

Industry Curriculum Framework Status

A summary of each VET Framework for implementation in 2015 is provided in the table below. It shows the Training Package version applying to each Framework for students continuing study in 2015 and students commencing study in 2015.

VET Framework	Training Package version			Framework changes
	Students continuing 2015 [2015 HSC examination]	Students commencing 2015 [2016 HSC examination]	Listed on training.gov.au (1 December 2014)	
Automotive	AUR12v2	AUR12v2	AUR12v2	–
Business Services	BSB07v9	BSB07v9	BSB07v9	Re-development during 2015. Initial consultation scheduled for Term 1, 2015.
Construction	CPC08v9	CPC08v9	CPC08v9	–
Electrotechnology	UEE11v1.5	UEE11v1.5	UEE11v1.5 (released 16 December 2014)	UEE11v1.4 minor update to Framework BOSTES 34/14 UEE11v1.5 no impact on Framework
Entertainment Industry	CUE03v3.2 or CUA	CUA	CUA	BOSTES 29/14 BOSTES 28/14
Financial Services	FNS10v5.1	FNS10v5.1	FNS10v5.1	–
Hospitality	SIT12v2	SIT12v2	SIT12v2	–
Human Services	CHC08v4.2 & HLT07v5.1	CHC08v4.2 & HLT07v5.1	CHC08v4.2 & HLT07v5.1	–
Information and Digital Technology	ICA11v2	ICA11v2	ICA11v2	–

VET Framework	Training Package version			Framework changes
	Students continuing 2015 [2015 HSC examination]	Students commencing 2015 [2016 HSC examination]	Listed on training.gov.au (1 December 2014)	
Metal and Engineering	MEM05v11.1	MEM05v11.1	MEM05v11.1	MEM05v11.1 no impact on Framework
Primary Industries	AHC10v8	AHC10v8	AHC10v8	–
Retail Services	SIR07v3.3	SIR07v3.3	SIR07v3.3	–
Tourism, Travel and Events	SIT12v2	SIT12v2	SIT12v2	–

[Australian Skills Quality Authority \(ASQA\) General Directions](#)

Transition and teach-out (ASQA, 24 February 2014)

‘Students who cannot be completed in accordance with the existing general direction (updated 1 January 2014), ASQA approves that training organisations are permitted to operate under the arrangements detailed in the previous general direction: in exceptional circumstances, and where there would be genuine disadvantage to the student.

Specifically, training organisations which are unable to comply with teach-out periods detailed in the general direction for a cohort of students should be prepared to demonstrate, if requested, why exceptional circumstances apply that would cause genuine disadvantage to continuing students if made to transfer to a new training product within the required timeframes (ie keep records of decisions and reasons).’