****

**CUA30720**

**Certificate III in Design Fundamentals**

This is a VET program facilitated by the Inner Melbourne VET Cluster

Date of Booklet: August 2021

The Inner Melbourne VET Cluster (IMVC) is a not-for-profit incorporated association established in 1998. We are at the forefront of developing best-practice initiatives and models to serve the needs of at risk young people and marginalised cohorts who experience barriers to education and employment, by providing them with endless opportunities to fulfil their potential for economic and social participation. IMVC oversees the facilitation of VET programs in schools for three Clusters.  All Clusters are cross sectorial and actively promote the provision of vocational education and training for students in the post compulsory years.

**Who is the Inner Melbourne VET Cluster (IMVC)?**

**IMVC** **–** facilitates VET programs for schools in the City of Melbourne, City of Port Phillip, City of Yarra City of Stonington, City of Boroondara and City of Glen Eira.

**PSVC** **–** focuses on strengthening and supporting the capacity of students with disabilities to build vocational and employability skill sets.

**ENVC –** facilitates VET programs for schools in the cities of Monash, Whitehorse and Manningham.

**2021 IMVC members**

Academy of Mary Immaculate

Albert Park College

Alia College

Auburn High School

Beth Rivkah Ladies College

Bialik College

Brighton Grammar School

Brunswick Secondary College

Buckley Park College

Camberwell Grammar School

Camberwell High School

Canterbury Girls' Secondary College

Carey Baptist Grammar School

Collingwood Alternative School

Collingwood College

De La Salle College

Elwood College

Epping Secondary College

Firbank Grammar School

Fitzroy High School

Genazzano FCJ College

Glen Eira College

Kew High School

King David School

Lauriston Girls' School

Leibler Yavneh College

Loreto Mandeville Hall

MacRobertson Girls' High School

Marian College

Melbourne Girls' College

Melbourne Girls' Grammar School

Melbourne Grammar School

Melbourne High School

Melbourne Montessori School

Melton Secondary College

Mercy College

Mordialloc College

Mount Alexander College

Northcote High School

Preshil - The Margaret Lyttle Memorial School

Princes Hill Secondary College

Richmond High School

River Nile School

Rosamond School

Sacre Coeur

Santa Maria College

Scotch College

Shelford Girls Grammar

Siena College

Simonds Catholic College

St Aloysius College

St Bernard's College

St Catherine's School

St Columba's College

St Kevin's College

St Mary's College

St Michael's Grammar

Strathcona Baptist Girls Grammar School

Swinburne Senior Secondary College

Sydney Road Community School

Thomas Carr College

Trinity Grammar School

University High School

Virtual School Victoria

Wesley College - Melbourne

Xavier College

Yesodei Hatorah College

Youth2Industry College

**2021 PSVC members**

Ashwood School

Caroline Chisholm Catholic College

Croxton School

Eastern Ranges School

Jackson School

Montague School

Rossbourne School

Victorian College for the Deaf

**2021 ENVC members**

Ashwood High School

Blackburn High School

Box Hill High School

Caulfield Grammar School – Caulfield

Doncaster Secondary College

East Doncaster Secondary College

Emmaus College

Forest Hill College

Glen Waverley Secondary College

Highvale Secondary College

Huntingtower School

John Monash Science School

Kilvington Grammar

Kingswood College

Koonung Secondary College

Luther College

Marcellin College

Mount Scopus Memorial College

Mount Waverley Secondary College

Oakleigh Grammar

Our Lady of Sion

Salesian College – Chadstone

South Oakleigh Secondary College

Templestowe College

Warrandyte High School

Wheelers Hill Secondary College

IMVC offers a VET facilitation role to member schools, which includes:

