Foreword

This new Corporate Plan builds on work to date by proposing projects and activities that support the Government’s policies, goals and targets and the work of our stakeholders, fellow statutory authorities and the Department of Education & Training.

As with previous Victorian Qualifications Authority (VQA) Corporate Plans, the new plan has pathways and quality assurance as the two key development strands. However, this new plan differs from previous plans in that it has to incorporate flexibility to allow for the potential inclusion of work that will arise from the recent inquiry into Victorian vocational education and training and from the review of Victorian education and training legislation. If the new education and training legislation completes its passage through Parliament, it will lead to the establishment of a new statutory body, the Victorian Registration and Qualifications Authority (VRQA), which will combine the current responsibilities of the VQA with those of registration of schools, home schooling and non-self-accrediting higher education. The effect of this will therefore be to create a single regulatory body for all providers and all qualifications, except those of self-accrediting the universities.

If the VQA is absorbed into the proposed new VRQA, this will be the last corporate plan covering the VQA’s current set of functions. It is important, therefore, that activity over the next year consolidates and completes the work that the VQA has undertaken since its inception in 2001 and that connections are made between that work, the work of colleague Victorian bodies and interstate, national and international developments. In terms of that wider environment, the VQA’s aim should be to both keep abreast of what’s happening and work to help shape it.

The VQA Board and staff look forward to working with all partners and stakeholders to ensure that the qualifications needs of all Victorians are met. The VQA also looks forward to contributing to the implementation of the outcomes of the Government’s review of Victorian education and training legislation and to assisting with the setting up of the new statutory body to carry the VQA’s work forward into the future.

Professor Gerald Burke  
Chair, VQA

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Contents

VQA OVERVIEW

> Introduction 5
> Context 6

SHAPING THE VQA’S 2006-07 CORPORATE PLAN

> Looking back… 7
> Influences on the VQA’s future 8
> Looking forward… 9

THE VQA’S STRATEGIC PRIORITIES

> Strategy P – Building pathways and credit bridges 10
> Strategy Q – Enhancing quality assurance 13
> Strategy G – Demonstrating good governance and management 15
VQA Overview

Introduction

The VQA was established in March 2001 as part of the Government’s response to its review of post-compulsory education and training pathways, carried out by a panel chaired by Peter Kirby. The VQA’s statutory powers and actions are determined by the Victorian Qualifications Act 2000 and its subsequent amendments in 2003 and 2004.

The VQA is accountable to the Minister for Education and Training; our work is directed by a Board of fifteen experts drawn from a wide range of stakeholders. Board members include the Secretary of the Department of Education & Training (DE&T) and the Chairs of the Victorian Curriculum and Assessment Authority (VCAA), the Victorian Learning and Employment Skills Commission (VLESC) and the Adult, Community and Further Education Board (ACFEB).

The VQA is the peak body in Victoria for accreditation of new courses, registration and audit of providers to deliver courses, approval of suitable courses for overseas students and the issue of qualifications. Its responsibilities cover qualifications normally undertaken in years 11 and 12, vocational education and training qualifications and further education qualifications but do not extend to higher education qualifications, except for vocational graduate certificates and diplomas.

This is the fifth VQA corporate plan and provides a description of the context in which our work takes place, showing how that work links to government goals and targets and provides an outline of the projects and activities which the VQA plans to undertake over the coming year. There is an associated business plan, which gives details of deliverables, timelines, performance indicators and risk analysis for each activity.

In comparison to our 2005-7 Corporate Plan, there are two significant differences. First, we have designed the nature and volume of the activities planned for 2006-7 to leave space for the work required to manage and support the transitional period leading to the setting up of the new statutory authority whose role will absorb that of the VQA. Second, the overall balance of our activity during the duration of this plan is likely to be weighted towards our regulatory and quality assurance role, with reform activities entering a consolidation and completion phase.
Context

The VQA is one of the statutory authorities associated with the Victorian Department of Education & Training’s portfolio. Our work aims to support the achievement of Victorian Government intentions, expressed through legislation, goals and targets and Ministerial statements. These include

- the broad strategy laid out by the Government in Growing Victoria Together – Innovative State; Caring Communities;
- the Government’s five goals and three targets for education and training;
- Ministerial statements;
- the VQA Act and other relevant legislation.

