



Government of **Western Australia**
School Curriculum and Standards Authority

COMMUNITY SERVICES AND HEALTH

VET INDUSTRY SPECIFIC

National Training Packages

CHC Community Services (Release 9.3)

HLT Health (Release 9.2)

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.



Important information

This syllabus is effective from 1 January 2024.

Users of this syllabus are responsible for checking its currency.

VET industry specific courses are updated periodically to comply with the most current national training package release.

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Rationale

The vocational education and training (VET) industry specific Community Services and Health course provides students with the opportunity to achieve nationally recognised vocational qualifications under the Australian Qualifications Framework (AQF) and to gain School Curriculum and Standards Authority (Authority) course unit credit towards the Western Australian Certificate of Education (WACE).

The course is based on nationally endorsed training packages. It specifies the range of industry-developed units of competency from the relevant training packages that is suitable for the WACE. To meet the course requirements and achieve course units towards a WACE, students must follow the course structure, attain required units of competency and fulfil work placement requirements.

The VET industry specific Community Services and Health course provides opportunities for the completion of Certificate II and Certificate III qualifications and for students to access short-term and long-term employment opportunities. Students develop relevant technical, vocational and interpersonal competencies suitable for employment and further training in the community services and health industries, as well as skills, knowledge and experiences that are transferable to other industry areas.

This course encourages students to engage in a vocational context with senior secondary education, fosters a positive transition from school to work, and provides a structure within which students can prepare for further education, training and employment.

Course delivery

VET industry specific courses have the status of an Authority-developed course and enable students to achieve dual accreditation for a nationally endorsed qualification and meet course completion requirements for the WACE.

When considering VET delivery, schools are advised to:

- refer to the VET section of the *WACE Manual*
- contact their education sector/systems representative for information on operational considerations relating to VET delivery options in schools.

VET can be delivered by schools providing they meet the appropriate VET regulatory requirements. Schools need to become a registered training organisation (RTO) or work in partnership with an RTO for the delivery, assessment and certification of training.

It is the responsibility of the RTO to determine that requirements are met when delivering and assessing VET. This includes ensuring that teachers and trainers have the required qualifications to deliver VET industry specific courses.

VET training and assessment requirements

The VET sector's regulatory arrangements are designed to maintain the standards of nationally recognised training.

In Western Australia, the Training Accreditation Council (TAC) is responsible for quality assurance and recognition processes for RTOs with scope of delivery limited to Western Australia and Victoria, domestic students, and for the accreditation of courses.

For information on how the TAC regulates VET, refer to the Training Accreditation Council website at www.tac.wa.gov.au.

For RTOs in partnership with Western Australian schools, but with scope of delivery not limited to Western Australia or Victoria, the quality assurance is regulated by the Australian Skills Quality Authority (ASQA). Both ASQA and the TAC regulate RTOs using the *Standards for RTOs 2015*.

For information on the VET Quality Framework and VET regulation by ASQA, refer to the ASQA website at www.asqa.gov.au.

The delivery of training and assessment of VET requires that the assessment be conducted according to the national *Standards for RTOs 2015*, which includes the requirements for all training and assessment to be conducted by a suitably qualified trainer and assessor in partnership with an RTO that is scoped to deliver the training and assessment.

For more information on the requirements for training and assessment, refer to the *Users' Guide to the Standards for RTOs 2015* on the ASQA website at www.asqa.gov.au.

Workplace learning

The Authority-developed Workplace Learning (ADWPL) endorsed program is a mandatory co-requisite for a VET industry specific course. Mandated workplace learning must commence in the same year as enrolment in the VET industry specific course and can be met within the first year of a two-year program. The requirements for mandated workplace learning may be met within one year of a two-year program. Workplace learning time is required for each of the qualifications in this course. The number of workplace learning unit equivalents required is specified for each qualification within this course. The work placement must be industry related and occur while the course units are being undertaken.

Workplace learning is essential for this course as it enables the students to:

- collect evidence towards achievement of units of competency
- develop positive attitudes towards work
- apply skills acquired in an industry context
- develop additional employability skills and knowledge
- actively engage with industry.