**IMVC VET Facilitation Role**

* Conducting an environment scan to identify:
1. VET program needs of students/schools
2. Local industry needs
* Identifying RTOs who can provide relevant training and negotiating suitable delivery arrangements in line with Cluster requirements. RTOs have been selected based on their current registration with VRQA or ASQA. It is the responsibility of RTOs to adhere to existing regulations and standards in place to govern training providers. IMVC’s VET facilitation role does not represent or exonerate RTOs from their responsibilities to respective governing bodies
* Developing collaborative school protocols/structures for delivery of VET programs, including timetable arrangements and establishing and implementing student expression of interest protocols
* Maintaining a web based portal to communicate and keep school staff up to date with VET operations. This includes facilitating the collation of VASS codes, scored VET assessment plans, indicative grades and student results. Please note, RTOs are responsible for inputting and ensuring accuracy of student results within the designated Cluster timeframes
* Setting up protocols in collaboration with schools to assist in monitoring student progress
* Developing and implementing a promotional campaign for relevant stakeholder groups
* Conducting information workshops for students, parents, trainers and new VET Coordinators
* Assisting schools to identify suitable professional development activities
* Facilitating Memorandums of Understanding with home/host schools and the Cluster
* Assisting with the communication between Host /Home schools and RTOs regarding VCAA VET audit requirements
* Disseminating relevant VET literature or information to schools and RTOs

A fee contributes to the administration of the above responsibilities.

**RTO Code of Conduct**

The purpose of the RTO Code of Conduct is to:

* Provide school communities with a clear statement of the standards which RTOs are expected to adopt and deliver
* Enable training providers to understand the code of conduct expected of them

RTOs have been selected to work alongside member schools based on their current registration with VRQA or ASQA. It is the responsibility of RTOs to adhere to existing regulations and standards in place to govern training providers. Cluster Members and IMVC’s brokerage role do not represent or exonerate the RTO from their responsibilities to AQTF or SNR.

**RTO obligations:**

* Commitment to excellence in service delivery and maximising student outcomes
* The RTO will adopt policies and management practices which will maintain high professional standards in the delivery of education and training services
* The RTO will issue partnership agreements/contracts outlining roles and responsibilities of each partner, delivery arrangements, timeline of agreed deliverables, communication protocols, grievance procedures and agreed costs and invoicing arrangements
* The RTO will comply with all laws regarding the operation of the training venues and will ensure that facilities and equipment are adequate for the programs being delivered
* The RTO will have the capacity to deliver the programs for which it has been registered and use methods and material appropriate to the learning needs of trainees
* The RTO will monitor and assess the performance and progress of its trainees. This will include providing UoCs and VCAA Assessment Plans, completing weekly IMVC online attendance records, interim/end of Semester reports, communicating Units 3 & 4 indicative grades, communicating ‘at risk’ students and VASS results in a timely manner
* The RTO will comply with the all the relevant guidelines in regard to the delivery and assessment of programs
* The RTO will supply accurate relevant and up-to-date information to prospective trainees and will market its programs with integrity and accuracy. This will include reviewing IMVC VET handbook details and attending annual IMVC Information sessions for parents and students
* Participants will be provided with all appropriate information including course details, assessment requirements and all relevant policies and procedures. This includes formally enrolling and inducting students
* All trainers and assessors are qualified
* All trainers and assessors are sensitive to the needs of course participants
* The RTO will issue Qualifications/Certifications in a timely fashion
* The RTO will continually monitor and improve their performance by collecting and acting upon information gathered, including evaluation, learner feedback and self-assessment

VET refers to Vocational Education and Training (VET) programs.

**What is VET?**

**Features of VET delivered to secondary students**

* VET combines senior school studies and accredited vocational education and training
* It enables students to complete a nationally recognised vocational qualification (e.g. Certificate II in Hospitality) and a senior school certificate (VCE/VCAL) at the same time
* It allows a student to go directly into employment or receive credit towards further vocational training
* It develops students’ employability and industry-specific skills
* It is a vocationally oriented school program designed to meet the needs of industry

**How does VET work?**

A VET program is usually made up of Units of Competency and Structured Workplace Learning.

1. **Unit of Competency**

 Delivered by a Registered Training Organisation (RTO), at their venue, the students’ school or another school close by.

1. **Structured Workplace Learning (SWL)**

 SWL involves an employer accepting a student on a one day a week basis or a week block basis, enabling the student to demonstrate acquired skills and knowledge in an industry setting. During the work placement, a student will have specific tasks to undertake in order to demonstrate competence. They will be regularly monitored and may be assessed on the job.

