LOWER HUME VET & PATHWAYS CLUSTER
VET IN SCHOOLS HANDBOOK
2012

Partners:
Alexandra Secondary College
Assumption College Kilmore
Broadford Secondary College
Euroa Secondary College
Seymour College – Tallarook Campus
Seymour College – Loco Campus
St Mary’s College Seymour
Wallan Secondary College
Whittlesea Secondary College
Yea High School

and

Central Ranges Local Learning & Employment Network Inc.
**Acknowledgement**

This Handbook has been developed by the Central Ranges Local Learning and Employment Network Inc. (CR LLEN), in collaboration with the Shires of Mitchell, Murrindindi, Strathbogie & Whittlesea Cluster of Secondary Schools.

We would like to thank the Principals of all the participating schools for their willingness to support VET programs & the ongoing collaboration between schools and the VET/ VCAL Coordinators who have continued to promote VETiS and support students in their school pathways and also assisted in providing valuable information.

The Lower Hume VET & Pathways Cluster arrangement is founded on a spirit of cooperation and with the purpose of providing a wider breadth of learning opportunities for our students.

<table>
<thead>
<tr>
<th>Participating Schools</th>
<th>Host Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexandra Secondary College</td>
<td>Broadford Secondary College</td>
</tr>
<tr>
<td>Assumption College Kilmore</td>
<td>Seymour College – Loco Campus</td>
</tr>
<tr>
<td>Broadford Secondary College</td>
<td>Whittlesea Secondary College</td>
</tr>
<tr>
<td>Euroa Secondary College</td>
<td></td>
</tr>
<tr>
<td>Seymour College – Tallarook Campus</td>
<td></td>
</tr>
<tr>
<td>Seymour College – Loco Campus</td>
<td></td>
</tr>
<tr>
<td>St Mary’s College Seymour</td>
<td></td>
</tr>
<tr>
<td>Wallan Secondary College</td>
<td></td>
</tr>
<tr>
<td>Whittlesea Secondary College</td>
<td></td>
</tr>
<tr>
<td>Yea High School</td>
<td></td>
</tr>
</tbody>
</table>
Overview

The Lower Hume VET & Pathways Cluster is a partnership between 10 senior secondary schools including a regional special school and the Central Ranges LLEN. The region encompasses the Mitchell, Murrindindi, Strathbogie Shires & Whittlesea areas. Participating members are from Government & Catholic education sectors.

The Lower Hume VET & Pathways Cluster is a self-funded model supported by the schools based on a triennially reviewed membership fee. The LHV&P Cluster has developed support from local secondary schools and the Central Ranges Local Learning Employment Network.

The Home-Host School VET in Schools Model delivered across the Lower Hume Region is a working model developed over an 11 year partnership with Schools, Registered Training Organisations and the School Cluster Coordinator funded by various government departments during that period.

The LHV&P Cluster ensures students from Years 10, 11 & 12 have access to a broad range of quality, affordable and local VETiS programs within their community. VETiS programs provide students with a Nationally recognized certificate that is also recognized within the senior secondary certificate – namely VCE or VCAL.

There are many pathways and opportunities that students are able to access, including being able to have real work situation experiences and underpin the theory and knowledge of their VET program by undertaking industry placements (Structured Workplace Learning) in their field of study during their course.

What is the Home-Host School VETiS Delivery Model?

The Home-Host School VETiS Model of delivery is a collaborative agreement based on strong partnerships between the government and catholic schools in the Mitchell, Murrindindi, Strathbogie Shires & Whittlesea areas and facilitated by the Central Ranges Local Learning & Employment Network VET Coordinator.

- The ‘Host’ school is the school or provider who opens their VETiS enrolments to any students in the region – thereby ‘hosting’ the students, who are enrolled at another school.
- The ‘Home’ school is the school at which the student is enrolled for the bulk of their secondary studies.
The Home-Host School VETiS Model relies on programs being offered by:

1. Schools (who are auspiced by Registered Training Organisations [RTO])
   
   or

2. RTO’s have campuses/ facilities locally where they deliver the VETiS program.

These programs are open and available to any student in the region who wishes to enrol, provided class numbers are within maximum & minimum numbers specified.

**Why Was the Home-Host VETiS Delivery Model Created?**

The Home-Host School VETiS Model was created in response to an increasingly high demand for VETiS programs and the increasingly expensive cost to schools to provide or have access for students to undertake a VETiS Course.

For many students in the Lower Hume Region transport is an issue. Many students live in outlying rural areas and commute to their home school. For many, once at that school there is no public transport link to many of the VETiS programs therefore accessibility has always and will continue to be an issue for this region. Even with this issue, many students still find a way to get to the VETiS provider through various means such as parents driving them, accessing another school bus route (with Departmental permission & if there is a seat/s available) etc.

For the students in the Mitchell, Murrindindi, Strathbogie Shires & Whittlesea Region, this model allows them to access over 30 different VETiS courses, including those available through TAFE’s and private RTO’S. For the schools, this model allows them to be able to cover the costs of developing, providing and resourcing these programs.

**What is Central Ranges LLEN’s Role in the Home-Host VETiS Delivery Model?**

The Central Ranges LLEN facilitates and supports co-ordinated service delivery across its regions of Mitchell, Murrindindi and Macedon Ranges. The Lower Hume VET & Pathways Cluster is an excellent example of co-ordinatored delivery of services to support greater opportunities and outcomes for students studying VET in School. The Central Ranges LLEN currently joint funds and with the member schools a Co-ordinator position till the end of 2012, which ensures the smooth running of the Home-Host VETiS programs.

For more information on the Home-Host VETiS Delivery Model please contact:

**Christine Cox** – Lower Hume VET & Pathways Cluster Coordinator
Central Ranges LLEN
Mob: 0457 920 981 Ph: 0357 811 014 Email: chris@centralrangesllen.org.au
Host School Model Responsibilities

Host school: A School where the program is being delivered /conducted. The responsibilities of the Host school are to:

1. Ensure that arrangements are in place to comply with AQTF standards
2. Design, deliver and coordinate the agreed curriculum requirements of the VET program in accordance with the VCAA Handbook for that particular VET program where applicable.
3. Maintain accurate records of students’ achievements that meet the VCE, VCAL, VET requirements
   • Issue midyear and final reports for all students
   • Submit results to home schools by 1st November 2011
   • Keep students’ personal details confidential at all times
4. Notify students’ absences by fax or email to the Home school on the day of VET classes so that the students’ attendances can be monitored and followed up by the home school
5. Provide:
   • All program information to the Cluster Coordinator according to the agreed timeline for production of the Handbook
   • notify home schools of UOCs by 25th February 2011
   • notify Home school of non-satisfactory progress/submission of work on a continual basis
   • provide a mid year report using Host School format
   • provide S/N for modules completed in a timely manner including mid year to ensure VASS entry timelines are met
7. Apply Host school policies and Department of Education/Catholic Education Commission regulations in relation to all supervised travel outside the school
8. Maintain the integrity of the program
   • Identify and provide relevant professional development for teachers involved in the delivery of the program
   • Facilitate program evaluation
10. Manage all Financial arrangements
   • Utilise a common invoicing format for sending accounts to all Home schools.

Home School Responsibilities

Home school: Is the school that is sending a student to a program at a Host school

The responsibilities of the Home school are to:
1. Confirm the enrolment acceptance with the Host school
2. Confirm the number of Home school students in the VET program with the Host school by 15th February, 2011. Accounts issued by the Host school will be based on these figures.
3. Record the enrolment and assessment results on the VASS reporting system
   • Keep a transcript of results for all students
4. Monitor attendance and follow up as required in consultation with the Host school
5. Give immediate notice of a withdrawal of a student from the program to the Host school
6. Assume ultimate responsibility for the students’ performances and behaviour at the work site
Cluster Coordination

The cluster coordinator will:
1. Lead and strategically develop the LHV&P Cluster - expanding the scope of programs
2. Improve efficiencies of the Cluster systems and processes
3. Encourage quality delivery of VET programs across the Cluster region
4. Develop effective partnerships between RTOs and schools for the delivery of quality VET programs
5. Coordinate meetings, guest speakers & Professional development opportunities where appropriate, VET Coordinators, and other sub groups
   • Develop Agendas
   • Organise venues and hospitality
   • Take and distribute minutes
6. Support VET Coordinators and build capacity of schools to deliver quality VET programs
7. Support Professional Development of VET Coordinators including induction and support for new VET Coordinators
8. Develop the LHV&P VET Coordinators handbook and other relevant documents and distribute to all members
9. Liaise with Home and Host schools regarding programs, numbers of places, times etc
10. Manage VET Program Implementation Processes
   • Work with all schools to establish dates for the enrolment/orientation sessions
   • Assist schools with the delivery of orientation sessions in terms 2 & 3
11. Establish common and consistent processes for reporting and financial arrangements
12. Work with Host Schools and key stakeholders to develop new VET programs

LHV&P Cluster Student Code of Conduct

Students participation in a VETiS program at a school, other than the student’s home school, is a privilege and reliant on students being good ambassadors for their home school.

Should circumstances bring into question the commitment, attitude, cooperation and level of achievement of a student; the student’s ongoing enrolment in the VETiS subject will be reviewed by both the host & home school.

Student Commitment Form

The LHVPN Cluster welcomes you to a VET program.

Please read the agreement below and take care to build on the relationships others have already established.

The success of the programs depends on the efforts of all those involved.
**Student Commitment Form**

Students enrolling in a VET program through the LHVPN will be required to complete a student commitment form covering their code of conduct. All program requirements set out by the Cluster must also be adhered to by all students.

1. **Absences**
   Students are expected to attend all VET classes. Students will need to notify their VET Coordinators, trainers and/or workplace in advance of the event.

2. **Punctuality**
   All students are required to arrive on time to class. Students who arrive more than 10 minutes after the class has started, will be marked absent.

3. **Work Requirements**
   All tasks as assigned by the trainer/employer are to be completed by the due date. Students who fail to meet deadlines will be given a warning and a second submission date will be negotiated. Those students who fail to complete the set tasks by the end of the term in which the tasks were set, will be in jeopardy of failing the course and subsequently their VCE/VCAL.

4. **Student Behaviour**
   If these programs are to remain available to all cluster students, it is imperative that all students abide by the trainers’ rules and the rules of the Host school whenever they are on site. This includes meeting Occupational Health and Safety requirements both in and out of the classroom. Students’ attitude and behaviour are to be of the expected standard of the Host school and trainer.

5. **Uniform**
   All students will attend their VET program in their designated program uniform. Except where alternative ‘workwear’ is prescribed to meet the requirements of the VET program eg Hospitality uniform or Trade OHS area, footwear, overalls etc.

