TAFE delivered HSC VET (TVET) Program

Guidelines

2006
Acknowledgement

These Guidelines are provided to assist staff in schools and TAFE NSW Institutes involved in the planning and delivery of TAFE delivered HSC VET (TVET) courses to students in government and non-government schools. The Guidelines were developed in consultation with government and non-government school sectors, TAFE NSW and the Board of Studies NSW.

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1 Introduction

Some web links referred to in this document are only accessible from within the DET intranet. If you are unable to access this link and require information, please contact your relevant TAFE Consultant - TVET.

TAFE delivered HSC VET (TVET) Program guidelines detail policy for the planning and delivery of courses for students undertaking the NSW Higher School Certificate (HSC). These guidelines also outline procedures for schools and TAFE NSW Institutes to follow and provide pro formas for the collection of relevant information.

School students in TVET courses are concurrently entered for the HSC with the Board of Studies NSW and enrolled in a nationally recognised, Australian Qualification Framework (AQF) qualification with TAFE NSW. These students must meet requirements which satisfy both the Board of Studies NSW and TAFE NSW.

TAFE NSW is an adult learning environment and although TVET students are in transition between the learning environments, once enrolled in TAFE NSW they are subject to all its policies and regulations, including those related to student rights and obligations. TVET courses are taught by TAFE teachers, usually at a TAFE NSW college/campus. In situations where TVET courses are delivered by TAFE NSW teachers using school or community facilities, all policies and regulations relating to TAFE NSW still apply.

The Board of Studies NSW develops and endorses courses for delivery to school students in the TVET Program. TAFE NSW Institutes deliver Industry Curriculum Framework courses and a diverse range of Board of Studies NSW endorsed courses including automotive, children’s services, hairdressing, property services, design and animal studies. The breadth and depth of these courses give students a wide range of curriculum choices and transition to post-school pathways.

TAFE NSW Institute staff are available to negotiate customisation of courses to meet the training plan needs of school based trainees.

The Board of Studies NSW limits participation of Year 10 students in VET courses for the School Certificate to students in the following categories of schools

- rurally isolated
- schools in juvenile justice centres
- schools for students with behaviour difficulties

In addition to new and updated courses, a corporate information system – the TVET Management System (TMS) - has been implemented to manage statewide and Institute course planning and delivery. This system is outlined in section 2.2.
2 Strategic VET Planning

It is important that a strategic approach is taken to planning for the delivery, assessment and reporting of TVET. Regions/institutes have responsibility for developing and implementing protocols and procedures for VET planning. Students should be able to select from a diverse range of school and TAFE delivered HSC VET courses that make efficient use of education resources across the region.

School to post school transitions are facilitated through the provision of clear and well articulated pathways which are supported by the school sector, TAFE NSW and the relevant industry sectors. Regional strategic planning involving Regional Vocational Education Consultants, diocesan VET advisors, TAFE Institute Consultants – TVET, schools, industry and community organisations is essential for the development of a functional VET course profile with complementary school and TAFE NSW delivery.

2.1 A collaborative approach

Practical strategies which facilitate HSC VET planning include:

- active regional/institute HSC VET management committee/s
- regional/institute agreements about course planning, student access and placement
- early planning and confirmation of the course profile for the following year
- consideration of student participation in TVET courses during school timetable development
- consideration of flexible modes of delivery including block release

The decisions about school delivery and/or TAFE NSW delivery should be made on the basis of the most appropriate options for students and the availability of qualified teachers and well equipped facilities. Institute/regional boundaries should not act as barriers to student participation in VET courses. Cross regional access is to be encouraged, particularly in situations where geographical and transport issues impact on student choices.

The involvement of government and non-government school representatives in local and regional HSC VET planning will enhance opportunities for all students.

There are many examples across NSW where schools and TAFE NSW colleges/campuses negotiate a list of VET courses (including discrete courses for students with a disability), give consideration to staffing and facilities, make joint decisions regarding delivery locations and address timetable and travel issues in order to provide a broad range of curriculum opportunities for students.

2.2 TVET Management System (TMS)

The Vocational Education in Schools Directorate is in the process of implementing a corporate system to replace a range of stand alone systems formerly used by the Directorate and TAFE NSW Institutes to manage TVET. A major issue with the use of stand alone systems is their lack of central support and the risk this carries of data loss in the case of an individual system failure.
The new TVET Management System (TMS) is an integrated system accessing and extending existing NSW TAFE and Board of Studies NSW information systems, e.g. Mainstream Enrolments via the Internet (MEVI), Student Information Systems (SIS), Classroom Management System (CLAMS) and Board of Studies NSW Schools Online.

When fully implemented, the new system will facilitate the establishment and maintenance of a state-wide course profile, enable the development of institute course profiles, collect TVET student details, provide information on student attendance and verify student enrolment details on both the Board of Studies VET Credentialing System (eBOS VCS) and the TAFE NSW Student Information System (SIS).