**VET contribution to the VCE**

With the exception of English, there is no limit on the VET programs that may contribute to satisfactory completion of the VCE. VET may be fully incorporated into the VCE as a VCE VET or Block Credit Program.

1. **VCE VET Programs**
* Are fully recognized within the Units 1 – 4 structure of the VCE;
* Have equal status with other VCE studies;
* May offer scored assessment and provide a study score (selected programs only).

Furthermore, all three sequences other than English can be approved VCE VET Units 3 & 4 sequences, with study scores. Scored VCE VET programs contribute directly to the ATAR in the primary four or as a 5th or 6th study increment.

1. **Block Credit VET Programs**

Students who undertake VET programs not included in the suite of approved VCE VET programs may be eligible for credit towards their VCE. VTAC may award students who receive a Units 3 & 4 sequence through Block Credit recognition a 10% increment towards their ATAR.

Please note VCE and VCE VET results will take precedence over Block Credit results. Block Credit can still be used in the calculation of the ATAR. However, it can only be used in the calculation of an ATAR if there are fewer than six VCE or VCE VET studies available. If there are six or more VCE or VCE VET studies available, a Block Credit result cannot be used.

**Attendance and punctuality**

**Course Requirements**

Attendance is a major part of the completion of any certificate. The following policy aims to cover attendance requirements for all programs.

Students must attend all classes. An allowance of two absences a Semester or four for the year is allocated to students. An additional two approved absences is allowed for school camps, excursions etc. Where possible, students need to notify their VET Coordinators, trainers and/or their workplace in advance.

**Student behaviour**

Currently, there are approximately 1,600 students undertaking VET or programs through IMVC. It is imperative that if these programs are to remain available to all Cluster students, that students abide by the trainer’s rules and the rules of the Host School whenever they are on site. This includes meeting Occupational Health and Safety requirements in and out of the classroom. Attitude and behaviour are to be of the expected standard.

**Program costs**

All VET programs facilitated through the IMVC attract costs. Through the clustering arrangement these costs are kept to a minimum where possible. Program costs will vary according to the purchase of training hours, the materials required by students to complete the program, uniforms, trade materials, books and equipment required. It should be noted that a student’s school determines costs and payment of costs.

**Please note:** Please contact your school’s VET Coordinator for detailed information. Most Cluster Members will require payment by February, 2022. Once a student has commenced the course, the fees will not be refunded.

**How do I check which VET class I am in?**

Contact your VET Coordinator for specific information regarding VET enrolments. Your VET Coordinator and/or staff from your secondary college will assist you with information about travel arrangements associated with your VET Program.

**Assessment in VET programs**

Assessment means collecting evidence about your skills and knowledge, comparing it to a set of competency standards per unit and evaluating whether you’re competent.

Your training provider will carry out your assessment. This will mean evaluating whether you are ‘competent’ or ‘not yet competent’.

If you are ‘not yet competent’ your assessor will talk to you about what you can do about it. You may need to undertake additional assessment tasks, do some more training or gain more experience before being assessed again for that unit.

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.

**What does it mean to be competent?**

* Knowing how to do a task to enterprise standard at your place of work
* Understanding why it should be done that way
* Being able to do different tasks at the same time
* Dealing with everyday problems that occur
* Understanding workplace policies and procedures and the laws that impact your workplace
* Fitting in with others in the workplace

Your trainer will want to be convinced that you can do all tasks on a number of occasions and that you can apply your new skills and knowledge.

**Catch up classes**

Where necessary, students may be required to attend catch up classes after school, during the school holidays or on the weekend. The student and/or parent will be required to cover additional costs related to these classes should they be applied.

**Reports**

All students undertaking an IMVC facilitated VET program will receive an official written report indicating their progress in the program. These reports are issued by the training providers to the student’s school and will include information on completed competencies, student learning, attendance, behaviour and general comments. Parents will receive a copy of these reports in Terms 1, 2 and 4.