Non-completion of any required workplace units or equivalents may result in a 'requirements not met' (RNM) status for the course units and will be reflected as a U (Unfinished) notation.

Course content

A VET industry specific course includes a full, nationally recognised AQF qualification and mandatory industry-related workplace learning, and contributes towards the WACE as a WACE course instead of unit equivalence. The most current training packages are used in these courses and the courses are updated regularly as new versions of training packages are endorsed. Training packages can be accessed at www.training.gov.au (TGA).

Units of competency

Units of competency for qualifications in the VET industry specific Community Services and Health course come from the CHC Community Services and HLT Health Training Packages.

Units of competency specify the standards of performance required in the workplace. They are statements of the skills and knowledge required for effective performance in a particular job or job function as agreed nationally by industry.

Trainers need to refer to the relevant training package for further details of the elements, performance criteria, foundation skills, range of conditions and evidence requirements for specific units of competency. Teachers and trainers should check the RTO's scope of registration before determining which elective units of competency are to be included in delivery and assessment programs. This can be determined during initial discussions when considering a partnership arrangement between the school and RTO.

Time and completion requirements

VET industry specific course units are packaged as either two or four WACE course units, linked to a specified qualification and are only awarded upon the completion of all of the course requirements.

Unlike other WACE courses, VET industry specific course units are paired in both Year 11 (Units 1 and 2) and Year 12 (Units 3 and 4) syllabuses. A student who withdraws from a VET industry specific course after only one semester **will not** receive VET industry specific course units for that academic year.

VET industry specific courses can be delivered over one year or two years.

The number of Workplace Learning endorsed program unit equivalents to be completed varies according to the qualification offered. Students must complete all components of the course before the full allocation of VET industry specific course unit credit can be allocated.

Course unit credit

Course unit credit for VET industry specific courses is awarded as 'completed' for each VET industry specific course unit. The achievement descriptor 'completed' contributes in the same manner as a C grade or better for all other WACE course units.

Regardless of the academic year in which a VET industry specific course is completed, WACE course credit is allocated across both Year 11 (Units 1 and 2) and Year 12 (Units 3 and 4). That is, part of the achievement allocation of a VET industry specific course is applied as either retrospective or projected credit, depending on the year in which the course requirements are completed.

If a student does not successfully complete all components of the VET industry specific course, the student is awarded a U (Unfinished) notation for the Year 12 units (Units 3 and 4). Course credit for Year 11 units (Units 1 and 2) for a partially completed Certificate II or Certificate III VET industry specific course may be awarded under the following conditions:

- **Qualification component:** completion of equal to or greater than 110 nominal hours of the VET industry specific qualification
- and**
- **Workplace learning component:** completion of at least one unit of the Workplace Learning endorsed program in an industry relevant to the qualification industry area.

If the conditions for Year 11 Units 1 and 2 are not met by the end of an academic year, a U (Unfinished) notation is awarded until such time as these conditions have been met.

If the requirements are not achieved in Year 11, but are subsequently achieved in Year 12, then retrospective credit for the Year 11 Units 1 and 2 will be awarded. If a student exits the VET industry specific course at the end of Year 11 and has completed the requirements for Year 11 Units 1 and 2, credit is awarded as 'completed' (has met the C grade standard for a WACE course) and retained by the student for WACE contribution.

Units of competency only contribute towards the WACE once. Therefore, student enrolments in units of competency in VET industry specific course qualifications are enrolled as VET integrated into the relevant VET industry specific course units. VET integrated units of competency do not attract unit equivalence.

Assessment

The assessment of VET industry specific courses must be conducted by a qualified assessor in partnership with an RTO, which may be a school, TAFE, or private training provider and in accordance with the national *Standards for RTOs, 2015*.

All assessment requirements need to be met concurrently to demonstrate the achievement of an element of competency. All elements of competency must be achieved to demonstrate the achievement of a unit of competency.