In this work, the VQA takes account of the current and future activities of its fellow statutory authorities and the Department of Education & Training, as described in their respective corporate plans. The VQA also takes account of the views and needs of Victorian stakeholders such as sectoral bodies, parents’ organisations, industry and Local Learning and Employment Networks (LLENs).

The VQA’s work also sits within a national context, with links to

- the national VET system, including Training Packages as definitions of national industry standards and qualifications and the Australian Quality Training Framework (AQTF), in which the VQA is the body in Victoria responsible within the AQTF for accreditation of new courses and the registration of providers;
- the Australian Qualifications Framework (AQF). VQA accredited qualifications must comply with the AQF descriptions of qualifications;
- the Australasian Curriculum, Assessment and Certification Authorities (ACACA), which provide protocols for the operation of senior secondary qualifications.

In 2006 and beyond, the work of the VQA will be affected by, and the VQA will seek opportunities to work collaboratively on, important developments such as

- the implementation of the Ministerial statements on school reporting; vocational education and training; higher education; adult and community education; and international education and training;
- Victorian initiatives including the implementation of the Framework of Essential Learning for the P-10 stages of education; the VET inquiry; the outcome of the review of Victorian education and training legislation; and the development of responses to the needs of mature-age workers;
- the implementation of Commonwealth Government reforms, such as the changes in higher education, the development of a trans-national quality assurance strategy and the developments signalled during the federal election, including the new national arrangements for oversight of VET; the setting up of the Institute for Trade Skills Excellence and Australian Technical Colleges; and the work emerging from the project to evaluate options for an Australian Certificate of Education.
Shaping the VQA’s 2006-07 Corporate Plan

Looking back...

The VQA Board has been working since 2001 to

• develop ways in which to describe and illustrate qualifications, credit relationships and progression pathways – ways which are easy to use and accessible to students, parents, employers and other stakeholders;

• develop an approach to qualifications that involves the use of enabling frameworks such as VCAL and the applied design framework within which providers can create innovative responses to students’ needs;

• ensure that the qualifications system is effectively and efficiently quality assured.

The VQA’s work on the first of these has been directed towards a Victorian qualifications system that is learner-centred and free of unnecessary barriers and constraints. Such a system will support the development of

• recognition for individual learners for the knowledge and skills they have developed through formal and informal learning;

• excellence of teaching, learning and assessment by education and training professionals in all sectors;

• a knowledge and skills base for a vibrant Victorian economy and for a strong and sustainable Victorian community, culture and environment.

The Victorian qualifications portfolio needs to provide a flexible and responsive range of courses to meet learners’ needs and to recognise the knowledge and skills acquired by those learners. Those needs might range from the completion of a nationally-recognised qualification such as the VCE or a training package qualification in VET, through to the completion of one or two modules or units of competence as tasters or skill enhancers.

Our work to broaden opportunities for recognition has been at the system level, for example through the development of the Credit Matrix and the development of a novel approach to the recognition of informal learning; and at framework level, through the development of the VCAL and qualifications in applied design.

The VQA has also been working hard to ensure that there are effective and efficient quality assurance systems underpinning Victorian qualifications. Quality assurance systems for qualifications should ensure that

• providers meet the criteria for registration, thus providing learners with assurance that they will receive effective teaching, learning and assessment;

• courses meet the criteria for registration, thus assuring learners and providers that they have achievement standards that are fit for the purpose of the course and that the learning outcomes are well specified and assessable;

• learners’ knowledge and skills have been assessed against the achievement standards using well-designed assessments and with consistent and fair judgements.