**Student Commitment:**

- I shall meet the attendance, participation & work requirements of the program
- Where necessary, I will attend catch up classes
- I will notify in advance, any absence to my VET coordinator, trainer and or work place employer
- I will abide by my trainer’s rules and the rules of the Host school whenever I am on site. My attitude and behaviour will be that of the expected standard
- I will adhere to all Occupational Health & Safety requirements both in and out of class
- I will do the appropriate work placement as specified in the program to the best of my ability.
- I will attend the program in the prescribed uniform

Failure to abide by the above commitments may result in my removal from the program.

I have discussed the program and its requirements with my parent/guardian.

I accept the commitment that my participation in the program requires of me.

**Name of Student:**

**School:** Student Signature:

**Parent/Guardian Signature:**

**Date:**
What is VET?

Vocational Education and Training refers to enhanced senior school studies, which enable a secondary student to combine their VCE or VCAL studies with vocational training.

Features of VET

- VET is usually a two year program combining general VCE / VCAL studies with accredited vocational education and training.
- It enables students to complete a nationally recognised vocational qualification (eg. Certificate II in Community Services) and the Victorian Certificate of Education (VCE) or Victorian Certificate of Applied learning (VCAL) at the same time.
- VET allows students to go directly into employment or receive credit towards further study.
- Important Industry Specific Skills and workplace skills are learnt through the VET program.

How does VET work?

A VET in Schools program is usually made up of VCE VET units which are delivered by Registered Training Organisations, the students' school or another school within the Lower Hume VET & Pathways Cluster.

Structured Workplace Learning (SWL)

Students undertake work with an employer that enables the student to demonstrate their acquired skills and knowledge in an industry setting. During the Structured Workplace Learning, a student will have specific tasks to undertake in order to demonstrate competence. Students will be regularly monitored and may be assessed on the job.

Contribution to the VCE

VET is fully incorporated into the VCE. Key features include:

- VET programs usually have a Unit 1 – 4 in the VCE structure.
- Of the 16 units that make up the VCE, an unlimited number can be VET.
- Up to three sequences other than English, can be approved VCE VET unit 3 and 4 sequences.
- VET programs contribute directly to the ATAR with a study score derived from scored assessment or as 10% increment as a 5th or 6th subject. However, in some instances there is nil contribution towards ATAR when units are at 1 & 2 level only.

For more information you can access the Victorian Curriculum and Assessment Authority (VCAA) website.  [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)
**VETiS in VCE Program Credits**

On successful completion of a VETiS program students are eligible for credit of up to four units on the VCE Statement of Results. Two units are deemed to be at unit 1-2 level and two at 3-4 level.

Students receive credit towards completion of their VCE as well as the nationally recognised certification or statement of attainment. A Study Score (contributing to your ATAR score) is available for some VETiS programs. Students wishing to obtain a study score will need to achieve all competencies and successfully complete all units of work and undertake further assessment during the examination period.

**Contribution to the VCAL**

- Contributes to the satisfactory completion of the VCAL - Industry Specific Skills
- 90 hours of VET gains one VCAL credit. This usually represents one semester of classes.

**VETiS in VCAL Program Credits**

Successful completion of a VETiS program allows VCAL students to gain credit in the VCAL certificate in either the Industry Specific Skills strand or the Work Related Skills strand. The credit may be at Foundation, Intermediate or Senior Level.

It is important to note VCAL students undertaking an Intermediate or Senior level Certificate must undertake a VETiS program to meet the minimum VCAL course requirements of the Industry Specific Skills strand.

There are no pre-requisite units of study required for VETiS programs, except where units 1 and 2 must be completed to enrol in units 3 and 4.

**Students should consult with their School VETiS Coordinator, Careers Advisor, Course Counselor or Managed Individual Pathways (MIPs) Coordinator for advice about the best option for their educational & pathway needs.**
**Advantages of studying VET**

**VET increases Students’ Learning Potential**

- Broadens VCE/ VCAL options.
- Develops the student’s capacity to make decisions and solve problems.
- Helps students to gain confidence and improve communication and interpersonal skills through learning in an adult environment.
- Matches student interest and career directions through the provision of strong pathways.

**VET Gives National Qualifications and Skills**

- Upon successful completion of the program, students are awarded a nationally accredited vocational training certificate.
- VET qualification articulates directly into further education and training at TAFE. Eg Cert II in Automotive Technology Studies provides students with a pre-apprenticeship in this industry area.
- VET provides access to a range of different technologies related to the workplace

**VET Prepares Students for the Workforce**

- Expands post school opportunities.
- Provides the opportunity to trial a career. Helps students explore possible areas of interest, which promote further study and work choices.
- Allows students to develop strong links with industry and local community employers. Students may be offered part time or casual work.
- Improves employment prospects. Helps students gain knowledge of employer's expectations and real working conditions.
- Develops student’s capacity for co-operation, teamwork and leadership skill development.
- Assists the transition from school to work.
DESCRIPTION OF VCE VET PROGRAMS

November 2010

ATTENTION: VET COORDINATORS
CAREERS PRACTITIONERS
MIPS COORDINATORS
TEACHERS OF VCE VET PROGRAMS

PROGRAM DESCRIPTIONS FOR ALL VCE VET PROGRAMS ARE PROVIDED. EACH DESCRIPTION OUTLINES THE STRUCTURE AND OVERVIEW OF THE VCE VET PROGRAM. POTENTIAL CAREER OPPORTUNITIES ARE ALSO IDENTIFIED FOR STUDENTS WHO SUCCESSFULLY COMPLETE PROGRAMS OR TRANSITION INTO FURTHER TRAINING OR STUDY IN THE SAME INDUSTRY AREA.

THIS DOCUMENT WILL ALSO BE AVAILABLE ON THE VCAA WEBSITE.

Correct at time of printing
November 2010
VCE VET programs are vocational training programs approved by the VCAA and lead to nationally recognised qualifications. Students undertaking a VCE VET program have the opportunity to receive both a VCE certificate and a nationally portable VET qualification. The following table provides a summary of the VCE VET programs currently available for enrolment on VASS in certificate type ‘VES’. Some of these VCE VET programs offer scored assessment as indicated below:

<table>
<thead>
<tr>
<th>VCE VET Program</th>
<th>Certificate code and title</th>
<th>Study score available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture*</td>
<td>RTE20103 Certificate II in Agriculture</td>
<td>✗</td>
</tr>
<tr>
<td>Applied Fashion Design &amp; Technology</td>
<td>LMT21707 Certificate II in Applied Fashion Design and Technology and selected units of competence from Certificate III</td>
<td>✗</td>
</tr>
<tr>
<td>Automotive</td>
<td>22015VIC Certificate II in Automotive Technology Studies (pre-vocational)</td>
<td>✗</td>
</tr>
<tr>
<td>Building &amp; Construction</td>
<td>21844VIC Certificate II in Building and Construction (pre-apprenticeship) (partial completion)</td>
<td>✗</td>
</tr>
<tr>
<td>Business</td>
<td>BSB20107 Certificate II in Business and selected units of competence from Certificate III in Business</td>
<td>✗</td>
</tr>
<tr>
<td>Cisco</td>
<td>CISCO1 Cisco (Discovery and Exploration)</td>
<td>✗</td>
</tr>
<tr>
<td>Community Services</td>
<td>CHC20108 Certificate II in Community Services and selected units of competence from Certificate III in Community Services Work and Certificate III in Children's Services</td>
<td>✗</td>
</tr>
<tr>
<td>Conservation &amp; Land Management*</td>
<td>RTD20102 Certificate II in Conservation and Land Management</td>
<td>✗</td>
</tr>
<tr>
<td>Dance</td>
<td>21764VIC Certificate II in Dance</td>
<td>✓</td>
</tr>
<tr>
<td>Desktop Publishing &amp; Printing*</td>
<td>ICP20205 Certificate II in Printing and Graphic Arts (Desktop Publishing)</td>
<td>✗</td>
</tr>
<tr>
<td></td>
<td>ICP20105 Certificate II in Printing and Graphic Arts (General)</td>
<td>✗</td>
</tr>
<tr>
<td>Electrotechnology (for continuing students only)</td>
<td>21583VIC Certificate II in Electrotechnology (Shared Technology)</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Integrated Technologies (available from 2011)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>22071VIC Certificate II in Integrated Technologies</td>
<td>✓ from 2012</td>
</tr>
<tr>
<td>Engineering</td>
<td>22019VIC Certificate II in Engineering Studies</td>
<td>✓</td>
</tr>
<tr>
<td>Equine Industry</td>
<td>21908VIC Certificate II in Equine Industry</td>
<td>✓</td>
</tr>
<tr>
<td>Financial Services</td>
<td>FNS30107 Certificate III in Financial Services</td>
<td>✓</td>
</tr>
<tr>
<td>Food Processing (Wine)*</td>
<td>FDF20403 Certificate II in Food Processing (Wine)</td>
<td>✗</td>
</tr>
<tr>
<td>Furnishing (for continuing students only)</td>
<td>21278VIC Certificate II in Furnishing (Pre-apprenticeship – Cabinet Making)</td>
<td>✓</td>
</tr>
<tr>
<td>Furnishing (available from 2011)</td>
<td>LMF20309 Certificate II in Furniture Making and selected units of competence from Certificate III in Furniture Making</td>
<td>✓ from 2012</td>
</tr>
<tr>
<td>Horticulture*</td>
<td>RTF20103 Certificate II in Horticulture (all sectors)</td>
<td>✗</td>
</tr>
<tr>
<td>Hospitality</td>
<td>SIT20207 Certificate II in Hospitality and selected units of competence from Certificate III</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>SIT20307 Certificate II in Hospitality (Kitchen Operations)</td>
<td>✓</td>
</tr>
<tr>
<td>VCE VET Program</td>
<td>Certificate code and title</td>
<td>Study score available</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-------------------------------------------------------------------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Information Technology</td>
<td>ICA20105 Certificate II in Information Technology</td>
<td>✗</td>
</tr>
<tr>
<td></td>
<td>ICA30105 Certificate III in Information Technology (partial completion)</td>
<td>✓</td>
</tr>
<tr>
<td>Interactive Digital Media</td>
<td>CUF20107 Certificate II in Creative Industries (Media)</td>
<td>✗</td>
</tr>
<tr>
<td></td>
<td>CUF30107 Certificate III in Media</td>
<td>✓</td>
</tr>
<tr>
<td>Laboratory Skills</td>
<td>PML30104 Certificate III in Laboratory Skills</td>
<td>✓</td>
</tr>
<tr>
<td>(for continuing students only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laboratory Skills</td>
<td>MSL30109 Certificate III in Laboratory Skills</td>
<td>✓ from 2012</td>
</tr>
<tr>
<td>(available from 2011)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music Industry</td>
<td>CUS20101 Certificate II in Music Industry (Foundation)</td>
<td>✗</td>
</tr>
<tr>
<td>(for continuing students only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CUS30101 Certificate III in Music</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>CUS30201 Certificate III in Music Industry (Technical Production)</td>
<td>✓</td>
</tr>
<tr>
<td>Music</td>
<td>CUS20109 Certificate II in Music</td>
<td>✗</td>
</tr>
<tr>
<td>(available from 2011)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CUS30109 Certificate III in Music</td>
<td>✓ from 2012</td>
</tr>
<tr>
<td></td>
<td>CUS30209 Certificate III in Technical Production</td>
<td>✓ from 2012</td>
</tr>
<tr>
<td>Small Business</td>
<td>21956VIC Certificate II in Small Business (Operations/Innovation)</td>
<td>✗</td>
</tr>
<tr>
<td>Sport &amp; Recreation*</td>
<td>SRC20206 Certificate II in Community Recreation and selected units of competence from Certificate III</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>SRO20206 Certificate II in Outdoor Recreation and selected units of competence from Certificate III</td>
<td>✓</td>
</tr>
</tbody>
</table>

* VCE VET program to be redeveloped in 2011 for implementation from 2012.

