 and beyond.

Students who wish to transfer to the revised VCE VET program in 2007 will require an assessment conducted by the RTO to determine what competencies in the program have already been achieved, through a recognition of current competence process.

Students who wish to transfer into the VCE VET Unit 3–4 sequence in 2007 must satisfy the prerequisites that are identified in the training package. These prerequisites are identified in the VCE VET program structure.

Schools are advised that where a student does transfer to the new program, the student may not be eligible to be awarded a qualification from either the ICA99 or the new ICA05 training packages since it is possible that no individual qualification has been achieved.

Schools should note that in order to complete the ICA30105 Certificate III in Information Technology, students will be required to undertake additional training over and above the VCE VET program. Please refer to page 11 for further details.

TRANSITION AND EQUIVALENT PROGRAMS

Previous program		New program
ICA20199 Certificate II in Information Technology (up to four units at Unit 1–2 level)	equivalent to	ICA20105 Certificate II in Information Technology (up to three units at Unit 1–2 level)
VCE VET Units 1–2 of Certificate III in Information Technology: Software ICA30199 Network Administration ICA30299 General ICA30399	equivalent to	VCE VET Units 1–2 (Program 1) of ICA20105 Certificate II in Information Technology OR VCE VET Units 1–2 (Program 2) of ICA30105 Certificate III in Information Technology
VCE VET Units 3–4 of Certificate III in Information Technology: Software ICA30199 Network Administration ICA30299 General ICA30399	equivalent to	VCE VET Units 3–4 of ICA30105 Certificate III in Information Technology (Program 2)

STUDENTS COMMENCING IN 2007 AND BEYOND

All students commencing the VCE VET Information Technology program in 2007 and beyond must comply with the requirements outlined in this booklet. A Study Score for this program will be available in 2007.

Program details

AIMS

The aims of the VCE VET Information Technology program are to:

- provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the Information and Communications Technology 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 ICA05 Information and Communications Technology Training Package.

The VCE VET program offers ICA20105 Certificate II in Information Technology and partial completion of ICA30105 Certificate III in Information Technology.

Structure of the qualifications

ICA20105 Certificate II in Information Technology

Completion of 14 units of competence to be eligible for the award of Certificate II:

- eight core units of competence
- six elective units of competence.

ICA30105 Certificate III in Information Technology

Completion of 14–16 units of competence to be eligible for the award of Certificate III:

- six common core units
PLUS
- four specialist core stream units – Applications, OR
- six specialist core stream units – Network Administration, OR
- five specialist core stream units – Support
PLUS
- four elective units.

Note: The core units of competence from Certificate II must be completed prior to commencing Certificate III.

VCE VET PROGRAM STRUCTURE

The VCE VET program is comprised of both Certificate II in Information Technology and partial completion of Certificate III in Information Technology.

Students may choose to undertake the full Certificate II program and achieve credit towards the VCE at Unit 1–2 level (Program 1).

Students may choose to complete Certificate II core units plus units selected from Certificate III in order to achieve credit towards the VCE (four units at Unit 1–4) for partial completion of Certificate III (Program 2).

PROGRAM DURATION

The VCE VET ICA20105 Certificate II in Information Technology (Program 1) involves a nominal duration of 310–340 hours, depending on the electives selected.

The VCE VET ICA30105 Certificate III in Information Technology partial completion (Program 2) involves a nominal duration of 435 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