We have pursued these aims through the running of effective operational systems such as those for accreditation of courses, through the monitoring of delegated functions such as the registration and audit of VET providers and through the reviewing of operational systems to improve their effectiveness and to maximise synergies.
Influences on the VQA’s future

There are developments taking place in 2005/6 that will profoundly affect the VQA over the life of this Corporate Plan, at international, national and local level.

The international scene
There are activities taking place now that may lead to trans-national qualifications developments. This reflects the impact of globalisation on the education and training market, increased movement of labour and the development of political and economic groupings such as the European Union, the Association of South-East Asian Nations and the South African Development Community. A trans-Europe qualifications framework is already under development.

The national scene
The Commonwealth Government’s recent initiatives in education and training will impact on the authority and autonomy of the States and Territories in senior secondary education (through the setting up of Australian Technical Colleges and the proposal for an Australian Certificate of Education, for example). There have also been significant Commonwealth-driven initiatives on quality assurance of onshore and offshore courses for international students. And the impact of the demise of the Australian National Training Authority and the absorption of its functions into the Department of Education Science and Training (DEST) is not yet clear.

Victoria
The review of Victorian education and training legislation has led to a proposal that the VQA be replaced by a single, regulatory authority, the Victorian Registration and Qualifications Authority (VRQA), covering registration of all providers (including all schools) and accreditation of all courses and qualifications. The VRQA’s responsibilities, and its relationship with other statutory bodies and with DE&T, are still being worked through but it is already clear that it will have a significantly increased regulatory role compared to the VQA – and significantly greater opportunities for cross-sectoral synergy in its approach to regulation.

The recent inquiry into Victorian vocational education and training, set up by the Minister, Lynne Kosky, will also have implications for the VQA in the short term, given that its terms of reference included core VQA responsibilities in courses and qualifications and in quality assurance.

The 2006-7 Corporate Plan tries, where possible, to take account of these international, national and local developments through the incorporation of specific activity in the plan in support of these developments and through a conservative level of new VQA-generated commitments to allow space to support the yet-to-be-defined outcomes of these developments.
Looking forward...

The VQA supports the Department of Education & Training’s vision of an assured future for all Victorians and a prosperous society through learning. The VQA sees its mission, in contributing towards that long-term vision, as

Making qualifications work for Victorians by
- safeguarding the standard of Victorian qualifications;
- ensuring qualifications work for Victoria’s economic future;
- providing qualification options which help all Victorians achieve their career and personal ambitions.

Our current objectives, set out by the Government in the VQA Act, are to
- develop and monitor standards for education and training normally undertaken in, or designed to be undertaken in, the years after year 10;
- ensure and support appropriate linkages between qualifications;
- facilitate procedures which make it easier for people to re-enter education and training and acquire qualifications throughout their lives.

The VQA’s work towards the achievement of these objectives must comply with appropriate legislation and operate within the strategies, policies and standards of the Department of Education & Training for such aspects as financial, privacy, risk and human resource management.

To achieve its objectives, the VQA focuses on three strategic areas of activity
- Strategy P - Building pathways and credit bridges. This strategy focuses on the nature of the qualifications system in Victoria, its links to the national Australian Qualifications Framework and the initiatives that can be taken to support improved qualifications success rates, pathways and credit transfer for Victorian students.
- Strategy Q - Enhancing quality assurance. This strategy focuses on the responsibilities held by the VQA for quality assurance of courses, qualifications and providers across senior secondary, VET and adult education provision and for courses for overseas students.
- Strategy G - Demonstrating good governance and management. This strategy focuses on the provision of high-quality policy advice to, and support for, the VQA Board and on the effective and efficient running of the VQA’s office.