A student is judged as either competent or not yet competent. The judgement is made on the basis of evidence, which can be in a variety of forms. A student who is assessed as competent on all required competencies for the VET industry specific course and who completes the mandatory workplace learning requirements as specified is awarded 'completed' for Year 11 Units 1 and 2, and Year 12 Units 3 and 4.

All successfully completed qualifications and the associated units of competency are recorded on the student's Western Australian Statement of Student Achievement (WASSA).

Community Services pathway

CHC22015 Certificate II in Community Services

CHC30121 Certificate III in Early Childhood Education and Care

CHC30221 Certificate III in School Based Education Support

Certificate II in Community Services

This qualification may be used as a pathway for workforce entry as community services workers who provide a first point of contact and assist individuals in meeting their immediate needs.

Job roles

Community services workers in the limited number of occupations at the Certificate II level report directly to a supervisor and do not manage or supervise other workers.

Possible work areas include:

- aged care
- disability support
- home and community care.

Future pathways

The *Post-Secondary Pathways* document for this course provides an illustration of pathways into higher-level qualifications and career options for students who have undertaken this course. Refer to the relevant VET industry specific course page on the Authority website under the Support Materials section at <https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/vet-industry-specific/community-services>.

CHC22015 Certificate II in Community Services

Unit VEVCSS

Unit VTVCSS

This School Curriculum and Standards Authority-developed course uses the CHC Community Services Training Package as a framework for the achievement of a full AQF qualification. It should be read in conjunction with the training package which is available at www.training.gov.au/Training/Details/CHC22015.

Note: as qualifications and training packages may be updated at various times throughout the year, schools are advised to refer to www.training.gov.au (TGA) to ensure they are delivering the most current version of the qualification. If the qualification has been superseded, it can only be delivered within the transition period.

Students must complete a total of **nine** (9) units of competency. These consist of **five** (5) core units and **four** (4) elective units. Core units of competency cannot be substituted.

The four electives must consist of:

- at least **two** (2) units from the electives listed within the training package rules on TGA
- up to **two** (2) units from the electives listed within the training package rules, any endorsed training packages or accredited courses – these units must be relevant to the work outcome.

The Certificate II in Community Services completed in this course results in the achievement of **four** (4) course units (two Year 11 units and two Year 12 units). Completion of 110 hours of work placement (equivalent to **two** ADWPL endorsed program unit equivalents) is compulsory to meet course requirements, and must be from industry-related placement/employment relevant to the job outcome at this level.

Certificate III in Early Childhood Education and Care

This qualification reflects the role of workers in a range of early childhood education settings who work within the requirements of the *Education and Care Services National Regulations* and the *National Quality Standard*.

Note: under the *Education and Care Services National Law (2011)*, the Australian Children's Education and Care Quality Authority (ACECQA) publishes lists of approved early childhood education and care qualifications and information regarding regulatory requirements here: <https://www.acecqa.gov.au/>.

Students must complete a minimum of 160 hours of work placement to be eligible to receive the CHC30121 Certificate III in Early Childhood Education and Care.

Job roles

These workers support the implementation of an approved learning framework, and support children's wellbeing, learning and development. Depending on the setting, educators may work under direct supervision or autonomously.

Possible job titles include:

- early childhood educator.

Future pathways

The *Post-Secondary Pathways* document for this course provides an illustration of pathways into higher-level qualifications and career options for students who have undertaken this course. Refer to the relevant VET industry specific course page on the Authority website under the Support Materials section at <https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/vet-industry-specific/community-services>.

CHC30121 Certificate III in Early Childhood Education and Care

Unit VEVCS

Unit VTVCS

This School Curriculum and Standards Authority-developed course uses the CHC Community Services Training Package as a framework for the achievement of a full AQF qualification. It should be read in conjunction with the training package which is available at www.training.gov.au/Training/Details/CHC30121.

Note: as qualifications and training packages may be updated at various times throughout the year, schools are advised to refer to www.training.gov.au (TGA) to ensure they are delivering the most current version of the qualification. If the qualification has been superseded, it can only be delivered within the transition period.