^ ‘Continuing students’ refers to students with a current enrolment in the VCE VET program.
VCE VET AGRICULTURE

VCE VET programs available:
• Program 1: RTE20103 Certificate II in Agriculture
• Program 2: RTE20603 Certificate II in Production Horticulture

VCE credit: Up to five units: three units at Units 1 and 2, and a Units 3 and 4 sequence.

**Program 1: RTE20103 Certificate II in Agriculture**

**Description:** Certificate II in Agriculture is designed for students who wish to develop their skills and knowledge to assist farmers and graziers with growing crops and/or feeding and raising livestock. The qualification covers workplace health and safety, farm maintenance, use of chemicals, animal husbandry and machinery and equipment operation. Skills are developed in harvesting, maintaining livestock feed and water supplies, mustering, moving and penning up livestock, and performing routine farm machinery and equipment maintenance. Students will learn how to work effectively in the rural industry as well as the basic technical skills to be a supervised worker in the industry.

**Career opportunities:** Completion of Certificate II in Agriculture can provide students with the skills to work on properties or in rural enterprises engaged in primary production. Employment opportunities may exist in a number of designated sectors such as beef, dairy, sheep and wool production. With additional training and experience, future employment opportunities may include farm hand, station hand, farm supervisor, wool handler/cl asser.

**Program 2: RTE20603 Certificate II in Production Horticulture**

**Description:** Certificate II in Production Horticulture is designed for students who wish to develop basic technical skills in the production horticulture industry. Completion of Certificate II will provide students with the knowledge required to apply these skills in the workplace. Production horticulture businesses produce fresh and dried fruit and vegetables for local and export markets. Students will learn how to work effectively in the production horticulture industry as well as the skills to be a supervised worker in the industry.

**Career opportunities:** Completion of Certificate II in Production Horticulture can provide students with the skills to work on properties or enterprises engaged in stone fruit production, berries, nuts, grapes, tobacco or vegetable production. With additional training and experience, future employment opportunities may include production hand, packhouse supervisor or agronomist in a wide variety of industries.

Further information/useful links:
• www.vcaa.vic.edu.au/vet/programs/agriculture/agriculture.html

VCE VET APPLIED FASHION DESIGN & TECHNOLOGY

VCE VET program available:
• LMT21707 Certificate II in Applied Fashion Design and Technology and selected units of competence from LMT31407 Certificate III in Applied Fashion Design and Technology

VCE credit: Up to six units: four units at Units 1 and 2, and a Units 3 and 4 sequence.

**Description:** VCE VET Applied Fashion Design and Technology provides students with basic design and development skills and knowledge to prepare them for work in the fashion industry. Students will be provided with the opportunity to acquire and develop skills in sewing, design processes, working with patterns, applying quality standards and interpreting basic sketches. Units 3 and 4 of the program include identifying fibres and fabrics, fabric performance and handling, garment repairs, alterations, basic patternmaking principles, preparing and marketing design concepts. This is a hands-on qualification that allows for some creative expression to develop and be displayed in the practical projects undertaken.

**Career opportunities:** Completion of Certificate II in Applied Fashion Design and Technology can provide students with the opportunity to be employed as a junior in the fashion industry. With additional training and experience, employment opportunities may include a clothing tradesperson, product tester/inspector, product dispatcher, garment cutter, pattern maker, designer or milliner. Established fashion designers can also undertake careers in small business focusing on the production of individual garments or seasonal clothing ranges.

Further information/useful links:
VCE VET AUTOMOTIVE

VCE VET programs available:

For continuing enrolments:
• 21560VIC Certificate II in Automotive Technology Studies

For new enrolments from 2011:
• 22015VIC Certificate II in Automotive Studies (prevocational)

VCE credit: Up to four units: two units at Units 1 and 2, and a Units 3 and 4 sequence.

Description: VCE VET Automotive provides students with the knowledge and skills to enhance their employment prospects in the automotive or automotive related industries. Depending on the electives chosen, the program includes industry research, applying safe working practices, using and maintaining measuring equipment, operating electrical testing equipment, electronics, vehicle body (panel beating, painting, trimming or body making), vehicle engine reconditioning and maintenance.

Career opportunities: Completion of the VCE VET Automotive program provides a pathway for students into the automotive industry through a traineeship or apprenticeship. With additional training and experience, future employment opportunities may include trimmer, detailer, panel preparer, painter, light vehicle mechanic, heavy vehicle mechanic, motorcycle mechanic.

Further information/useful links:
• http://trainingsupport.skills.vic.gov.au/curriculumDisplay.cfm

VCE VET BUILDING & CONSTRUCTION

VCE VET program available:
• 21844VIC Certificate II in Building and Construction (Bricklaying, Carpentry, Painting and Decorating)
  Pre-apprenticeship (partial completion)

VCE credit: Up to four units: two units at Units 1 and 2, and a Units 3 and 4 sequence.

Description: Certificate II in Building and Construction provides students with the knowledge and skills to enhance their employment prospects in the building and construction industry. The certificate provides partial completion of the pre-apprenticeship program in one of the following chosen streams: bricklaying, carpentry, painting and decorating. Units in the pre-apprenticeship include safe handling of plant and power tools, quality principles for the building industry, calculations and workplace documents and plans.

Career opportunities: Further training in this qualification is required for completion of the pre-apprenticeship which can lead to an apprenticeship in the building and construction industry in areas such as general construction, painting and decorating, bricklaying/block laying or carpentry – framework/ formwork/finishing. As a qualified tradesperson, potential occupations may include: carpenter, joiner, painter or bricklayer.

Further information/useful links:
• http://trainingsupport.skills.vic.gov.au/curriculumDisplay.cfm
**VCE VET BUSINESS**

**VCE VET programs available:**
- Program 1: BSB20107 Certificate II in Business

**VCE credit:**
- Program 1: Up to four units at Units 1 and 2.
- Program 2: Up to five units: three at Units 1 and 2, and a Units 3 and 4 sequence.

**Description:** VCE VET Business provides students with the knowledge and skills to work effectively in a business or office environment. Depending on the electives chosen, Units 1 and 2 include occupational health and safety, communicating in the workplace, organising work activities, producing word processed documents, using business technology and creating and using spreadsheets. Units 3 and 4 from Program 2 support scored assessment and incorporate units such as maintaining financial and business records, organising work priorities, organising workplace information, promoting innovation and design and producing business documents.

**Career opportunities:** Certificate II in Business provides a pathway into training and employment in business and related industries. Potential occupations may include administration or clerical assistant, data entry operator, office junior or receptionist. Roles for experienced professionals in this industry may include personal assistant, medical secretary, legal clerk or information desk manager.

**Further information/useful links:**

---

**VCE VET CISCO**

**VCE VET programs available:**
- Program 1: Cisco Discovery
- Program 2: Cisco Exploration

**VCE credit:** Completion of either Cisco Discovery or Cisco Exploration. Up to four units: two Units 3 and 4 sequences.

**Description:** VCE VET Cisco provides students with the training and practical skills in design, construction and maintenance of computer networks ranging from small or home office to more complex enterprise models. VCE VET Cisco will also provide students with the knowledge and skills required to undertake the examinations for the internationally recognised Cisco qualifications, including the CCNA certification examinations. Cisco programs are mapped to units from 21915VIC Certificate IV in Shared Technology).

**Career opportunities:** Completion of VCE VET Cisco will enhance students employment opportunities and pathways to further education and training in the information and communications technology field. It also provides advanced problem solving and analytical skills appropriate for studies in engineering, mathematics or science.

**Further information/useful links:**
**VCE VET COMMUNITY SERVICES**

**VCE VET program available:**
- CHC20108 Certificate II in Community Services Work and selected units of competence from Certificate III in Community Services Work and Certificate III in Children’s Services

**VCE credit:** Up to five units: three units at Units 1 and 2, and a Units 3 and 4 sequence.

**Description:** VCE VET Community Services provides students with the knowledge and skills to enhance their employment prospects in the community services sector. Students will learn about the community services sector and explore specific contexts of work. They will develop skills in communication, information provision and processing, administration support, networking and group support. Units 3 and 4 of the program include working effectively with young people and operating under a casework framework.

**Career opportunities:** Certificate II in Community Services can provide pathways into work or further study in community services, in areas such as child care, aged care, home and community care, drug and alcohol work, disability work, social housing or mental health work. With additional training and experience, future employment opportunities may include a community health worker, counsellor, out of hours carer, school support worker, case manager.

**Further information/useful links:**

---

**VCE VET CONSERVATION & LAND MANAGEMENT**

**VCE VET program available:**
- RTD20102 Certificate II in Conservation and Land Management

**VCE credit:** Up to four units: two units at Units 1 and 2, and a Units 3 and 4 sequence.

**Description:** Certificate II in Conservation and Land Management is designed to offer entry level training for students wishing to work in parks and wildlife areas and includes hands-on training across a wide range of land management units. Students will develop skills and knowledge in plants, propagation and controlling weeds, natural area restoration and management and parks and wildlife. Depending on the electives chosen, Units 1 and 2 include revegetation works, site assessments, visual inspection of park facilities and maintenance of wildlife habitat refuges. Units undertaken in Units 3 and 4 may include providing information on plants and their culture, surveying pest animals, maintaining natural areas and collecting and preserving biological samples.

**Career opportunities:** Completion of Certificate II in Conservation and Land Management will provide students with the opportunity to undertake roles in conserving and protecting parks, bushland, creeks and rivers. With additional training and experience, future employment opportunities may include conservation assistant, field officer (lands, park and wildlife), land management officer, natural area restoration supervisor, community project assistant. Many volunteering opportunities exist for students who undertake the VCE VET Conservation and Land Management program.

**Further information/useful links:**
VCE VET DANCE

VCE VET program available:
• 21764VIC Certificate II in Dance

VCE credit: Up to 4 units: two units at Units 1 and 2, and a Units 3 and 4 sequence.