PROGRAM 1: COMPLETION OF ICA20105 CERTIFICATE II IN INFORMATION TECHNOLOGY

VCE VET Units 1-2		
Code	Unit of competence	Nominal Hours
Core		
BSBCM106A	Follow workplace safety procedures	10
ICAD2012A	Design organisational documents using computing packages	40
ICAU2005A	Operate computer hardware	20
ICAU2006A	Operate computing packages	60
ICAU2013A	Integrate commercial computing packages	30
ICAU2231A	Use computer operating system	20
ICAW2001A	Work effectively in an IT environment	20
ICAW2002A	Communicate in the workplace	20
	Subtotal	220
Select SIX of the following electives		
ICAD2003A	Receive and process oral and written communication	20
ICAI2015A	Install software applications	20
ICAS2008A	Maintain inventories for equipment, software and documentation	10
ICAS2009A	Interact with clients	20
ICAS2010A	Apply problem solving techniques to routine malfunctions	20
ICAS2014A	Connect hardware peripherals	20
ICAS2016A	Record client support requirements	10
ICAS2017A	Maintain system integrity	20
ICAS2243A	Detect and protect from spam and destructive software	10
ICAU2007A	Maintain equipment and consumables	20
ICAW2011A	Work individually or as a team member to achieve organisational goals	20
ICPMM263A	Access and use the Internet	20
	Subtotal	90-120
	PROGRAM TOTAL	310-340

Note: The Certificate I unit of competence *ICAU1128A Operate a personal computer* is a prerequisite for the Certificate II common core units of competence ICAD2012A, ICAU2005A, ICAU2013A and ICAU2231A. Prerequisites may be undertaken concurrently.

PROGRAM 2: PARTIAL COMPLETION OF ICA30105 CERTIFICATE III IN INFORMATION TECHNOLOGY

VCE VET Units 1-2		
Code	Unit of competence	Nominal Hours
Core		
BSBCMN106A	Follow workplace safety procedures	10
ICAD2012A	Design organisational documents using computing packages	40
ICAU2005A	Operate computer hardware	20
ICAU2006A	Operate computing packages	60
ICAU2013A	Integrate commercial computing packages	30
ICAU2231A	Use computer operating system	20
ICAW2001A	Work effectively in an IT environment	20
ICAW2002A	Communicate in the workplace	20
Subtotal		220
VCE VET Units 3-4: Scored sequence		
Common Core compulsory units		
ICAD3218A	Create user documentation	20
ICAI3020A	Install and optimise operating system software	20
ICAT3025A	Run standard diagnostic tests	20
ICAU3004A	Apply occupational health and safety procedures	20
ICAS3031A	Provide advice to clients	40
Subtotal		120
Units selected from the Specialist Core Streams – select ONE stream only		
APPLICATIONS STREAM		
ICAU3126A	Use advanced features of computer applications	40
ICAU3028A *	Customise packaged software applications for clients	60
Subtotal		100
NETWORK ADMINISTRATION STREAM		
ICAI3101A	Install and manage network protocols	40
ICAS3024A	Provide basic system administration	20
ICAS3032A **	Provide network systems administration	20
ICAS3121A	Administer network peripherals	20
Subtotal		100
SUPPORT STREAM		
ICAS3024A	Provide basic system administration	20
ICAS3115A	Maintain equipment and software in working order	20
ICAI3021A	Connect internal hardware components	20
ICTCC330A	Manage customer relationships	35
Subtotal		95
TOTAL UNIT 3-4 SCORED SEQUENCE		215-220
PROGRAM TOTAL		435-440

Note: The Certificate I unit of competence *ICAU1128A Operate a personal computer* is a prerequisite for the Certificate II common core units of competence ICAD2012A, ICAU2005A, ICAU2013A and ICAU2231A. Prerequisites may be undertaken concurrently.

* ICAU3126A is a prerequisite for ICAU3028A

** ICAI3101A and ICAS3024A are prerequisites for ICAS3032A

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.

A number of prerequisites for the Certificate III qualification are built into the VCE VET Program 2. The delivery schedule must take account of these.

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. The foundation skills in this industry are contained within the Certificate II program.

Students wanting access to the Study Score in 2007 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 the VCE VET Information Technology program drawn from the ICA05 Training Package in 2007. 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 *Information Technology Assessment Guide*, to be published by the VCAA in 2007
- 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.

For the VCE VET Information Technology program, the VCAA and industry strongly recommend:

- a minimum of 10 days SWL for ICA20105 Certificate II in Information Technology;
- a minimum of 10 days SWL for ICA30105 Certificate III in Information Technology.

