

General Education in the VET Sector

Distinguishing Characteristics

- Primary outcome of the qualification is entry into a subsequent qualification in VET or HE.
- Qualification offers little or no credit transfer or advanced standing in subsequent occupational qualifications in VET or HE.
- Content is significantly biased towards knowledge and/or learning/enabling skills.
- Primary target client group/s are drawn from –
 - Disadvantaged persons
 - Under-represented groups
 - Young people seeking an alternative to the school sector
 - International/full fee paying students seeking entry into mainstream VET or HE.
- Support comes more strongly from community interests and individuals.
- Any overlap with Training Package competencies is largely with the underpinning knowledge.
- Assessment is based upon competence and methods employed address the client characteristics.

Requirements

The qualification is to be based on competencies, many of which may be non-occupational. While some competencies from Training Packages may be used, they will tend to be more generic in nature. Eg BSBCM304A *Contribute to personal skill development and learning*.

Submission Documentation

The standard Template will be used, with an additional field “10 General education rationale” added to Section A as follows:

| | |
|--------------------------------|--|
| 10 General education rationale | State the justification for having the course accredited without occupational outcomes, including <ul style="list-style-type: none">• details of the client target group/s,• client group characteristics,• expected outcomes,• subsequent study options,• reasons for not using Training Package qualification/s,• community, individual and industry support. |
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Other entries in the Template may need attention.

Section A

8 AVETMISS information: should reflect 'education'

Section B

1.1 Name of Qualification: should not imply any occupational outcome

2.1 Industry/enterprise/
community needs: should be consistent with information provided in
"Section A 10: General education rationale"

3.1 Qualification level: should be consistent with information provided in
"Section A 10: General education rationale"
should provide information as per Template, and
should be consistent with AQF levels associated
with general schooling.

Section C

2 The units of competency developed for the course:

these will each be modeled on the format provided in the *Training Package Development Handbook*. They may not be as detailed, but must provide sufficient guidance to ensure the assessor is able to make valid judgements. The 'Required/Underpinning knowledge' may be a larger portion than is associated with occupational competencies.