Description: Certificate II in Dance aims to provide students with the technical and performance skills to begin the process of establishing a career in the dance industry. It enables students to develop the knowledge and skills to participate in a variety of dance routines and leads to further education and training in the performing arts industry. Units 1 and 2 include developing basic levels of physical condition for dance performance and basic dance techniques, sourcing information on the history and theory of dance and applying it to students own area of work. Units 3 and 4 involves students sourcing and applying entertainment industry knowledge, preparing for a dance performance, refining basic dance techniques, applying basic dance techniques for performances.

Career opportunities: Completion of Certificate II in Dance will assist students in entering the dance industry. With additional training and experience, future employment opportunities may include dancer, performer, choreographer.

Further information/useful links:
• http://trainingsupport.skills.vic.gov.au/curriculumDisplay.cfm

VCE VET DESKTOP PUBLISHING & PRINTING*

VCE VET programs available:
• Program 1: ICP20205 Certificate II in Printing and Graphic Arts (Desktop Publishing) and
• Program 2: ICP20105 Certificate II in Printing and Graphic Arts (General)

VCE credit: Up to six units: four units at Units 1 and 2, and a Units 3 and 4 sequence.

Program 1: ICP20205 Certificate II in Printing and Graphic Arts (Desktop Publishing)

Description: Certificate II in Printing and Graphic Arts (Desktop Publishing) provides students with the practical skills and knowledge to design and produce documents using desktop publishing software. Units 1 and 2 focus on areas in communication, quality control, basic design concepts, page layout and graphics applications. Whilst Units 3 and 4 include proofing, editing, scanning, digitalising and producing interactive PDF files.

Program 2: ICP20105 Certificate II in Printing and Graphic Arts (General)

Description: Certificate II in Printing and Graphic Arts (General) provides students with an overview of various aspects of print production including pre-press, press and post-press. Similarly to the Desktop Publishing focus, Units 1 and 2 cover areas in communication, quality control, basic design concepts, page layout and graphics applications. Units 3 and 4 include setting up for basic lithographic printing, producing basic lithographic printed products, setting up machines for basic single or continuous folding and producing single or continuous folded products.

Career opportunities: Completing either of the Desktop Publishing and Printing programs will equip students with the skills to meet the industry demand for professionals in the print and pre-press areas. Having an understanding of the design or print process opens doors in the fields of illustration, sign writing, graphic design, print, pre-press, image manipulation, digital illustration, logo and corporate identity, brochure design, publications, press advertisements and poster displays. With additional training and experience, future employment opportunities may include: printer, desktop publisher, print finisher, production supervisor.

Further information/useful links:
## VCE VET ENGINEERING

**VCE VET program available:**
- 22019VIC Certificate II in Engineering Studies

**VCE credit:** Up to four units: two units at Units 1 and 2, and a Units 3 and 4 sequence.

**Description:** Certificate II in Engineering Studies provides students with the practical skills and theoretical knowledge to undertake an apprenticeship in the engineering trades. Units 1 and 2 cover areas in basic machine processing, fabrication techniques, occupational health and safety principles, using power tools and using computers for engineering related work activities. Depending on the electives chosen, Units 3 and 4 cover areas such as producing basic engineering sketches and drawings, handling engineering materials, fabricating basic jewellery items and assembling and testing electronic engineering equipment and making it operational.

**Career opportunities:** Certificate II in Engineering Studies prepares students for an engineering apprenticeship which can lead into a range of careers in the engineering and manufacturing industries, including roles in conception, design, manufacture, assembly, installation, repair, replacement, packaging and sales of a wide range of products. As a qualified tradesperson occupations may include: boiler maker, welder, tool/die maker, hydraulics/avionics/mechanical technician, draftsperson, mechanical fitter.

**Further information/useful links:**

## VCE VET EQUINE INDUSTRY

**VCE VET program available:**
- 21908VIC Certificate II in Equine Industry

**VCE credit:** Up to five units: three units at Units 1 and 2, and a Units 3 and 4 sequence.

**Description:** Certificate II in Equine Industry is an introductory course that prepares students for work in the equine industry. The qualification covers units such as working in an equine organisation, safe handling and daily care of horses and developing a career path in the equine industry. Elective units include horse riding and driving, preparing horses for competition, assisting in the conduct of an equine industry event, caring for mares and foals and providing advice on equine products. Units 3 and 4 incorporate units such as carrying out horse observation, responding to equine injury and disease, equine anatomy and physiology and determining nutritional requirements for horses.

**Career opportunities:** With additional training and experience, future employment opportunities may include animal attendant, stable or stud hand, groomer, horse breeder, harness/thoroughbred trainer, track rider.

**Further information/useful links:**

## VCE VET FINANCIAL SERVICES

**VCE VET program available:**
- FNS30107 Certificate III in Financial Services

**VCE credit:** Up to four units: two units at Units 1 and 2, and a Units 3 and 4 sequence.

**Description:** Certificate III in Financial Services provides students with the knowledge and skills to enhance their employment prospects in the financial services industry. Units 1 and 2 include applying health and safety practices, monitoring and controlling accounts and using technology in the workplace. Units 3 and 4 cover areas such as maintaining financial records, preparing financial reports and reconciling and monitoring accounts receivable. To complete the qualification, a range of electives are available including developing, presenting and negotiating client solutions, establishing client relationships and analysing needs and processing customer transactions.

**Career opportunities:** Completion of Certificate III in Financial Services will provide students with a pathway into further training in sectors such as retail financial services, credit management, personal trustees, accounting, insurance, conveyancing, stock broking and financial planning. With additional training and experience, future employment opportunities may include financial officer, credit and loans officer, collections officer.

**Further information/useful links:**
VCE VET FOOD PROCESSING (WINE)

VCE VET program available:
• FDF20403 Certificate II in Food Processing (Wine)

VCE VET FURNISHING

VCE VET programs available:
For continuing enrolments:
• 21278VIC Certificate II in Furnishing (Pre-apprenticeship Cabinet Making)

VCE credit: Up to six units: four units at Units 1 and 2, and a Units 3 and 4 sequence.

Description: Certificate II in Food Processing (Wine) is for students interested in working in the wine industry in grape growing, cellar operations, laboratory operations, bottling and packaging or cellar door sales. Students will develop the basic skills they need to safely and competently undertake work in this industry and will also learn how to apply food safety principles and follow quality assurance practices. Units of competence in the program include using basic mathematical concepts, implementing occupational health and safety systems and procedures, implementing quality systems and procedures and following work procedures to maintain food safety.

Career opportunities: With additional training and experience, future employment opportunities may include leading hand in a vineyard or cellar, cellar door salesperson, vineyard assistant, wine maker or a retail liquor outlet salesperson.

Further information/useful links:

VCE VET FURNISHING

VCE VET programs available:
For new enrolments from 2011:
• LMF20309 Certificate II in Furniture Making and selected units of competence from Certificate III in Furniture Making

VCE credit: Up to five units: three units at Units 1 and 2, and a Units 3 and 4 sequence.

Description: VCE VET Furnishing covers a wide range of work areas within the furnishing industry. Students completing this program will have a knowledge of timber and other furnishing materials and an ability to read plans while working on a range of projects. Units 1 and 2 include construct a basic timber furnishing product, prepare surfaces for finishing and communicate in the workplace. Elective units include selecting and applying hardware, applying sheet laminates by hand and applying manufactured board conversion techniques. Units 3 and 4 cover areas such as assembling furnishing components, using furniture making hand and power tools and constructing furniture using leg and rail method.

Career opportunities: Certificate II in Furnishing provides students with a pathway into an apprenticeship in the furniture industry in areas including cabinet making, upholstery, polishing, soft furnishing, picture framing, floor finishing and covering. Qualified tradespeople can be employed in occupations such as furniture/cabinet maker, picture framer, wood machinist, kitchen fitter.

Further information/useful links:
• http://trainingsupport.skills.vic.gov.au/curriculumDisplay.cfm
VCE VET programs available:
- RTF20103 Certificate II in Horticulture
- RTF20203 Certificate II in Horticulture (Aboriculture)
- RTF20303 Certificate II in Horticulture (Floriculture)
- RTF20403 Certificate II in Horticulture (Landscape)
- RTF20503 Certificate II in Horticulture (Retail Nursery)
- RTF20603 Certificate II in Horticulture (Wholesale Nursery)
- RTF20703 Certificate II in Horticulture (Parks and Gardens)
- RTF20803 Certificate II in Horticulture (Turf)

VCE credit: Up to five units: three units at Units 1 and 2, and a Units 3 and 4 sequence.

Description: Certificate II in Horticulture develops the practical skills and knowledge for students to undertake a broad range of tasks in gardening, nursery work and landscaping; as well as the foundation skills and knowledge required by many horticultural industry sectors. Units 1 and 2 include occupational health and safety, observing environmental work practices, applying chemicals under supervision and additional units from the chosen stream. Units 3 and 4 incorporate general horticultural procedures, activities or contexts or sector specific training. Depending on the stream chosen, skills include development and maintenance of plants and landscapes, propagation, tending nursery plants, planting, pruning, treating weeds, pests and diseases, maintaining garden beds and irrigation and using a range of horticultural equipment.

Career opportunities:
The VCE VET Horticulture program provides pathways into a number of industry sectors that may include the following:
- Aboriculture: maintenance and management of trees in private and public gardens, removal and transplanting of large trees, provision of advice on tree planting and maintenance.
- Floriculture: growing and harvesting of commercial flowers, flower seed and foliage, post harvest treatments and production of plant products.
- Landscape: construction and maintenance of domestic and commercial landscapes, design of gardens and commercial landscapes, rehabilitation and maintenance of urban bushland.
- Nursery: propagation, production and maintenance of plants for sale and/or hire, wholesaling and retailing of plants and associated products, provision of advice on plant selection and garden design.
- Parks and gardens: management and maintenance of public and private parks, reserves, gardens, natural bushland and community recreation areas, provision of advice for plant selection and use in commercial and domestic situations.
- Turf: establishment and maintenance of commercial and recreational turf, design and preparation of sports turf playing surfaces, commercial growing and supply of turf.

With additional training and experience, future employment opportunities may include nursery worker, nursery assistant, grounds keeper, horticulturalist, horticultural tradesperson, gardener, landscaper.

Further information/useful links:
VCE VET HOSPITALITY

VCE VET programs available:
- Program 1: SIT20207 Certificate II in Hospitality and selected units of competence from Certificate III in Hospitality
- Program 2: SIT20307 Certificate II in Hospitality (Kitchen Operations)

VCE credit: Up to four units: two units at Units 1 and 2, and a Units 3 and 4 sequence.

Program 1: SIT20207 Certificate II in Hospitality and selected units of competence from Certificate III in Hospitality

Description: Certificate II in Hospitality is designed to provide students with the necessary training and skill development for the achievement of competence in food and beverage service. Depending on the electives chosen, Units 1 and 2 include units that cover developing and updating hospitality industry knowledge, serving food and beverage to customers, organising and preparing food, providing visitor information and workplace hygiene. Units 3 and 4 incorporate units such as providing food and beverage service, preparing and serving non-alcoholic beverages, responsible service of alcohol and preparing and serving espresso coffee.