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.

BSBCMNI06A Follow workplace safety procedures must be undertaken prior to SWL.

It is recommended that the SWL placement is related to the training in two core units of competence: *ICAW2001A Work effectively in an Information Technology environment* and *ICAW2002A Communicate in the workplace*. These two units of competence assume assessment in a workplace or a simulated workplace environment.

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 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/

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

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 *BSBCMN106A Follow workplace safety procedures* or *ICAU3004A Apply Occupational health and safety 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

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/

Recognition within the VCE

VCE VET UNIT ENTITLEMENT

Students undertaking the VCE VET Information Technology (Program 1) – Certificate II in Information Technology – are eligible for credit of up to three VCE VET units at Unit 1–2 level on their VCE Statement of Results.

Students undertaking the VCE VET Information Technology (Program 2) – partial completion of Certificate III in Information Technology – are eligible for credit of up to four VCE VET units on their VCE Statement of Results: up to two units at Unit 1–2 level and two units at Unit 3–4 level.

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

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

Additional credit in the VCE

Students who are able to complete additional training in order to satisfy the requirements for the award of ICA05 Certificate III in Information Technology may receive additional credit in the VCE at Unit 3–4 level.

Please contact the VCAA VET Unit for further details (03) 9651 4458.

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 components of the VCE VET Information Technology Certificate II program core and VCE Information Technology Units 1 and 2. Where students have successfully completed the core competencies of Certificate II and VCE Information Technology Units 1 and 2, two units, not the potential four units, will contribute towards satisfactory completion of the VCE. No significant duplication has been identified between Certificate III in Information Technology and VCE Information Technology Units 3–4.

A student may not be enrolled in both the VCE VET Information Technology program and an Information Technology School Based Apprenticeship (SBA) at the same time.

EQUIVALENT NATIONAL TERTIARY ENTRANCE RANK (ENTER)

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

The contribution of the VCE VET Information Technology program to the ENTER is as follows:

- Any contribution to the ENTER is subject to satisfactory completion of the designated Unit 3–4 sequence (Program 2).
- A Study Score is available for the scored Unit 3–4 sequence of this program from 2007. 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 (Program 2).
- 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.

Additional Unit 3–4 sequence

Students who complete additional training in order to satisfy the requirements of the award of ICA05 Certificate III in Information Technology may be eligible for an additional Unit 3–4 sequence depending on the number of hours of training completed. This Unit 3–4 sequence will attract one ENTER increment. An increment is calculated as 10% of the average of the primary four scaled studies.

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

Recognition within the VCAL

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

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

The VCE VET Information Technology programs will satisfy learning outcomes for the Industry Specific Skills and Work Related Skills strands.

The VCE VET Information Technology programs (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 Information Technology program:

Literacy and Numeracy Skills	Industry Specific Skills	Work Related Skills	Personal Development Skills
VCAL Intermediate Literacy Skills Reading and Writing and Oral Communication	VCE VET Information Technology 300 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 = 3	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 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.dest.gov.au

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. holds the Certificate IV in Training and Assessment* from the Training and Assessment Training Package or is able to demonstrate equivalent competencies or
- ii. is under the direct supervision[†] of a person who has the competencies specified in Standard 7.4 i and
- iii. is able to demonstrate vocational competencies, at least to the level of those being delivered.

* A person who holds the Certificate IV in Assessment and Workplace Training from the Training Package for Assessment and Workplace Training (BSZ98) will be accepted for the purposes of this standard. A person who has demonstrated equivalent competencies to the Certificate IV in Assessment and Workplace Training in the period up to 12 months following publication of the Training and Assessment Training Package will also be accepted for the purposes of this standard.

[†] 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 training delivery.’

(Source: *AQTF Standards for Registered Training Organisations*. Effective from July 1 2005)

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, Office of Training and Tertiary Education (OTTE) or the National Training and Information Service:

www.ntis.gov.au

For further information refer to 'Registration', on page 22.