Certificates/Statement of Attainments will be sent directly to schools at completion of the course by the relevant training provider. Schools will forward these to students. It should be noted that completed certificates might not be sent until the following year in accordance with graduation processes from the various TAFE and Training Institutions.

VET programs with a Study Score or increment at Year 12 will have their results appear as part of their VCAA Study Scores. ATAR contributions are calculated at the Year 12 level only by VTAC and are made available to students by VTAC through the normal channels.

**Communicating to students**

Administrative issues will generally be communicated to students via their school based VET Coordinator. Occasionally, it may be appropriate to contact the student via SMS (e.g. to inform of a cancelled class) or email.

**Unique Student Identifier (USI)**

The Unique Student Identifier (USI) came into effect in 2015. The aim of the USI is to:

* Help build a national system for the storage of information and enable VET records to be linked
* Make it easier for students to access their VET achievement across multiple providers in the one transcript
* Seamlessly provide a single consolidate ‘outcome level’ transcript for all VET study
* Enable students to also easily access secure digital transcripts of their achievements
* Ensure VET records are not lost (i.e. particularly where an RTO closes)
* Assist development of transparency in the VET sector

Students studying VET programs will not be able to receive a Statement of Attainment or their Qualification until they have a valid USI.

**How do students obtain a USI?**

To obtain a USI, students can either apply themselves online, or can provide sufficient identity documentation at enrolment to enable the Institute to apply on their behalf.

The online USI system is **available** for students to [apply for their USI](http://usi.gov.au/Pages/default.aspx) electronically, at <http://usi.gov.au/>.

A brief USI student video on **how to apply** is available on the USI site at: <http://usi.gov.au/Students/Pages/default.aspx>. The application steps are very simple, with basic student information being required, along with details of one [identity document](http://usi.gov.au/Students/Pages/proof-of-ID.aspx) needing to be recorded. Part of applying is obtaining a USI Student Account that then will enable a student to view their VET outcomes achieved regardless of provider, in the future.

A USI is then allocated on the spot on screen, and is also emailed to student instantly. The application process takes just a couple of minutes providing the student has their identity proof at hand. Valid acceptable identity proof includes:

* Driver’s License
* Medicare Card
* Australian Passport
* Visa (with Non-Australian Passport)
* Birth Certificate (Australian) \*please note a Birth Certificate extract is not sufficient
* Certificate of Registration by Descent
* Citizenship Certificate
* [ImmiCard](http://usi.gov.au/help-centre/proof-of-ID/Pages/immicard.aspx)

Please note, RTOs have the right to reject an Expressions of Interest if a USI is not supplied on the form.

The Inner Melbourne VET Cluster in conjunction with Holmesglen Institute and Box Hill Institute will offer the Certificate III in Design Fundamentals.

**VET Design Fundamentals**

This course provides you with an introduction to the practice of graphic design and prepares you to enter a wide range of art and design courses at certificate, diploma, and degree level.

Throughout the course, you will learn to follow the design process, produce and prepare images, and use DSLR photography and scanning techniques to create finished design pieces. You will be introduced to a wide variety of drawing and media techniques and materials. You will create projects using the Adobe suite of products, including Photoshop, Illustrator, and InDesign.

You will enhance your design skills by exploring layout and typography and applying colour in a variety of contexts. You will also develop visual literacy through the maintenance of a visual diary and create illustrations, both manually and digitally. On successful completion of this course, you will have prepared a folio of design projects, learnt how to present them professionally and participated in an exhibition of your work.

**Program delivery**

**Students select one of the following venues:**

**Holmesglen Institute (Chadstone Campus)**

Corner of Batesford &Warrigal Rd, Chadstone

Wednesday 1:30pm – 5:30pm

**Box Hill Institute (Nelson Campus)**

853 Maroondah Hwy, Box Hill

Wednesday 1:30pm – 5:00pm

The RTOs for this course are:

**Holmesglen Institute**

RTO Number: 0416

Website: www.holmesglen.edu.au

**Box Hill Institute**

RTO Number: 4687

Website: www.boxhill.edu.au

**What do you achieve on successful completion of this program?**

On successful completion of the VET program, a student achieves the following:

**VCAL**: This program contributes to the Industry Specific Skills Strand and may also contribute to the Work-Related Skills Strand.