Career opportunities: Completion of Certificate II in Hospitality may provide employment opportunities in a variety of roles; such as a food and beverage attendant, bar/bottle shop attendant, front office/receptionist, catering assistant, kitchen hand, waiter or barista. With additional training and experience, future employment opportunities may include restaurant manager, sommelier and maitre d’.

Program 2: SIT20307 Certificate II in Hospitality (Kitchen Operations)

Description: Certificate II in Hospitality (Kitchen Operations) provides students with the skills and knowledge to be competent in a range of kitchen functions and activities to work in various hospitality enterprises where food is prepared and served, including restaurants, hotels, catering operations, clubs, pubs, cafes, cafeterias and coffee shops. Compulsory units of competence in Units 1 and 2 include health, safety and security procedures, workplace hygiene, working with colleagues and customers, using basic methods of cookery, receiving and storing kitchen supplies and presenting food. Units 3 and 4 cover areas such as preparing, cooking and serving food for service, preparing appetisers and salads, stocks, sauces, soups, and desserts.

Career opportunities: With additional training and experience, future employment opportunities may include chef, pastry chef, caterer, breakfast cook, short order cook and a fast food cook.

Further information/useful links:

VCE VET INFORMATION TECHNOLOGY

VCE VET programs available:
- Program 1: ICA20105 Certificate II in Information Technology
- Program 2: Partial completion of ICA30105 Certificate III in Information Technology

Program 1: ICA20105 Certificate II in Information Technology

VCE credit: Up to three units at Units 1 and 2.

Description: Certificate II in Information Technology provides students with the fundamentals to confidently operate computer equipment and computing packages. Depending on the electives chosen, units of competence include integrating commercial computing packages, designing organisational documents using computing packages, detecting and protecting systems from spam and destructive software and installing software applications.

Career opportunities: Certificate II in Information Technology is an entry level qualification that provides general computing skills that enable participation in an information technology environment in any industry. Potential occupations may include office or administrative assistant, records officer, or helpdesk officer.
Program 2: Partial completion of ICA30105 Certificate III in Information Technology

VCE credit: Up to four units: two units at Units 1 and 2, and a Units 3 and 4 sequence.

Description: Partial completion of Certificate III provides students with the skills and knowledge to be competent in introductory ICT ‘technical’ functions. The certificate is designed to support information activities in the workplace and to achieve a degree of self sufficiency as an advanced ICT ‘user’. Similarly to Certificate II, Units 1 and 2 include integrating and operating commercial computing packages, designing organisational documents, detecting and protecting systems from spam and destructive software and installing software applications. Depending on the electives chosen, Units 3 and 4 include using advanced features of computer applications, installing and managing network protocols, connecting internal hardware components and managing customer relationships.

Additional requirements to fully complete ICA30105 Certificate III in Information Technology can be found on the VCAA website via the following link: www.vcaa.vic.edu.au/vet/programs/infotech/IT07_additional_units.pdf

Career opportunities: Areas of employment may include working in personal computer support or network systems administration. With additional training and experience future employment opportunities may include software/hardware developer, systems analyst, helpdesk officer.

Further information/useful links:

VCE VET INTEGRATED TECHNOLOGIES (formerly Electrotechnology)

VCE VET programs available:

For continuing enrolments:
- 21583VIC Certificate II in Electrotechnology (Shared Technology)

For new enrolments from 2011:
- 22071VIC Certificate II in Integrated Technologies

VCE credit: Up to four units: two units at Units 1 and 2, and a Units 3 and 4 sequence.

Description: VCE VET Integrated Technologies (formerly Electrotechnology) provides students with the skills and knowledge to enhance their entry-level employment prospects in apprenticeships and traineeships in a range of industries including automotive, building and construction, electrical, electronics, engineering, information technology and telecommunications. Compulsory units in the program include carry out a shared technology project and apply technologies and concepts to electrotechnology work activities. Elective units focus on computer systems, wireless communications, energy generation, robotics and embedded controllers and fibre optics.

New electives in the revised program include telecommunications and security systems.

Career opportunities: Certificate II in Integrated Technologies provides a springboard into a diverse range of related industries sharing technologies with the electrotechnology industry. Skill areas within the industry include the use and management of computer networks, manipulation of wireless communications, ability to analyse the amounts of data collected by smart devices and closer involvement in electricity generation. With additional training and experience, future employment opportunities may include electronics technician, computer assembler, data communications technician.

Further information/useful links:
VCE VET INTERACTIVE DIGITAL MEDIA

VCE VET programs available
• Program 1: CUF20107 Certificate II in Creative Industries (Media)
• Program 2: CUF30107 Certificate III in Media

Program 1: CUF20107 Certificate II in Creative Industries (Media)

VCE credit: Up to three units at Units 1 and 2.

Description: Certificate II in Creative Industries (Media) provides students with the knowledge and skills that will enhance their employment prospects in the media industry. Compulsory units of competence in Units 1 and 2 include participating in health and safety processes, developing and applying creative arts industry knowledge, working with others and applying critical thinking techniques. To complete the certificate, there are a broad range of electives available in areas such as interactive content, radio presentation, multimedia, basic vision and sound editing, props and set construction.

Career opportunities: Completion of Certificate II in Creative Industries (Media) provides pathways into job roles such as community radio or television production assistant, editing assistant or interactive media author assistant.

Program 2: CUF30107 Certificate III in Media

VCE credit: up to four units: two units at Units 1 and 2, and a Units 3 and 4 sequence.

Description: Similarly to Certificate II in Creative Industries (Media), Units 1 and 2 include participating in occupational health and safety processes, developing and applying creative arts industry knowledge, working with others and applying critical thinking techniques. Units 3 and 4 incorporate areas in 2D digital animations, writing content for a range of media, authoring interactive sequences and creating visual design components.

Career opportunities: With additional training and experience potential employment opportunities may include, camera/lighting assistant, radio program maker/presenter, editing assistant, interactive media author, production assistant, web designer, games designer, animator, special effects producer.

Further information/useful links:

VCE VET LABORATORY SKILLS

VCE VET programs available:

For continuing enrolments:
• PML30104 Certificate III in Laboratory Skills

VCE credit: Up to five units: three units at Units 1 and 2, and a Units 3 and 4 sequence.

For new enrolments from 2011:
• MSL30109 Certificate III in Laboratory Skills

VCE credit: Up to four units: two units at Units 1 and 2, and a Units 3 and 4 sequence.

Description: Certificate III in Laboratory Skills will provide students with the necessary knowledge and skills associated with the day-to-day operation of a laboratory and associated technical tasks such as sampling and testing. Units 1 and 2 include units such as recording and presenting data, planning and conducting laboratory/field work, maintaining the laboratory fit for purpose, with electives such as performing basic tests and assisting with fieldwork. Units 3 and 4 incorporate compulsory units such as performing aseptic techniques, contributing to the achievement of quality objectives and preparing working solutions, performing microscopic examinations. The revised VCE VET program also includes a new compulsory unit on sustainability.

Career opportunities: Completion of Certificate III in Laboratory Skills may provide career opportunities in sectors such as biological testing, biotechnology, chemical testing, construction material testing, environmental monitoring, food testing, pathology testing and scientific glassblowing. Potential occupations may include: environmental field assistant, laboratory assistant in primary industry and educational institutions.

Further information/useful links:
• www.vcaa.vic.edu.au/vet/programs/laboratory/laboratory.html
VCE VET MUSIC

VCE VET programs available:

For continuing enrolments:
• Program 1: CUS20101 Certificate II in Music Industry (Foundation)
• Program 2: CUS30101 Certificate III in Music
• Program 3: CUS30201 Certificate III in Music Industry (Technical Production)

For new enrolments from 2011:
• Program 1: CUS20109 Certificate II in Music
• Program 2: CUS30109 Certificate III in Music
• Program 3: CUS30209 Certificate III in Technical Production

Program 1: CUS20101 Certificate II in Music Industry (Foundation)
CUS20109 Certificate II in Music

VCE credit: Up to four units at Units 1 and 2.

Description: Certificate II in Music Industry provides students with the foundation knowledge and skills that will enhance their employment prospects in the music industry. Depending on the electives chosen, the current Certificate II in Music Industry includes developing and updating industry knowledge, following health, safety and security procedures, laying sound tracks, installing, aligning and testing sound equipment and planning a career in music. Units of competence in the new Certificate II in Music include assisting with sound recordings, performing basic sound editing and mixing sound in a broadcasting environment.

Career opportunities: With additional training and experience future employment opportunities may include band member, sound or studio engineer, writer/arranger, sales and merchandising personnel.

Program 2: CUS30101 Certificate III in Music
CUS30109 Certificate III in Music

VCE credit: Up to five units: three units at Units 1 and 2, and a Units 3 and 4 sequence.

Description: Certificate III in Music provides students with music industry knowledge, practical knowledge of copyright and how to follow occupational health and safety procedures important to the music industry. Units of competence in Certificate III in Music include preparing for performances, developing improvisation skills, extending technical skills in performance, operating a sound mixing console, editing sound using digital systems and expanding skills in critical listening.

Career opportunities: Completion of Certificate III prepares students for work in the music industry in areas such as performance, critical listening, music management and music promotions. With additional training and experience, potential employment opportunities may include professional musician, song writer, composer, arranger, copier, promoter, teacher, instrumentalist.

Program 3: CUS30201 Certificate III in Music Industry (Technical Production)
CUS30209 Certificate III in Technical Production

VCE credit: Up to five units: three units at Units 1 and 2, and a Units 3 and 4 sequence.

Description: Certificate III provides students with the practical skills and knowledge to record, mix and edit sound sources. Units 1 and 2 of the program include developing music industry knowledge, establishing contractual and work relationships, and following health, safety and security practices. For Units 3 and 4 students undertake units in editing sound using digital systems, operating sound mixing console, operating sound reinforcement system and mixing sound sources.

Career opportunities: Completion of the Certificate III prepares students for work in the music industry in areas such as sound track laying, digital editing and mixing, audio visual equipment operations and stage management and can be applied to workplaces such as stage productions, radio and medium to large recording studios. With additional training and experience, potential employment opportunities may include sound technician, tour crew member, studio engineer, theatre/television audio technician.

Further information/useful links:
VCE VET SMALL BUSINESS

VCE VET program available:
• 21956VIC Certificate II in Small Business (Operations/Innovations)

VCE credit: Up to three units at Units 1 and 2.

Description: Certificate II in Small Business provides students with foundation skills and knowledge required for employment in a small business workplace. The program includes a work placement unit that will enhance students’ skill development and practical application of industry knowledge. Other units of competence include market research, small business planning, maintaining daily financial business records and sharing ideas in the workplace.