Students must complete a total of **seventeen** (17) units of competency. These consist of **fifteen** (15) core units and **two** (2) elective units. Core units of competency cannot be substituted.

Of the **two** (2) elective units, at least **one** (1) must be selected from the electives listed. Up to **one** (1) unit may be selected from any endorsed training packages or accredited courses – these units must be relevant to the work outcome.

All electives chosen must support the overall integrity of the AQF level of this qualification and contribute to a valid, industry-supported vocational outcome.

The Certificate III in Early Childhood Education and Care completed in this course results in the achievement of **four** (4) course units (two Year 11 units and two Year 12 units). Completion of 160 hours* of work placement (equivalent to **two** (2) ADWPL endorsed program unit equivalents) is compulsory to meet course requirements, and must be from industry-related placement/employment relevant to the job outcome at this level.

*Students must complete a minimum of 160 hours of work placement to be eligible to receive the CHC30121 Certificate III in Early Childhood Education and Care as stipulated in the training package rules.

Certificate III in School Based Education Support

This qualification reflects the role of workers who assist teachers and support student learning in a range of classroom settings. They complete general administrative as well as operational tasks to support students with learning under the guidance of a teacher or other educational professional. Work requires use of discretion and judgement within the boundaries of established policies and procedures.

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Students must complete a minimum of 100 hours of work placement to be eligible to receive the CHC30221 Certificate III in School Based Education Support.

Job roles

Possible job titles include:

- education aide (also known as teacher's assistant, teacher's aide, education assistant or education support worker).

Future pathways

The *Post-Secondary Pathways* document for this course provides an illustration of pathways into higher-level qualifications and career options for students who have undertaken this course. Please refer to the relevant VET industry specific course page on the Authority website under the Support Materials section at <https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/vet-industry-specific/community-services>.

CHC30221 Certificate III in School Based Education Support

Unit VEVCSSE

Unit VTVCSE

This School Curriculum and Standards Authority-developed course uses the CHC Community Services Training Package as a framework for the achievement of a full AQF qualification. It should be read in conjunction with the training package which is available at www.training.gov.au/Training/Details/CHC30221.

Note: as qualifications and training packages may be updated at various times throughout the year, schools are advised to refer to www.training.gov.au (TGA) to ensure they are delivering the most current version of the qualification. If the qualification has been superseded, it can only be delivered within the transition period.

Students must complete a total of **fifteen** (15) units of competency. These consist of **ten** (10) core units and **five** (5) elective units listed within the training package rules. Core units of competency cannot be substituted.

At least **three** (3) elective units must be selected from the electives listed within the training package rules. Up to **two** (2) elective units may be selected from any endorsed training package or accredited course relevant to the work outcome.

All electives chosen must support the overall integrity of the AQF level of this qualification and contribute to a valid, industry-supported vocational outcome.

The Certificate III in Education Support completed in this course results in the achievement of **four** (4) course units (two Year 11 units and two Year 12 units). Completion of 110 hours* of work placement (equivalent to **two** (2) ADWPL endorsed program unit equivalents) is compulsory to meet course requirements, and must be from industry-related placement/employment relevant to the job outcome at this level.

*Students must complete a minimum of 110 hours of work placement to be eligible to receive the CHC30221 Certificate III in School Based Education Support as an industry specific course.

Note: the training package stipulates 100 hours for this qualification.

Health pathway

HLT23221 Certificate II in Health Support Services

Certificate II in Health Support Services

This qualification covers workers who provide support for the effective functioning of health services.

The importance of culturally aware and respectful practice

All workers undertaking work in health need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers, and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Health Training Package.

Job roles

These workers do not provide direct care assistance functions, such as assisting other staff with the care of clients. This is an entry-level qualification.

Possible job titles include:

- assistant cook
- laundry worker
- cleaner
- maintenance assistant
- food service assistant/worker
- porter
- grounds maintenance worker
- stores assistant
- kitchen hand
- ward assistant/orderly.