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 auspicied 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 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 22.

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 17 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 10).</i>		
ICAD2012A	Design organisational documents using computing packages	VCE Information Technology Units 1-2
ICAU2005A	Operate computer hardware	
ICAU2006A	Operate computing packages	
ICAU2013A	Integrate commercial computing packages	
ICAU2231A	Use computer operating system	
ICAW2001A	Work effectively in an IT environment	
ICAW2002A	Communicate in the workplace	

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 following website:
www.dest.gov.au

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

- ‘a. The RTO must ensure that assessments are conducted by a person who has:
 - i. the following competencies* from the Training and Assessment Training Package or is able to demonstrate equivalent competencies:
 - a. TAAASS401A Plan and organise assessment
 - b. TAAASS402A Assess competence
 - c. TAAASS404A Participate in assessment validation
 - ii. relevant vocational competencies, at least to the level being assessed.
- b. However, if a person does not have the assessment competencies as defined in Standard 7.3 a i and the vocational competencies as defined in Standard 7.3 a ii, one person with all the assessment competencies listed in Standard 7.3 a i and one or more persons who have the vocational competencies listed in Standard 7.3 a ii may work together to conduct the assessments.

* A person who holds the competencies BSZ401A Plan assessment, BSZ402A Conduct assessment, and BSZ403A Review assessment from the Training Package for Assessment and Workplace Training will be accepted for the purposes of this standard. A person who has demonstrated equivalent competencies to BSZ401A and BSZ402A and BSZ403A in the period up to 12 months following publication of the Training and Assessment Training Package will also be accepted for the purposes of this standard.’

(Source: *AQTF Standards for Registered Training Organisations*. Effective from July 1 2005)

Resources

Program providers require access to the ICA05 Information Technology 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.

Further information can be found at the Innovation and Business Skills Australia website:

www.ibsa.org.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 Information Technology in either Program 1 or Program 2.
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 2007, schools are referred to the *Information Technology Assessment Guide in 2007*.