Career opportunities: Completion of Certificate II in Small Business will provide students with a basic knowledge of small business operations and may lead students into self employment in small business owning or operating.

Further information/useful links:
• http://trainingsupport.skills.vic.gov.au/curriculumDisplay.cfm

VCE VET SPORT & RECREATION

VCE VET programs available:
• Program 1: SRC20206 Certificate II in Community Recreation with selected units of competence from Certificate III in Sport and Recreation qualifications
• Program 2: SRO20206 Certificate II in Outdoor Recreation with selected units of competence from Certificate III in Sport and Recreation qualifications

VCE credit: Up to five units: three units at Units 1 and 2, and a Units 3 and 4 sequence.

Description: VCE VET Sport and Recreation program provides students with the opportunity to acquire and develop the skills, knowledge and confidence to work in the areas of community and outdoor recreation. Leadership, organisational and specialist activity skills will be developed through the units of competence undertaken in Units 1 to 4 of the selected program. Common compulsory in Units 1 and 2 cover areas such as implementing improved work practices, providing first aid and developing knowledge of the sport and recreation industry. Elective units can focus on career orientated activities, coaching specialisations and/or officiating specialisations in areas such as AFL, golf, netball and soccer or activity specialisation such as bushwalking, canoeing, skiing and surfing. Units 3 and 4 include sport and recreation law, risk analysis activities and conducting a sport and recreation session for participants. Optional focus areas are available in aquatics, fitness, outdoor recreation or sport.

Career opportunities: Completion of Certificate II in Community Recreation may provide pathways into the community recreation industry in leisure centres, aquatic centres, amusement parks, adventure and theme parks. Potential job roles may include recreation activities or gymnasium assistant. Completion of Certificate II in Outdoor Recreation may provide pathways into outdoor recreation services. With additional experience and training, potential employment opportunities may include ski/snorkel/rock climbing instructor, lifeguard, tour guide, recreational activity coordinator, personal trainer, gym instructor, events/promotions manager, facilities manager.

Many volunteering opportunities exist for students who undertake either of the VCE VET Sport and Recreation programs.

Further information/useful links:
Examples of Employment Opportunities

Applied Fashion & Technology

Automotive Technology

Building and Construction
Labourer, Contractor, Inspector, Site Manager, Surveyor, Project Manager, Driver, Crane Operator, Administration.

Business Administration (Office Administration)
Administrative Assistant, Receptionist, Secretary, Information Officer, Clinical Coder, Customer Service Officer.

Community Recreation
Recreation Officer, Assistant in a Gymnasium/Fitness Centre, Personal Trainer, Sporting Events Assistant, Leisure & Cultural Services Officer, Youth Leader, Outdoor Activity Leader.

Community Services
Social Worker, Nursing, Psychologist, Counsellor, Nanny, Youth Worker, Rehabilitation, Residential Care Worker, Welfare Officer, Personal Carer, Physiotherapist, Occupational Therapist.

Engineering

Furnishings
Cabinet Maker, Furniture Maker, Wood Machinist, Wood Turner, WoodCarver, Furniture
Design, Joiner, Upholsterer, Production Management, Product Development.

**Hair and Beauty**
Hairdresser, Hair Stylist, Beauty Therapist, Beautician, Make-up Artist.

**Hospitality**
Executive Chef, Senior Cook, Apprentice Cook, Kitchen Hand, Cocktail/Lounge or Food Waiter, Bar Manager, Bar Attendant, Housekeeper, Room Attendant, Front Office Manager, Duty Manager, Receptionist, Accounts Clerk, Concierge, Porter.

**Information Technology and CISCO**

**Interactive Digital Media**
Web Site Supervisor, Project Manager, Graphic Designer, Animator, Script Writer, Editor, Video/Sound Producer, Sound Editor, Systems Designer, Programmer, Network Administrator, Special Effects Engineer, Producer, Director, Publisher, New Product Developer.

**Music**
Vocalist, Musician, Music Retailer, Venue Manager, Music Director, Promoter, Production Crew Member, Stage Manager

**Sport and Recreation**
Aerobic Instructor, Fitness Instructor, Physical Education Teacher, Sports Management/Administrator, Sports Coach, Recreation Officer, Sportsperson, Leisure and Cultural Services Officer, Outdoor Recreation Activity Leader, Dietician, Nutritionist, Physiotherapist, Referee, Broadcasting and Sports Journalism.

For further information: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

**Structured Workplace Learning**
Structured workplace learning is on the job training during which a student is expected to
master a set of skills or competencies, related to a course accredited by the Victorian Registration and Qualifications Authority (VRQA). These courses are generally Vocational Education and Training (VET) programs undertaken by Victorian Certificate of Education (VCE) or Victorian Certificate of Applied Learning (VCAL) students.

**Structured Workplace Learning Manual**

- Contents (PDF - 119Kb)
- Section A - Overview (PDF - 200Kb)
- Section B - Roles and responsibilities (PDF - 254Kb)
- Section C - Procedures and guidelines (PDF - 381Kb)
- Section D - Forms and information sheets (PDF - 1.4Mb)
- Section E - Policy (PDF - 519Kb)
- Section F - Useful Resources (PDF - 840Kb)

**Arrangement forms and guidelines**

Structured Workplace Learning and Work Experience Arrangement Forms under Ministerial Orders 55 and 56 replace the old forms under previous Ministerial Orders. The forms and guides below may be printed in either colour or black and white, and are designed to be faxed if necessary.

- Ministerial Order 55 - Structured Workplace Learning Arrangements (Word - 90Kb)
- Structured Workplace Learning Arrangement Form (PDF - 90Kb)
- Structured Workplace Learning Employer Guidelines (PDF - 376Kb)

**More information**

Contact your Education Later Years Regional Consultants with your questions about Work Experience Arrangements or Structured Workplace Learning Arrangements, see:

- **Contact:** DEECD

**Website Created on:** July 21, 2006
**Page Last Updated:** November 13, 2009
© State of Victoria (Department of Education and Early Childhood Development), 2007

**Useful resources FAQ**

**Structured Workplace Learning ~ frequently asked questions**
1. **When should you use a Structured Workplace Learning Arrangement Form?**

The Structured Workplace Learning Arrangement Form may only be used for student in an accredited course of study if the official documentation issued by the Victorian Curriculum and Assessment Authority (VCAA) of the Victorian Qualifications Authority for that course provides that structure workplace learning (SWL) is an appropriate means of training for the pupil to acquire skill and knowledge required by that course.

2. **What is the minimum age for a student on structured workplace learning?**

The minimum age of a student undertaking SWL is fifteen years.

3. **What are the hours of work for a student on structured workplace learning? When are students not permitted to work?**

Students are permitted to undertake SWL during normal working hours. Students are not permitted to work between 11.00 pm and 6.00 am and beyond a time which is ten hours before the start time of a SWL day, or a school day which a student is expected to attend. However, a student may work beyond the hours referred to above, where the principal determines in writing that working beyond those hours is necessary for the purposes of the relevant accredited course of study and is not detrimental to the welfare of the student.

4. **What is the maximum length for a structured workplace learning placement for a student?**

The total number of SWL days or hours for an arrangement must not exceed the total number of SWL days or hours that are set out for the relevant accredited course. In programs where the duration of the SWL is not specified in the training package/curriculum, the Principal may, in accordance with Ministerial Order No. 23 set out the duration of the SWL arrangement.

5. **What is the ratio of structured workplace learning students to employees?**

An employer is permitted to employ one SWL student for every three employees or part thereof at the workplace. However, where the circumstances of a particular course of study require the placement of a student in a SWL where the above minimum ratio cannot apply, then that SWL can proceed if:

- the employer certifies that all SWL students will be adequately supervised, and
- the principal is satisfied that the SWL is not detrimental to the welfare of any student in that work location, nor will it lessen the acquisition of skills or knowledge by the student, and
- the Principal or his/her representative undertakes to attend the work place as frequently as is reasonably practicable, and
- the number of students will not exceed one student for each employee.

6. **What is the minimum rate of payment for students? What are the exceptions?**

The minimum rate of payment to students on SWL is $5 a day. The Australian Taxation Office (ATO) has agreed to the following arrangements under the New Tax System for students undertaking SWL.
Employers are exempted from issuing group certificates for students who are paid the minimum of $5 a day.

Where a student is under eighteen years of age and the payment made is less than $120 per week, the employer will not be obligated to:
- make any withholding
- collect a tax file number declaration
- issue payment summaries
- report payment details to the ATO.

Where the student is eighteen years and over and the payment made to the student is $10 or less per day, the employer will not be obligated to:
- make any withholding
- collect a tax file number declaration
- issue payment summaries
- report payment details to the ATO.

If the placement is with a Commonwealth Department or a body established under a Commonwealth Act, or in a skills or training centre conducted on a not for profit basis, which is subject to a determination of the Minister under section 64Q(3A) of the Education Act, no payment will be made.

If a placement is with an educational, charitable or community welfare organisation not conducted for profit, which as a condition of engagement, requires the student to donate back the payment, then the student and the parents of the students (if the student is under eighteen years), can decide to donate back the payment to the organisation.

7. **What is the public liability covered provided by DE&T?**

When an arrangement is entered into by a principal of a government school, it is the obligation of the Department of Education and Training to hold or take out public liability insurance to provide at least $5 million cover per event. The persons to be insured are the student and the employer.

When an arrangement is entered into by a principal of a non-government school, it is the obligation of that school to hold or take out public liability insurance to provide at least $5 million cover per event. The persons to be insured are the student and the school.

When an arrangement is entered into by a principal of a non-government school not covered by public liability insurance as set out above, and the employer is informed of this by the principal of that school at least four weeks prior to the commencement of that arrangement, then the employer will be obliged to hold or take out public liability insurance to provide at least $10 million cover per event for any loss or damage which may be caused by any act or omission of the student while engaged under the arrangement. The persons to be insured are the student and the employer.

The Principal must specify in the area provided on each SWL Arrangement Form the type of coverage for the student.

8. **How long should you keep the completed structured workplace learning forms? Why?**

As there is no statutory limit on the length of delay in submitting claims for workplace compensation, SWL arrangement forms must be held for a period of at least five years in a bound register by the principal of the school in which the student is enrolled. This register...
Remarks relating to the SWL (including the claim number in the event of injury and details of any injury or illness) should be included in the register with the relevant forms. Copies of all relevant medical certificates are to be retained at the school.

9. **Is it mandated to visit students on structured workplace learning?**
Schools are required to make contact with all students during their SWL.

10. **If a student is sick and did not attend SWL does the student have to disclose information to the teacher/employer on why he/she was absent from SWL?**
No under Victorian privacy legislation the teacher/employer doesn’t need to know the medical details of why the student wasn’t at SWL on a particular day. The teacher/employer simply needs to know that the student was sick and unable to attend SWL.