Future pathways

The *Post-Secondary Pathways* document for this course provides an illustration of pathways into higher-level qualifications and career options for students who have undertaken this course. Please refer to the relevant VET industry specific course page on the Authority website under the Support Materials section at <https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/vet-industry-specific/community-services>.

HLT23221 Certificate II in Health Support Services

Unit VEVCSH

Unit VTVCSH

This School Curriculum and Standards Authority-developed course uses the HLT Health Training Package as a framework for the achievement of a full AQF qualification. It should be read in conjunction with the training package which is available at <https://training.gov.au/Training/Details/HLT23221>.

Note: as qualifications and training packages may be updated at various times throughout the year, schools are advised to refer to www.training.gov.au (TGA) to ensure they are delivering the most current version of the qualification. If the qualification has been superseded, it can only be delivered within the transition period.

Students must complete a total of **twelve** (12) units of competency. These consist of **four** (4) core units and **eight** (8) elective units. Core units of competency cannot be substituted.

A wide range of electives is available and can be packaged to provide either a generic qualification that covers a range of work functions or a targeted qualification as required for specific work roles.

Please refer to the training package rules for the full list of elective units.

Elective units are to be packaged as follows:

- for a generic qualification, select a minimum of **seven** (7) units of competency from the relevant electives listed within the training package (i.e. across all streams), or
- for a qualification targeted to a specific area of work, select all **five** (5) units of competency from the relevant elective group.

Up to **one** (1) unit of competency may be selected from other relevant training packages or nationally recognised accredited courses.

The Certificate II in Health Support Services completed in this course results in the achievement of **four** (4) course units (two Year 11 units and two Year 12 units). Completion of 110 hours of work placement (equivalent to **two** (2) ADWPL endorsed program unit equivalents) is compulsory to meet course requirements, and must be from industry-related placement/employment relevant to the job outcome at this level.

Glossary

Accredited course

A nationally accredited course developed to meet training needs that are not addressed by existing training packages. Details of nationally accredited courses and the training providers that deliver these courses are provided by training.gov.au (TGA).

Apprentice

A person contracted to an employer to undergo training for a recognised apprenticeable occupation during an established period. Upon completion of an apprenticeship, an apprentice becomes a qualified tradesperson.

Apprenticeship

A structured employment-based training program that leads to apprentices gaining a nationally recognised qualification. Apprenticeships may be full-time or part-time (including school-based and elite athlete arrangements).

Assessment guidelines

The industry's preferred approach to assessment, including the qualifications required by assessors, the design of assessment processes and how assessments should be conducted.

Auspicing

This involves an organisation entering into partnership with an RTO in order to have the training and assessment that it undertakes recognised under the National Training Framework. The term auspicing has been replaced by the term 'partnerships' under the Australian Quality Training Framework (AQTF).

Australian Core Skills Framework

The *Australian Core Skills Framework* (ACSF) describes an individual's performance in the five core skills of learning, reading, writing, oral communication and numeracy. It provides a consistent national approach to identifying and developing the core skills in three contexts: personal and community; workplace and employment; and education and training. For further information, see

<https://www.dewr.gov.au/skills-information-training-providers/australian-core-skills-framework>.

Australian Qualifications Framework

The *Australian Qualifications Framework* (AQF) is a single comprehensive national qualifications framework that provides nationally consistent recognition of outcomes of qualifications ranging from the VET Certificate I to doctoral degrees. It specifies the knowledge and skills necessary for Senior Secondary Certificates of Education, such as the WACE. For further information, see <http://www.aqf.edu.au/>.

Australian school-based apprenticeships/traineeships

An Australian apprenticeship/traineeship is undertaken part-time while the apprentice/trainee is still at school. It comprises a mix of academic, vocational and technical education and training and paid employment which enables Year 11 and Year 12 students to obtain a senior secondary certificate and credits towards a vocational qualification.

Australian Skills Quality Authority

The national regulator for the VET sector which became operational in July 2011. RTOs in the Australian Capital Territory, New South Wales, the Northern Territory, Queensland, South Australia and Tasmania come under the jurisdiction of the Australian Skills Quality Authority (ASQA). ASQA is also the regulatory body for some RTOs in Victoria and Western Australia that offer courses to overseas students or to students in states that come under ASQA's jurisdiction.