**VCE**: Certificate III qualifications provide credit at VCE Units 1 to 4 level. Each completed 90 nominal hours of training provides one VCE unit of credit. Credit accrues in the following sequence: Units 1, 2, 3, 4, 3 and 4 up to a maximum of six VCE units.

**ATAR**: This subject does not have a study score and therefore cannot contribute towards the student’s primary four. Students who receive a Units 3 & 4 sequence may be eligible for a 10% increment towards their ATAR (10% of the lowest result of your primary four scaled studies). Please note the student must already have English and three other fully scored VCE/VET subjects to create the primary four.

A Statement of Attainment (issued at the end of the first year) and a Certificate (issued at the end of the second year) listing all units of competency completed will be issued upon successful completion.

**Course outline**

Competencies that students will study are subject to change and will not be confirmed until the commencement of each calendar year. A sample program includes:

**Holmesglen Institute**

**First Year**

|  |  |
| --- | --- |
| **Code** | **Competency** |
| BSBDES303 | Explore and apply the creative design process to 3D forms |
| CUAACD301 | Produce drawings to communicate ideas |
| BSBWHS201 | Contribute to health and safety of self and others |
| BSBDES302 | Explore and apply the creative process to 2D forms |
| BSBDES301 | Explore the use of colour |
| BSBDES201 | Follow a design process |

**Second Year**

|  |  |
| --- | --- |
| **Code** | **Competency** |
| BSBDES304 | Source and apply design industry knowledge |
| CUAPPR304 | Participate in collaborative creative projects |
| CUADIG305 | Produce digital images |
| CUAPHI302 | Capture photographic images |
| CUAILL401 | Develop and refine illustration work |
| CUAPPR301 | Produce creative work |

**Box Hill Institute**

**First Year**

|  |  |
| --- | --- |
| **Code** | **Competency** |
| CUAACD301 | Produce drawings to communicate ideas |
| BSBWHS201 | Contribute to health and safety of self and others |
| BSBDES302 | Explore and apply the creative process to 2D forms |
| BSBDES301 | Explore the use of colour |
| BSBDES201 | Follow a design process |

**Second Year**

|  |  |
| --- | --- |
| **Code** | **Competency** |
| ICPPRP325 | Create graphics using a graphics application |
| BSBDES304 | Source and apply design industry knowledge |
| ICPPRP221 | Select and apply type |
| CUADIG303 | Produce and prepare photo images |
| CUAPHI302 | Capture photographic images |
| CUAPPR301 | Produce creative work |
| BSBDES303 | Explore and apply the creative design process to 3D forms |

**Content that is delivered**

* Design process
* Scanning techniques
* Colour theory
* Typography
* Layout design
* Packaging
* Photography
* Drawing techniques using a range of materials
* Skills in Adobe Photoshop, Illustrator and InDesign

**Assessments undertaken**

Some of the assessments undertaken include:

* Steampunk illustration
* Character design badges
* Traditional and electronic pattern design
* Packaging design
* Logo design
* Poster design

**Skills student should possess to successfully complete course content**

* Weekly participation
* Computer skills

**Additional requirements**

Students are required to purchase basic drawing equipment to the value of approximately $100. Students may already have these items.

**Work placement requirements**

Work placement is not required.

**Career opportunities**

• Graphic designer

• Pre-press operator

• Desktop publisher

**2022 VET Dates**

|  |  |
| --- | --- |
| **Term 1** | Week beginning Monday 31st JanuaryWeek ending Friday 8th April |
| **Term 2** | Week beginning Tuesday 26th AprilWeek ending Friday 24th June |
| **Term 3** | Week beginning Monday 11th JulyWeek ending Friday 16th September |
| **Term 4** | Week beginning Monday 3rd OctoberWeek ending Friday 4th November |

Please note, listed VET Dates are applicable unless otherwise expressed by the respective RTO/Host venue.

**For more information**

Visit our website:

www.imvc.com.au

Please note arrangements regarding times, venues and course outlines are subject to change and will be confirmed by the end of this calendar year.