11. **Can a student use one structured workplace learning placement to complete requirements in both Industry and Enterprise and a VET program?**
The same structured workplace learning placement can be used to satisfy requirements for a number
Students require access to a variety of industry workplace learning activities to assist in their development of a realistic understanding of the real world of work. These include addressing employer expectations, developing employability skills, exploring possible career options and activities aimed to increase their self understanding, maturity, independence and self confidence.

Structured Workplace Learning - Students (usually in Yr 10/11/12) undertake nationally accredited industry recognized Certificate II & III courses (known as VET - Vocational Education & Training ) as part of their VCE or VCAL. This industry placement underpins the theory and knowledge gained in the class room and is then put in to practice in an industry setting. A valuable component of their training is going in to industry placements, where students are given the opportunity to perform tasks relating to their course in an appropriate industry setting.

Work Experience – Short term industry placement – usually 1 week in Year 10 – where students ‘shadow’ their host employer to provide insights in to the industry and the workplace. Students are there primarily to observe and learn – and perform simple tasks - not to undertake activities which require extensive training or experience.

School Based Apprenticeships/ Traineeships – Students Yr 10 or 15 years of age and above complete a 12-24 month SBAT usually 1-2 days per week within industry while still enrolled in school. SBAT’s combine paid part time work and formal industry training for 13 hrs per week (7hr Employment & 6hrs Training) under the National Training Wage – industry specific, while completing a nationally accredited certificate. This can also have credit to their VCE & VCAL certificates once completed.

For more information contact:
CarmenFifield - Workplace Learning Coordinator
CVGT - 78 Station Street Seymour 3660 Ph: 0358 233 480 Fx: 0357 992 853 M:0447100723
www.cvgt.com.au Email: ciffield@cvgt.com.au
The Workplace Learning Coordinator

The Workplace Learning Coordinator Program is funded by the Australian Government under the National Partnership on Youth Attainment and Transitions, a joint initiative of the Australian and State and Territory Governments.

CVGT were the tender winners for this contract funded until December 2011 based in Seymour. The position is full time and aims to assist secondary schools in the Central Ranges LLEN region within the Mitchell & Murrindindi Shires.

The program will be delivered with the following focus:

1. Liaise with industry, training providers and schools to maximise placement opportunities
2. Generate opportunity placements in:
   ▪ Structured Workplace Learning (SWL)
   ▪ School Based Apprenticeships & Traineeships (SBAT)
   ▪ Work Experience (WE)
   ▪ Generate opportunities for Koorie youth in the above
3. Liaise with LLENS
4. Be a visible contact and resource for Employers & School
5. Keep and maintain database of Employers and number of placements and placement details for reporting purpose

The policy guidelines are still being developed and are hoped to be release shortly. I am looking forward to working with all again and am happy to discuss any thoughts and issues that you may have.

As per the Department Education Early Childhood Development (DEECD) website the following information is provided.

Maximising Engagement Attainment and Successful Transitions (MEAST)

Four new programs under the stream Maximising Engagement, Attainment and Successful Transitions will be established in 2010 and have been developed specifically to meet Victoria’s needs. These programs will link young people with workplace learning and improve the career advice available to them while they are in education and training. The programs will also improve support for Koorie students and young people starting an apprenticeship.

Coordinators work with Local Learning and Employment Networks (LLENs), secondary schools, TAFEs, Adult and Community Education providers and local employers to coordinate work placements for School-Based Apprenticeships and Traineeships, Structured Workplace Learning and work experience.

For further information and assistance with SWL placements contact:
Carmen Fifield or Jana Ash – WLC’s Mitchell & Murrindindi Shires
Mobile: 0447 100 723 Ph: 5823 3480
Email: cifield@cvgt.com.au or jash@cvgt.com.au
**Apprenticeship Support Officers**

To support the important role of apprenticeships in increasing the skilled workforce in key Victorian industry areas, $14.4 million is being invested in a new Apprenticeship Support Officer program over four years. The program will improve the proportion of young people successfully completing apprenticeships, through providing them with additional intensive support during the first 12 months of their apprenticeship.

**Koorie Transitions Coordinators**

Over $3.5 million will be invested in employing Koorie Transitions Coordinators across Departmental Regions to enhance the effectiveness of services and supports for all Koorie students. Koorie Transitions Coordinators will develop relationships with Koorie young people and their families to increase the number who remain in education or training, improve aspirations to succeed at school, and support strong post-school pathways.

For more information on Koorie Transitions Coordinators, contact the Wannik Unit at wannik@edumail.vic.gov.au or (03) 9637 2000.

**Improved Career Development Services**

Career Development Services will be improved through a suite of four initiatives, worth nearly $10 million.

- **Development of Careers Curriculum** - a careers curriculum will be developed for Years 7 to 12 to introduce a clear careers learning and development progression. This curriculum will be relevant for and available to all school sectors and Vocational Education and Training providers.

- **Professional Development for Career Practitioners** - a short-term professionalisation of the career development workforce to increase the number of careers practitioners with relevant careers qualifications. Access to a graduate certificate or vocational graduate certificate deemed to meet the Career Industry Council of Australia professional level standards will be provided. Fifty places will be offered to eligible careers practitioners in 2010. A further 111 places will be offered in 2011 and 2012, and 112 places in 2013.

- **Regional Career Development Coaches** - The Regional Career Development Coach will work with P-12 and secondary schools from all sectors, as well as ACE and TAFE providers who deliver career development services to young people.

The coaches will work to lead system improvement in career development, promoting strategies to improve student engagement, retention and completion, leading to sustainable pathways and effective transitions for all young people, particularly Koorie young people, young people with a disability, young people from refugee backgrounds, young people form refugee/culturally and linguistically diverse backgrounds, and young people from low SES groups experiencing intergenerational poverty.
The Coaches will also support schools where required to implement good career development programs, using school resources and networking and collaborating with other local schools and external providers.

They will be a focal point within each region to support the notion that career development is a core business, leading and supporting best practice, advocating for improved and earlier career development education and advice and providing expert advice in a rapidly changing post-compulsory environment.

The coaches will facilitate the improved provision of career development services in a number of ways:

- Promoting effective career development for young people within their region.
- Using evidence based to identify schools/organisations to be targeted for assistance.
- Working with identified schools/organisations to benchmark their current career development practice, and identifying areas of strength and areas of need.
- Addressing issues identified through the benchmarking process with identified schools/organisations
- Building support for career development practitioners across the region at a strategic level through the regional office, key networks and organisations.
- Promote the other National Partnership career development initiatives as well as other related existing state initiatives.

Contact details for the Central Ranges LLENs Regional Development Coach is:

**Hume Region**
Mary Harrington
DEECD Hume Region - Benalla Office
Email: harrington.mary.t@edumail.vic.gov.au

**Careers Mentoring Network Initiative** - aims to improve the long-term lifelong learning and employment prospects of current students from three targeted groups: Koorie students, English as a Second Language and Culturally and Linguistically Diverse students including refugees, and students from low SES families experiencing intergenerational poverty and unemployment. Careers mentors will assist young people from Years 7 and 8 (and their families) to explore their skills, strengths, interests, values and goals, and to raise their career awareness and aspirations.
VETiS Pathways

Certificate I
Entry Level Programs

Certificate II
VETiS & pre apprenticeship & School based apprenticeship Programs

Certificate III
Some VETiS, apprenticeship & traineeship Programs

Certificate IV
Available through registered training organizations & TAFE

Diploma
Available through registered training organizations & TAFE

Advanced Diploma
Available through registered training organizations & TAFE

University
Degree, Bachelor etc
May obtain credits for some TAFE programs undertaken

Note:
If undertaking training in the same industry at a higher level than previously, students may be eligible to obtain credit for the units already completed. This can mean less time is required to complete an apprenticeship or traineeship.
## 2011 Programs Offered

<table>
<thead>
<tr>
<th>Code</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEA20407</td>
<td>Certificate II Aeroskills</td>
</tr>
<tr>
<td>LMT12707</td>
<td>Certificate II Applied Fashion Design &amp; Technology</td>
</tr>
<tr>
<td>22015VIC</td>
<td>Certificate II in Automotive Studies</td>
</tr>
<tr>
<td>AV140108</td>
<td>Certificate IV Aviation (Commercial Pilot Aeroplane Licence) (PARTIAL COMPLETION)</td>
</tr>
<tr>
<td>AV20208</td>
<td>Certificate IV Aviation – Flight Operations (Partial completion)</td>
</tr>
<tr>
<td>HLT32407</td>
<td>Certificate III Allied Health</td>
</tr>
<tr>
<td>21844VIC</td>
<td>Certificate II Building &amp; Construction (Carpentry)</td>
</tr>
<tr>
<td>BSB20107/30107</td>
<td>Certificate II Business with selected units from BSB30107 Certificate III in Business</td>
</tr>
<tr>
<td>SRO20206</td>
<td>Certificate II Community Recreation (Sport &amp; Recreation) with selected units from SRO30206 Certificate III in Outdoor Recreation</td>
</tr>
<tr>
<td>SRO30206</td>
<td>Certificate II Community Recreation (Sport &amp; Recreation) with selected units from SRO30206 Certificate III in Outdoor Recreation</td>
</tr>
<tr>
<td>CHC20108</td>
<td>Certificate II in Community Services Work with selected Units of Competence from CHC30708 Certificate III in Children’s Services Peter</td>
</tr>
<tr>
<td>21764VIC</td>
<td>Certificate II in Dance</td>
</tr>
<tr>
<td>22071VIC</td>
<td>Certificate II in Intergrated Technologies (Electrotechnology)</td>
</tr>
<tr>
<td>22019VIC</td>
<td>Certificate II in Engineering Studies</td>
</tr>
<tr>
<td>21908VIC</td>
<td>Certificate II Equine Industry</td>
</tr>
<tr>
<td>1278VIC</td>
<td>Certificate II in Furnishing (Pre apprenticeship - Cabinet Making)</td>
</tr>
<tr>
<td>WRH20109</td>
<td>Certificate II in Hairdressing</td>
</tr>
<tr>
<td>HLT32907</td>
<td>Certificate III in Health Administration</td>
</tr>
<tr>
<td>SIT20307</td>
<td>Certificate II in Hospitality (Kitchen Operations)</td>
</tr>
<tr>
<td>SIT30707</td>
<td>Certificate III in Hospitality</td>
</tr>
<tr>
<td>CUF30701</td>
<td>Certificate III in Interactive Digital Media</td>
</tr>
<tr>
<td>ICA20105</td>
<td>Certificate II Information Technology</td>
</tr>
<tr>
<td>PML30104</td>
<td>Certificate III in Laboratory Skills</td>
</tr>
<tr>
<td>CUE20103</td>
<td>Certificate II in Live Production, Theatre and Events</td>
</tr>
<tr>
<td>CUS30201</td>
<td>Certificate III in Music (Technical Production)</td>
</tr>
</tbody>
</table>

_Please note: Still to be updated in 2012_
VET PROGRAM DESCRIPTIONS IN 2012

For information regarding description & pathways for all VET programs go to:
http://www.vcaa.vic.edu.au

Lower Hume VET & Pathways Cluster Program Requirements

Students enrolling in a VET program through the Cluster will be required to complete a registration form covering their code of conduct. All program requirements set out by the LHV&P Cluster must also be adhered to. It is important that parents and students take time to read the following program requirements before submitting an enrolment form.