Certificates I–IV

A set of qualification types in the AQF that prepares candidates for both employment and further education and training. The qualifications recognise achievement of specified national industry competency standards at four AQF levels in a wide variety of trades, industries and enterprises.

Competency

The consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.

Competency-based assessment

The gathering and judging of evidence in order to decide whether a person has achieved a standard of competence.

Core competency

A unit of competency within a competency standard that an industry has agreed is essential to be achieved if a person is to be accepted as competent at a particular level. All units may be core, but in many cases, competency at a level will involve core units plus optional or specialisation units of competency. Core competencies are normally those central to the work of a particular industry or occupation.

Credit transfer

The granting of status or credit by an institution or training organisation to students for modules (subjects) or units of competency completed at the same or another institution or training organisation.

Department of Training and Workforce Development in Western Australia

The Department of Training and Workforce Development (DTWD) works with industry, the community, organisations and other government agencies to build a productive inclusive, efficient and mobile workforce which meets the needs of Western Australia. The Department manages public resources in the State VET system, and strategically plans, funds and monitors publicly funded training. In addition to providing workforce development planning, the Department also provides career development services and administers training contracts and regulates the apprenticeship system in Western Australia.

Element

An element describes the key activities that must be performed to demonstrate competence in the tasks covered by the unit.

Endorsed component

The central part of a training package, endorsed by the Australian Industry and Skills Committee (AISC), comprising units of competency, assessment requirements associated with each unit of competency, qualifications and credit arrangements.

Fee-for-service training

Training for which most or all of the cost is borne by the student or a person or organisation on behalf of the student.

Foundation skills

The skills which enable people to gain, keep and progress within employment, including skills in the clusters of work readiness and work habits, interpersonal skills and learning, thinking and adaptability skills.

Industry Training Council (ITC)

Non-government or not-for-profit bodies established by industry or the business sector to address training issues and to provide advice to government about training priorities and the VET needs of a particular industry.

Logbook

A record kept by a person of the knowledge, skills or competencies attained during on-the-job or off-the-job training.

National Centre for Vocational Education Research

A national research, evaluation and information organisation for the VET sector in Australia, jointly owned by the Commonwealth, State and Territory ministers responsible for VET.

Partnerships

An organisation such as an enterprise or school, not wishing to be an RTO or to provide training itself, can enter into a partnership with an RTO. The RTO will be responsible for the quality of training and assessment, and issuing qualifications and statements of attainment, in compliance with the Australian Quality Training Framework (AQTF) and/or VET Quality Framework.

Performance criteria

The part of a competency standard which specifies the required level of performance to be demonstrated by students to be deemed competent.

Pre-apprenticeships in schools

Pre-apprenticeships in schools are Certificate II programs that have been nominated by Western Australian industry training councils as valid pathways from school to apprenticeships. Students attend school, train at a registered training organisation (RTO) and are linked to an employer for work placement. The student must complete a work placement as nominated in the pre-apprenticeship program. The RTOs will coordinate work placements in partnership with the schools.

Preparing Secondary Students for Work (2015)

Preparing Secondary Students for Work (2015) sets out a framework for vocational learning and VET delivered to secondary students.

Qualification

Formal certification that is awarded by an accredited authority in recognition of the successful completion of an educational program. In the VET sector, qualifications are awarded when a person has satisfied all requirements of the units of competency or modules that comprise an AQF qualification, as specified by a nationally endorsed training package or an accredited course that provides training for that qualification.

Recognition of prior learning (RPL)

The acknowledgement of a person's skills and knowledge acquired through previous training, work or life experience, which may be used to grant status or credit in a subject or module. It can lead to a full qualification in the VET sector.

Registered training organisation (RTO)

A registered training organisation (RTO) is an organisation that delivers, assesses, certifies and quality assures a nationally recognised VET qualification. An RTO may be a school, a private training provider, or a Technical and Further Education (TAFE) college. All RTOs operate under the various elements of the national training system.