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

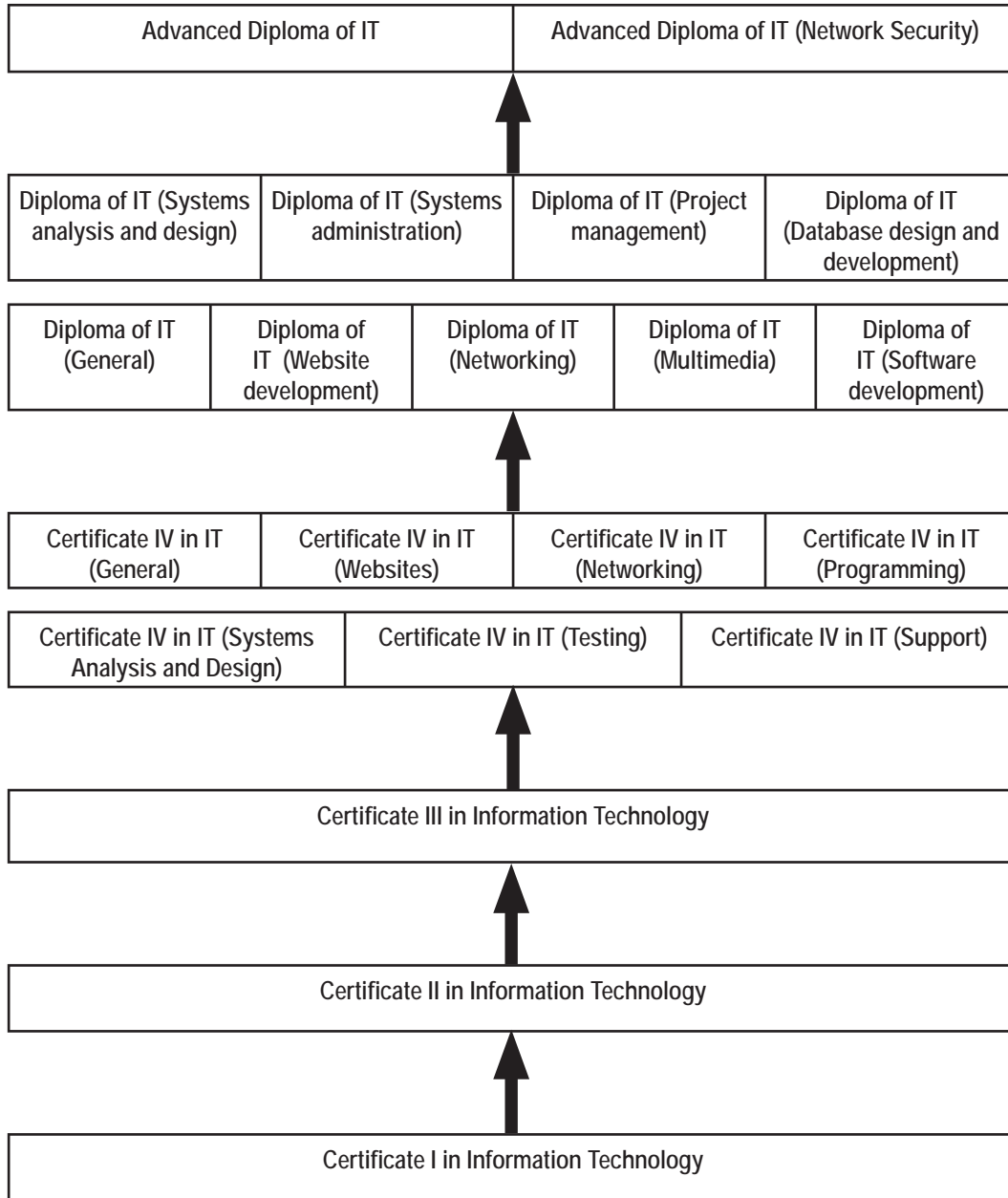
VCE VET units are reported on the student's VCE or VCAL Statement of Results, together with other VCE or VCAL units completed. Students will also receive from the VCAA a separate VET Statement of Results listing all units of competence achieved.

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



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 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 Information Technology program are required to use the nationally endorsed ICA05 Information and Communications Technology Training Package.

The Information and Communications Technology 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:

TVET Australia Ltd
(formerly Australian Training Products: www.atpl.net.au)
Level 21, 390 St Kilda Rd
MELBOURNE VIC 3000
Tel: (03) 9832 8100
Fax: (03) 9639 4684

Curriculum Maintenance Manager

The Curriculum Maintenance Manager is responsible for the *Victorian Purchasing Guide: Information and Communications Technology Training Package*. The contact details are:

Alan Daniel
Chisholm Institute of TAFE, Frankston Campus
Tel: (03) 9238 8501
Fax: (03) 9238 8504
Email: a.daniel@chisholm.vic.edu.au

The full text of the *Victorian Purchasing Guide: Information and Communications Technology 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.

EPIC Industry Training Board
29 Drummond Street
CARLTON VIC 3053
Tel: (03) 9654 1299
Email: epic@epicitb.com
Website: www.epicitb.com

VCE VET program structure

Victorian Curriculum and Assessment Authority

Vocational Education – Curriculum Branch

Tel: (03) 9651 4458

Fax: (03) 9651 4324

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

Website: www.vcaa.vic.edu.au/vet

VCAL program structure

Victorian Curriculum and Assessment Authority

VCAL Unit – Curriculum Branch

Tel: (03) 9651 4532

Fax: (03) 9651 4324

Email: 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 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 and Training

Post Compulsory Pathways Branch

Office of Learning and Teaching

Tel: (03) 9637 2314

Fax: (03) 9637 2160

Website: www.education.vic.gov.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 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 DEST. 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 training programs approved by the VCAA, which have the support of industry bodies, and are accredited within the VCE by the VQA. 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 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.

Notes