This system will assist TVET management and reporting procedures through improved reliability and availability of information.

2.3 Regional/institute course profile

A diverse range of HSC VET courses is available for delivery to school students. In developing the regional/institute profile, strategic planning should take into account the following issues:

- Students have access to information about available courses
- Students have expressed interest in the courses
- Courses have been considered in relation to broad industry training needs, identified skill shortages and local employment opportunities
- Courses assist student transitions to post school pathways
- Courses lead to an articulated training pathway
- Qualified teachers and well equipped facilities are available
- Delivery will be cost effective
- Courses extend the range of VET available to school students
- Work placements are available, where applicable
- Courses are consistent with NSW Department of Education and Training and non-government school systems’ policies relating to gender equity, Aboriginal students, rural isolation, students with disabilities and students from non-English speaking backgrounds

Courses on the regional/institute profile should be made available to government and non-government school students and promoted across the region.

Methods of promotion could include websites (Vocational Education in Schools Directorate, region, school, and/or institute), VET handbooks and subject selection information sessions. Invitations to TAFE NSW staff to attend school subject selection information sessions are strongly encouraged and arrangements could be made through the TAFE Institute Consultant – TVET.
To assist with promotion of courses, information sheets about specific courses are available for download and customisation, and a promotional brochure is available for download from the Vocational Education in Schools Directorate website at https://detwww.det.nsw.edu.au/directorates/vet_schools/vet-in-Schools/promotional.html#

2.4 TVET course information

Each year TAFE NSW Institutes provide proposed course information for each cohort of students.

The proposed course is derived from the range of courses proposed and endorsed by the Board of Studies NSW for delivery as HSC VET courses to TVET students. This range of courses is included in the State Course Profile in MEVI and described on the Vocational Education in Schools Directorate website at https://www.det.nsw.edu.au/vetinschools/tvet/

The course information provided by TAFE NSW Institutes includes both BOS and TAFE course information including BOS course name and number and proposed units of competency, TAFE course name and number, delivery location, timetable etc. The proposal for the course is formalised in the TVET Provision Agreement Form, which provides details of each available or proposed course. Please contact the Vocational Education in Schools Directorate directly for a TVET Provision Agreement Form.

Once endorsed by a TAFE NSW Institute manager and a sector representative for any participating non-government schools, the TVET Provision Agreement Form is a contract which can only be varied by mutual agreement of the parties and subsequently re-endorsed.

2.5 TVET student application

The TVET Student Application form available from MEVI allows a student to indicate their interest in undertaking a specific TVET course.

For 2006, the information on the TVET Student Application Form is required to be entered in TMS. School endorsement of the student’s application is required to be completed on the application form or to be evident from other documented sources before the student’s application can be processed in the TVET Management System.

Arrangements for submission of application forms are determined at the local level.

Application forms received by TAFE NSW Institutes must be retained in accordance with the State Records Act 1998.

# This link is only accessible from the DET intranet. If you are unable to access this link and require information, please contact your relevant TAFE Consultant - TVET.
2.6 Student placement

Arrangements for placing students in TVET courses are negotiated according to regional requirement. Offers of placement should be based on the advertised selection criteria and information provided by students and schools.

Where there are fewer places available than the number of students expressing interest in undertaking a course, it is necessary to reach an agreement as to the method for allocating places. In some situations school students may attend classes with mainstream/community TAFE students (refer to Section 4.5).

2.7 Course viability

Final approval by the TAFE NSW Institute for the commencement of TVET courses is subject to confirmation of student numbers at the start of the course. While some courses appear to be viable in the planning phase, students may not attend TAFE to enrol in the course at the beginning of the delivery year and there may be insufficient numbers for the course to be viable. Based on viability considerations, proposed courses may be withdrawn up to the third week of the course.

When schools notify the removal of students from proposed courses after initially confirming student interest, resulting in the course being withdrawn, problems are created for the remaining schools and students in the course.

As withdrawal of TVET courses may have widespread implications agreement to protocols about the reasons, timing and communication of the decision are essential. In situations where low student numbers affect the viability of a proposed course, the Open Training Education Network (OTEN) (For more detail see Section 4.6) may be able to deliver all or part of the course.

2.8 Course vacancies

Where vacancies exist at the time of enrolment, additional students may join the course up to two weeks after the first class. Where courses are conducted on a block release basis, new students should not be admitted after ten percent of the course hours have been delivered.

An eligibility list should be created when student demand exceeds the number of places in a course and should be used if places become available. If a student withdraws from a course in the first two or three weeks of delivery another student can be allocated the place.

2.9 Student travel expenses

Schools should advise students about the cost of travel to and from TVET courses. Students are usually required to meet the cost of travel to and from the course. A travel subsidy may be available to assist students from government schools if student travel expenses are more than $6.50 a week for one session per week course delivery.