The VQA’s 2006-7 plan comprehensively covers all three strategic areas, building on the achievements of current and previous years. The sections that follow describe past, present and future work within each of the three strategic areas. This work includes
- large-scale individual projects such as the Credit Matrix and the high-level review of quality assurance, and small-scale projects designed to investigate issues which may form the basis of discrete development projects in future;
- preparation for the implementation of the new Victorian education and training legislation and of the outcomes from the Victorian VET inquiry;
- operational activity such as quality assurance procedures and governance arrangements;
- support for initiatives the responsibility for which lies with one of our stakeholders.

Each of the strategic priorities is detailed in the sections that follow, using five headings
- key performance indicators;
- a summary of previous work;
- expected achievements by the end of the current planning year;
- activities planned for 2006/7 and beyond;
- linkages to Victorian and national developments.
The VQA’s strategic priorities

Strategy P - Building pathways and credit bridges

Key performance indicators

- 80% of VCAL students are in an educational or employment pathway in the year following their VCAL course.
- An increase in the proportion of year 12 or equivalent successful completion is attributable to VCAL.
- 75% of stakeholders view the VQA’s activities as having met strategic aims P1 and/or P2.
- 75% of stakeholders view the credit matrix as having had, or as likely to have, a positive impact on pathway planning and credit transfer.

Strategic Aim P1 – Senior Secondary Outcomes

To contribute to improved senior secondary retention rates and outcomes for young Victorians.

In 2001 to 2005, our main focus was on
✓ the design and implementation of the VCAL as a hands-on alternative to the VCE, the transition of management of the VCAL from the VQA to the VCAA and the evaluation of the VCAL’s effectiveness and value.

By June 2006, if progress of work on the 2005/6 business plan continues at the present rate, we will have
✓ completed the independent evaluation of VCAL in terms of its return on Government investment; extended and independently evaluated the VCAL pathway pilots; explored linkages between Senior VCAL, VET courses and higher education;
✓ contributed to a Victorian position on the Commonwealth Government’s proposals for an Australian Certificate of Education (new activity added for 2005/6);
✓ evaluated the potential for a more strategic approach to senior secondary certificate completion by adult students and developed a project specification for framework development (new activity added for 2005/6).

In the 2006/7 year and beyond, we will
✓ work with VLESC and the VCAA on the development of integrated post-compulsory provision and improved coordination between programs;
✓ work with VCAA to include Credit Matrix level and points for all VCE and VCAL units on students’ statements of results;
✓ establish partnerships between schools, TAFEs, ACE providers and universities in the delivery of a VCAL-VET-university pathway for students who wish to continue their applied learning studies beyond Senior VCAL;
✓ complete all VCAL piloting and evaluation and refer the outcomes to VCAA for implementation within the VCAL framework;
✓ work with VCAA, ACFEB and VLESC to implement a new Victorian framework for senior secondary certificates for adult students and to discuss future senior secondary certificate provision, including VET in Schools, in Victoria.
Strategic Aim P2 – A flexible and responsive Victorian qualifications system

To contribute to the creation of relevant post-compulsory pathways for every Victorian, including those Victorians currently under-represented in terms of achievement of qualifications, by increasing the range and flexibility of qualifications and the scope of recognition and credit.

In 2001 to 2005, our main focus was on
✓ the development of, and consultation on, the Credit Matrix as a means to enhance the operation of the Australian Qualifications Framework in Victoria;
✓ the development of new qualifications in support of the whole-of-Government design initiative.