School-based apprenticeships and traineeships

School-based apprenticeships and traineeships are paid employment-based training programs for full-time school students 15 years of age and over. Under these arrangements the student is both a full-time student and a part-time employee with the same employment and training privileges and responsibilities as other apprentices/trainees.

State Training Board

The State Training Board (STB) is a statutory body established by Part 3 of the *Vocational Education and Training Act 1996*. The STB is the peak industry training advisory body to the Minister for Training and Workforce Development in Western Australia. The key focus of the STB is to ensure Western Australia has a quality VET system that enables people to develop skills and knowledge that support and meet the needs of industry.

TAFE

A publicly funded post-secondary educational institution (Technical and Further Education) which provides a range of technical and VET courses and other programs. Each State and Territory has its own TAFE system.

Trainee

A person receiving training in a vocational area or undertaking a traineeship. The successful completion of a traineeship leads to a minimum of a Certificate II in the relevant vocational area.

Traineeship

A system of vocational training combining off-the-job training with an approved training provider with on-the-job training and practical work experience. Traineeships generally take one to two years and are now a part of the Australian Apprenticeships system.

Training package

Training packages define the competencies required by different occupations and industries and describe how these competencies may be packaged into nationally recognised and portable qualifications that comply with the AQF. Each training package is made up of three components: units of competency, qualifications framework levels of education and assessment guidelines.

Training.gov.au

Training.gov.au (TGA) is the official National Register on VET in Australia and is the authoritative source of information on training packages, qualifications, accredited courses, units of competency, skill sets and RTOs.

Unit of competency

The nationally agreed statements of the skills and knowledge required for effective performance in a particular job or job function. They identify the skills and knowledge as outcomes that contribute to the whole job function. Units of competency are an endorsed component of training packages.

VET delivered to/undertaken by secondary students

The term used to describe vocational education and training (VET) undertaken by students who are engaged in both secondary education and nationally recognised VET. VET delivered to secondary students is the same as all other VET, and the same quality standards apply.

Note: VET in Schools was the term used to describe the VET provided to school students that resulted in a VET qualification. This term is deemed to be unsuitable to describe VET undertaken by secondary students as it implies that VET delivered to secondary school students is different from all other VET.

VET Quality Framework

The vocational education and training (VET) Quality Framework is aimed at achieving greater national consistency in the way RTOs are registered and monitored and in how standards in the VET sector are enforced.

The VET Quality Framework comprises:

- the *Standards for Registered Training Organisations (RTOs) 2015*
- the Fit and Proper Person Requirements
- the Financial Viability Risk Assessment Requirements
- the Data Provision Requirements
- the Australian Qualifications Framework (AQF).

VET skill set

A skill set is a single unit of competency or combination of units of competency from one or more training packages that links to a licence or regulatory requirement, or defined industry need. Industry plays a critical role in identifying relevant skills required and in responding to the need of skill sets.

Vocational education and training

Vocational education and training (VET) enables students to acquire workplace skills through nationally recognised training described within an industry developed training package or accredited course. A Certificate II (or higher) VET qualification in combination with ATAR, General or Foundation courses is one option to satisfy the WACE completion requirement.

Vocational learning

Vocational learning helps secondary students explore the world of work, identify career options and pathways, and build career development skills. Vocational learning is delivered within the broader curriculum. It supports students to gain career development skills and provides opportunities for students to 'taste' the world of work through one-off events, initiatives such as enterprise learning, or spending time in a real or simulated workplace.

Workplace Learning endorsed program

Workplace Learning (ADWPL) is an Authority-developed endorsed program that is managed by individual schools. To complete this program, a student works in one or more paid or unpaid workplace/s to develop a set of transferable workplace skills. A student must record the number of hours completed and the tasks undertaken in the workplace in the Authority's *Workplace Learning Logbook*. A student must also provide evidence of their knowledge and understanding of the workplace skills by completing the Authority's *Workplace Learning Skills Journal* after each 55 hours in the workplace.

Acknowledgements

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