1. Information/Enrolment Evenings
   Information / enrolment evenings will be held during second & third term at individual schools for students and parents, where students will receive a full program outline and have the opportunity to meet and speak with the VET & Careers teachers.

2. Student Commitment Forms
   This form is part of the enrolment process and outlines all student responsibilities regarding their work requirements, behaviour and program expectations. This form must be completed by all students.

3. Program Costs
   All VET programs offered through the Cluster attract costs. Through the clustering arrangement these costs are kept to a minimum. Program costs will vary according to the uniforms, trade materials, transport, books and equipment required by students.

4. Structured Workplace Learning
   Structured Workplace Learning is a key feature of VET programs. All students are expected to complete a minimum of 5 days work placement in a related industry. It is the responsibility of the Home school and the student to ensure that all paperwork associated with this structured workplace learning is completed and returned on time. Students will need to meet the work placement requirements of the program.

5. Reports
   All students undertaking a VET program will receive an official written report from the RTO or Trainers in Auspiced programs indicating their progress in the program. These reports are issued by the training providers or Host school and will include information on completed competencies, attendance, behaviour and general comments. Parents will receive a copy of these reports in Terms 2 and 4.

6. Student Behaviour
   If these programs are to remain available to all cluster students, it is imperative that all students abide by the trainers’ rules and the rules of the Host school whenever they are on site. This includes meeting Occupational Health and Safety requirements both in and out of the classroom. Students’ attitude and behaviour are to be that of the expected standard of the Host school and trainer.

7. Catch Up VET Classes
   Where necessary, students may be required to attend catch up classes after school, during the school holidays or on the weekend.
8. ABSENCE FROM AN ASSESSED TASK – VCE UNITS 3 & 4 ONLY

Students who are absent from class, on a day when an assessed task is held, should do the following:

- Phone their school’s VET Co-coordinator and their VET Classroom Teacher by 9.00am
- Provide a detailed parental note immediately on return to school. A copy should be given to the VET Co-coordinator by 9.00am and a copy should be faxed to the VET Classroom teacher.

- Provide a Doctor’s certificate immediately on return to school. The original is to be given to the VET Co-coordinator by 9.00am and a copy to be faxed to the VET Classroom teacher.
- The VET Classroom teacher in conjunction with the student’s VET Co-coordinator will determine whether the absence is excused and whether rescheduling the missed task will be granted. Students, who fail to report to their VET Co-coordinators on their first day back at school by 9.00am, will not have their assessment task rescheduled.

9. Withdrawal from a VET Program

LHV&P Cluster VET programs are successful because students are able to access programs offered by member schools. It should be noted by students and parents that failure to abide by the above program requirements may result in a student being withdrawn from a program.
Useful resources - websites

The following websites have been provided to assist in the development and delivery of effective workplace learning programs.

Note: At the time of publication all site addresses were correct.

**Australian Bureau of Statistics**
http://www.abs.gov.au
Useful for employment figures.

**Careers Education Association of Victoria – CEAV**
http://www.ceav.net.au
An informative site which links you directly to resources and the latest professional development information on careers, VET, structured workplace learning, and some information on VCAL and MIPs.

**Department of Employment Education & Workplace Relations**
http://www.deewr.gov.au
This site contains the latest information on federal initiatives in relation to vocational education and training. Also available is information on career guidance, occupational information, job search preparation, information on industries and employers.

**Jobsearch**
http://jobsearch.gov.au
Job Outlook from this site has good profession overviews including salary ranges.

**JobWatch**
http://www.job-watch.org.au
This site offers opportunities for students to investigate issues relating to employment. For example: unfair dismissal, workplace violence, misleading ads, etc.

**Myfuture**
http://www.myfuture.edu.au
This site offers a wide range of information on occupations, training, vocational options and pathways. The information available at this site is valuable for teachers, students, parents and employers. Excellent preparation for work experience and careers exploration.

**Apprenticeships**
This site provides the latest information on new government initiatives and application in careers and vocational education.

**Occupational Health and Safety**
http://www.deedc.vic.edu.au/safe@work/index.asp
This site contains the safe@work program for students and teachers including lesson plans, activity sheets, fact sheets and user guidelines.
**Victorian Curriculum & Assessment Authority**

http://www.vCAA.vic.edu.au

From their homepage, you can link the VET in schools section which provides the latest resources in professional development for VET in Schools teachers, and school curriculum advisers. A valuable site for teachers needing to update their knowledge of VET in Schools. Victorian Curriculum and Assessment Authority – VCAA

The VCAA website contains the latest information on the requirement for the delivery of all VCE, VET and VCAL programs.

**Wagenet**

http://www.wagenet.gov.au

Very useful to direct students to for latest information on salary structures by industry.

**Wages**

http://www.fairwork.gov.au

Information on career and employment opportunities with some of Australia’s major companies along with Australian wages, employment law and taxation.

**A Job Well Done CD-ROM and Video**

An OH&S program for work experience students with disabilities or impairments


Job Watch, Melbourne, Victoria, Tel: (03) 9662 9458

No Bull (say No to Bullying and Violence) Video

**People & Work**

Job Watch, Melbourne, Victoria, Tel: (03) 9662 9458 and Victoria Legal Aid, Melbourne, Victoria, Tel: (03) 9269 0223

**Add Your own resource links :**
ACRONYMS

AAC  Australian Apprenticeship Centre
AQF  Australian Qualifications Framework
AQTF Australian Quality Training Framework
ATAR  Australian Tertiary Admissions Ranking (formerly ENTER)
DEECD Department of Education & Early Childhood Development
NAP  Code on VASS denoting VCAA approved SBAT
RTO  Registered Training Organisation
SWL  Structured Workplace Learning
TAFE  Technical & Further Education
UoC  Unit of Competence
VASS  Victorian Assessment Software System
VCAA  Victorian Curriculum Assessment Authority
VCAL  Victorian Certificate of Applied Learning
VCE  Victorian Certificate of Education
VCE VET  VCAA managed VET programs comprised of VCE VET units
VES  Code on VASS denoting VCE VET programs
VET  Vocational Education & Training
VETiS  Vocational Education & Training in Schools
VIT  Victorian Institute of Teaching
VFE  Code on VASS denoting VET or Further Education programs
VRQA  Victorian Registration & Qualifications Authority
VTAC  Victorian Tertiary Admissions Centre
WLC  Workplace Learning Coordinator
**Glossary**

**Articulate**
Simple way of connecting one level of training with another higher level.

**Auspiced by**
Course delivered by a Registered Training Organisation.

**Competency**
A distinct work performance specified in terms of what should be done and the standard to which it must be performed, as required by industry.

**Module**
A unit of study in a VET course.

**Nationally accredited**
A qualification which is valid and recognised throughout the nation.

**Pathways**
Ways to develop a person's career opportunities.

**RTO**

**Stream**
A theme of study made up of several modules of a VET course.

**Structured Workplace Learning**
Workplace learning that is undertaken as part of an accredited vocational training program such as VCAL or VET

**Vocation**
Is a chosen field of work or career.
# Lower Hume VET & Pathways Network – Meeting Dates 2012

<table>
<thead>
<tr>
<th>DATE</th>
<th>LOCATION</th>
<th>Actions/Timeline</th>
</tr>
</thead>
</table>
| 29 February 2012 | Seymour College Loco Street, Seymour          | **CAP Program** 
                  | **Key Administrative Dates**                                                     |
| 28 March 2012 | Alexandra SC Downey Street, Alexandra         | TTC Hub Tour Alexandra SC MOU from RTO's 
                  | Lunch provided by VET Hospitality by students                                     |
| 9 May 2012    | Assumption College Sutherland Street, Kilmore | Issues with MOU's/VET – finalise Preliminary planning 2013 with CR TTC           |
|               | Tour of new TTC Hospitality Centre           |                                                                                  |
| 20 June 2012  | St Mary’s College High Street, Seymour        | Semester 1 Reports due 22/6/12 Planning 2012 Taster Days / Roadshow             |
| 25 July 2012  | Broadford Secondary College Pinniger Street, Broadford | Key administrative dates                                                        |
| 29 August 2012 | Goulburn Ovens TAFE Wallis Street, Seymour    | Costings from RTO's Liaise with RTO's for VET provision 2013 incl. presentations |
|               | Lunch by VET Hospitality students – Shearers |                                                                                  |
|               | Restaurant $15 per person                    |                                                                                  |
| 10 October 2012 | St Mary's College High Street, Seymour      | VET Numbers 2013 – Google docs Key administrative dates 
                  | Semester 2 reports due 23 November RTO Selection                                   |
| 21 November 2012 | Seymour College Loco Street, Seymour        | VCAA Briefings Preferred RTO's informed of VET delivery 2013 VET enrolments closed 
                  | Tour of TTC HUB – Automotive, Engineering, Building & Construction                 |
|               | **Finalisation of delivery arrangements with all stakeholders for 2013** |                                                                                  |

All VET meetings commence at 9:30am sharp & finish at 12:30pm unless otherwise advised
**IMPORTANT VASS DATES 2011 (still to be updated in 2012)**

**** Please note Cluster required dates in red

- **Enrolment 1 data** - Monday 28 February 2011
  Monday 21 February 2011

- **Enrolment 2 data** - Monday 2 May 2011
  Monday 25 April 2011

  ⇒ Final date for Scored VCE VET Unit 3 & 4
  ⇒ VET Funding data extracted

- **Enrolment 4 data** - Friday 19 August 2011
  Friday 12 August 2011

  ⇒ VET VCE Assessment plans
  ⇒ No further changes to RTO details

- **Enrolment 5 data** - Monday 21 November 2011
  Monday 14 November 2011

  ⇒ Final data for VET enrolments, results & coursework scores

**INDICATIVE GRADES**

Performance
(VCE VET Dance, VCE VET Music) – Friday 23 September 2011
  – Friday 16 September 2011

All other exams - Wednesday 2 November 2011
  Wednesday 26 October 2011
Details VET Coordinators - INSERT CONTACT LIST – having trouble inserting a single landscape page in to document

TIMELINE of actions 2011 – currently working on this

RTO CONTACTS – currently building list

PD & RESOURCES TO CLUSTER EG: PACTS, WORK MATTERS ETC
- Insert blurb on each

VISOH = spiel about websit & link

OTHER USEFUL RESOURCES:
- WHERE TO NOW Booklets
- DEECD/WLC RESOURCES/ ETC