By June 2006, if progress of work on the 2005/6 business plan continues at the present rate, we will have
✓ piloted and evaluated a new approach to recognition of learning skills gained in informal learning and investigated the extension of this approach as a means to recognise generic and employability skills developed in settings other than structured training;
✓ credit-rated all units and modules that are components of qualifications in Victoria;
✓ completed a range of proving projects on the Credit Matrix and advised the VQA Board and Minister on the outcomes and, if the outcomes are positive, on the implications for full implementation of the Credit Matrix;
✓ in partnership with the Victorian TAFE Association, begun piloting of a new dual-pathway VET diploma;
✓ published the first Catalogue of Indigenous Studies and completed an investigation of learning opportunities and pathways for refugee students;
✓ participated in the development of national principles and protocols for graded assessment in VET;
✓ developed proposals for skill sets in Victoria as a means of giving additional recognition to small, coherent groupings of units or modules (new activity added for 2005/6);
✓ developed and disseminated qualifications and career pathways available in agricultural industries with recruitment difficulties, building on the work of the rural and regional rangefinder project (new activity added for 2005/6);
✓ commenced work with VLESC on qualifications issues that arise from the VET Inquiry, the Skills Statement and the review of the needs of mature-age workers (new activity added for 2005/6).

In the 2006/7 year and beyond, we will
> complete implementation of the Credit Matrix, if full implementation is agreed by the VQA Board and the Minister, and ensure that the strategic and policy framework in which the Credit Matrix and other VQA projects sits is documented and communicated to stakeholders and students;
> work with the TAFE management information system project to develop a system for including Credit Matrix levels and points for all VET units on students’ statements of attainment;
> propose implementation of the new approach to recognition of informal learning and pilot its application to other unrecognised skills;
> continue to work with VLESC on qualifications issues that arise from the VET Inquiry, the Skills Statement and the review of the needs of mature-age workers;
> implement outcomes agreed by the VQA Board arising from 2005/6 rangefinder and qualifications development projects.
Strategy P – building pathways and credit bridges
- links to

• the VQA’s statutory responsibilities – for year 11 and 12 qualifications; to ensure and support appropriate linkages between qualifications; and to facilitate procedures which make it easier for people to re-enter education and training and acquire qualifications throughout their lives;

• government goals in relation to successful completion of year 12 or equivalent; to uptake of learning in rural and regional Victoria; to uptake by adults of education and training and to making near-universal participation in post-school education and training the norm in our society;

• the Ministerial statements Knowledge and Skills for the Innovation Economy; Victorian Higher Education; Adult and Community Education; Improved Educational Outcomes;

• the Blueprint for Government Schools and the development of the Victorian Essential Learning Standards;

• the VLESC’s 2006 workplan;

• VCAA’s “Post-compulsory Curriculum and Assessment” strategic priorities;

• DE&T’s corporate strategy to improve curriculum and qualifications;

• national initiatives such as the high-level review of training packages and the work on an employability skills framework.
Strategy Q - Enhancing quality assurance

Key performance indicators

- 75% of users of VQA quality assurance processes are satisfied.
- 75% of stakeholders view the VQA’s activities as having met strategic aims Q1 and/or Q2.
- No high-risk non-compliances are found in the annual audit of the VQA’s compliance with the AQTF standards for state registration and accreditation bodies.
- An increased level of compliance of registered providers against the AQTF standards.

Strategic Aim Q1 – Quality assurance policy

To contribute to the development of enhanced policy on the quality assurance of courses, qualifications and providers.

In 2001 to 2005, our main focus was on

✓ the review of VQA legislation to ensure that it supported initiatives to increase the flexibility and responsiveness of VET providers.

By June 2006, if progress of work on the 2005/6 business plan continues at the present rate, we will have

✓ completed reviews of registration and accreditation arrangements, including quality assurance arrangements for VCAL, and developed advice for the Board on future options, including a tiered approach to delegation and a basis on which to move to an outcomes-based approach to auditing;

✓ contributed to the national debate on, and the Victorian response to, future proposals for quality assurance of courses for international students;

✓ completed a project to develop national standards for Foundation Programs and contributed to a range of other activities on the quality assurance of provision for international students;

✓ responded to new directions in Victorian approaches to the regulation of education and training arising from the review of legislation, including the review of current quality assurance processes against the new legislation and identification of synergies across the scope of future regulatory activity (new activity added for 2005/6);

✓ aligned the development of the State Register and the Credit Matrix with the projects on the unique student identifier and the VCAA’s new student management system to provide the capacity for learners to use the State Register as a basis for exploration of future study options (new activity added for 2005/6).

In the 2006/7 year and beyond, we will

> implement agreed outcomes arising from the high-level review of quality assurance, the VET Inquiry and the legislative review, including changes to the approach to quality assurance of providers and courses;

> provided a sound basis of policy, practice and documentation from which the VRQA can assume responsibility for VET quality assurance;

> contribute to national VET quality assurance policy debates.
Strategic Aim Q2 – Quality assurance operations

To maintain a quality assurance system that is effective, flexible and responsive to the needs of stakeholders.

In 2001 to 2005, our main focus was on
✓ the review of quality systems to ensure that they were effective and efficient and complied with nationally-agreed quality assurance criteria.

By June 2006, if progress of work on the 2005/6 business plan continues at the present rate, we will have
✓ had a successful outcome of the fourth audit of Victoria’s AQTF compliance;
✓ evaluated the effectiveness of the new accreditation system;
✓ completed the first strategic industry audit of accredited courses, acted on its outcomes and identified an occupational area for the second audit in 2006;
✓ completed a comparative interstate analysis of VET quality assurance;
✓ implemented any agreed changes to the quality assurance processes for international students that arise from current national reviews;
✓ carried out a comparison of Victorian government quality assurance processes for English Language Intensive Courses for Overseas Students (ELICOS) courses against the system run by the National ELT Accreditation Scheme (NEAS) (possible new activity added for 2005/6);
✓ commissioned and completed an independent review of the implementation of the training and assessment training package in Victoria and interstate (new activity added for 2005/6);
✓ followed up the VQA’s high-level review of quality assurance by implementing the outcome of the review of the accreditation process, reviewing risk criteria for RTOs, conducting a survey of the level of offshore activity by Victorian-registered RTOs and reviewing best-practice international quality assurance systems (possible new activity added for 2005/6);
✓ developed proposals for piloting of new approaches to quality assurance emerging from the Victorian VET Inquiry (new activity added for 2005/6).

In the 2006/7 year and beyond, we will
> continue to operate effective and efficient quality assurance processes;
> carry out ongoing professional development for accreditation stakeholders;
> work with other jurisdictions to improve consistency of VET accreditation practices.

Strategy Q – enhancing quality assurance – links to

• our statutory functions, including accreditation, recognition and registration of courses and qualifications, approval, registration and audit of providers, certification of year 11 and 12 qualifications, approval of providers and courses for overseas students and establishment and maintenance of the State Registers of courses and providers;
• our obligations as the body in Victoria responsible for the delivery, in VET, of accreditation and registration services that comply with the AQTF;
• the Australasian Curriculum, Assessment and Certification Authorities (ACACA) protocols on senior secondary certification;
• the Ministerial statement Knowledge and Skills for the Innovation Economy;
• the VLESC’s 2006 workplan and its role more generally as the State Training Agency;
• the VCAA’s “Post-compulsory Curriculum and Assessment” strategic priorities in relation to extended international activity and accreditation of changes to the VCE;
• DE&T’s corporate strategy to improve accountability and system performance;
• national initiatives such as the high-level review of training packages and the development of a trans-national quality assurance strategy.
Strategy G - Demonstrating good governance and management

Key performance indicators

- 90% of Board members are satisfied with the quality of support and advice received from VQA staff.
- 90% of VQA staff have a positive view of the work of the VQA, its organisational culture and management.
- 90% of DE&T and statutory authority stakeholders have a positive view of the VQA's role in supporting work towards the achievement of Government goals and targets.
- 75% of stakeholders view the VQA's activities as having met strategic aims G1 and/or G2.

Strategic Aim G1 – Supporting the VQA Board

To ensure that the VQA Board receives high-quality advice and support to enable it to meet its statutory obligations and to make informed policy decisions.

In 2001 to 2005, our main focus was on

✓ introducing a regular system of reporting on outcome and pathway data as the basis for planning by the VQA Board of future policy directions;
✓ implementing an effective system of corporate governance and planning to support the work of the VQA Board and Audit Committee.

By June 2006, if progress of work on the 2005/6 business plan continues at the present rate, we will have

✓ contributed to the development of the new Victorian education and training legislation;
✓ reviewed and implemented any changes arising from the approaches to the generation of the June and October monitoring reports;
✓ provided high-quality policy advice to the VQA Board, arising from analysis undertaken in collaboration with other statutory authorities and DE&T of student outcomes and pathways and from interstate, national and international developments;
✓ improved our system for regular collection and use of stakeholder feedback and improved communication and collaboration with stakeholders;
✓ improved our system for evaluating project and strategic performance and collecting data to inform achievement of key performance indicators (new activity added for 2005/06);
✓ worked with the Scottish Qualifications Authority and the NSW Board of Studies on the organisation of an international qualifications authority conference in October 2006 (new activity added for 2005/6).

In the 2006/7 year and beyond, we will

> continue to build relationships, and identify opportunities for collaboration, with interstate and international qualifications bodies;
> undertake projects and activities which deliver improved products and services and build improved relationships with DE&T, colleague statutory authorities, providers and stakeholders.
Strategic Aim G2 – VQA’s organisational practice

To demonstrate exemplary practice towards staff, Board, committee members and stakeholders in: management and administration; governance and accountability arrangements; and collaboration and communication with the Minister, DE&T, colleague statutory authorities and external stakeholders.

In 2001 to 2005, our main focus was on:

✓ the setting up and implementation of management, finance and administrative systems that underpin the implementation of Board decisions and that comply with the requirements of DE&T;
✓ the development and implementation of a communication strategy and networks to ensure that stakeholder feedback informs the work of the VQA.

By June 2006, if progress of work on the 2005/6 business plan continues at the present rate, we will have:

✓ delivered all projects on time and within the VQA budget, continued to provide high-quality support to the Board and implemented a corporate risk management analysis, tracking and reporting system;
✓ met all DE&T and legislative requirements on finance, staffing and resource management and all Ministerial requirements such as provision of timely and high-quality briefings, delivery of the Annual Report etc;
✓ implemented any changes to VQA operations arising from the review of VQA’s communication strategy;
✓ completed the review of the VQA’s governance model;
✓ supported the development of the DE&T corporate plan and improved communication and clarity of accountabilities between DE&T and the VQA;
✓ contributed to the development of governance and organisational arrangements for the new statutory body that will supersede VQA (new activity added for 2005/6);
✓ worked with DE&T and VCAA to review service agreements in the light of the new education and training legislation (new activity added for 2005/6);
✓ completed an evaluation of possible external quality assurance systems for the VQA and its successor (new activity added for 2005/6).

In the 2006/7 year and beyond, we will:

> continue to contribute to the setting up of the successor to the VQA;
> continue to provide high-quality support to the Board and its committees, including preparation of committee papers to defined schedules and provision of information on governance issues such as financial and risk management;
> continue to operate effective and efficient corporate systems such as finance, human resource management, communication and asset management.

Strategy G – good governance and management – links to

• our obligation to meet a range of legislation in relation to occupational health and safety, human and financial resources and other requirements;
• our accountability to the Minister and the requirement for mutual accountability between the VQA and DE&T;
• the statutory requirement to seek advice from fellow statutory authorities;
• the VLESC’s commitment to developing strategic partnerships;
• VCAA’s “Research, Measurement and Reporting” strategic priorities for 2004-7
• DE&T’s corporate strategies to improve curriculum and qualifications, improve accountability and system performance and achieve sustainable financing and resourcing.
Making qualifications work for Victorians by

• safeguarding the standard of Victorian qualifications
• ensuring qualifications work for Victoria’s economic future
• providing qualification options that help Victorians achieve their career and personal ambitions

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