Further information regarding possible travel subsidies for government school students is available from the Regional Vocational Education Consultant. Non-government students should seek information from their school.
3 Liaison between the TAFE NSW college/campus and the school

Because TVET students are concurrently enrolled in a school and a TAFE NSW Institute, they must meet the requirements of both learning institutions. For the purposes of the HSC, the Board of Studies NSW refers to the student’s school as the home school. The home school has the central role in the student’s overall HSC pattern of study including TVET courses and is responsible for entering the student’s complete pattern of study on the Board of Studies NSW data management system - Schools Online.

It is essential for all parties to maintain open and timely communication. Where there are established communication systems between schools and TAFE NSW colleges/campuses, fewer issues arise concerning student pattern of study, monitoring progress and reporting absences or incidents.

3.1 Student enrolment

The home school is responsible for the following student entries on the Board of Studies Schools Online data management system:

- Board of Studies NSW TVET course name and entry number
- optional Board of Studies NSW HSC VET examination number, as appropriate
- Board of Studies NSW number for the outside school, ie the TAFE NSW college/campus delivering the course

The home school is also responsible for providing to the TAFE college/campus the Board of Studies NSW number for each student.

When entering students in Schools Online, principals should ensure that students are not undertaking courses (or course components) identified by the Board of Studies NSW as exclusions. Refer to the following websites for more information.

- Board of Studies NSW Assessment Certification and Examination Manual
- Vocational Education in Schools Directorate

The TAFE NSW college/campus is responsible for entering and maintaining student information in the TVET Management System (TMS).

3.2 Student progress

TAFE NSW practice is for teachers to interact directly with the student and to provide information such as results only to the student. For TVET students, the TAFE NSW college/campus is required to report course results and any issues regarding satisfactory course completion to the home school, as well as the student. TVET students sign a declaration on the application form that they understand that their school will be accessing their results. The home
school should share any relevant information which may impact on a student’s achievement in the TVET course with the designated TAFE NSW Institute contact.

### 3.3 Student participation

The TAFE NSW college/campus must report the following to the home school:

- student absences
- behaviour in breach of the TAFE NSW Student Discipline Policy which is available on the DET intranet under our policies then student services (refer to Section 7.22)
- accidents or incidents
- activities such as course excursions

The home school must notify the TAFE NSW college/campus when students are unable to attend class. Reasons for non-attendance may include excursions, sporting events or other school related activities.

### 3.4 Facilitating student attendance

Negotiation of the timing of events and early notification of planned events which may impact on student attendance at classes is appreciated by both school and TAFE staff. Schools should give prior notification to TAFE staff of events which may prevent student attendance at class, for example:

- School sporting events
- Significant assemblies
- School camps
- Excursions
- Work placement
- HSC trial examinations, etc

TAFE colleges/campuses should give prior notice to schools of TAFE managed events which may impact on school attendance, for example:

- Work placement
- HSC trial examinations

In situations where there has been undue interruption to course delivery, schools and TAFE NSW college/campuses may need to negotiate additional hours to enable students to complete the course.
4 TVET course options

The Board of Studies NSW has responsibility for determining the courses available for inclusion in the HSC. The Board of Studies NSW has developed Industry Curriculum Framework courses, as well as Accounting which is a non-framework course, and has endorsed a wide range of TAFE NSW courses for delivery to school students. TAFE NSW colleges/campuses offer as TVET courses, Board of Studies NSW developed as well as courses which have been endorsed by the Board of Studies NSW, for which there is a local demand among school students and for which they have the required delivery facilities.

4.1 TAFE delivered HSC VET qualifications

The majority of courses delivered in the TVET program are wholly delivered and assessed by a TAFE NSW Institute. Successful students are awarded an Australian Qualifications Framework (AQF) qualification issued by the TAFE NSW Institute as the Registered Training Organisation (RTO).

4.2 Shared delivery of an HSC VET qualification

Shared delivery occurs where more than one RTO is involved in the delivery and/or assessment of an AQF qualification. Shared delivery of HSC VET qualifications can assist students achieve quality vocational outcomes while also making effective use of available resources. This form of delivery may involve a:

- school system RTO and a TAFE NSW Institute
- school system RTO
- TAFE NSW Institute and a private or community RTO

The key question to be considered in shared delivery arrangements is which RTO will issue the qualification. AQF credentials can be issued by:

- the Board of Studies NSW on behalf of the school system RTO
- TAFE NSW
- a private or community RTO

Where a school engages in the shared delivery of a framework course leading to an AQF credential with a TAFE NSW Institute, and the school system RTO has, as part of its scope of registration, the potential to issue the credential, the credential may be issued through the Board of Studies NSW VET Credentialing System (eBOS VCS).

Where the issuing of credentials is not within the school or school system RTO’s scope of registration, TAFE NSW will issue the credential, incorporating through recognition the units of competency achieved by students through school delivery.

More information about private or community RTOs providing HSC VET courses is available to initiating government schools on the DET intranet website.
4.3 Procedures for managing shared delivery courses

Where TAFE NSW is involved in the shared delivery of a course, the course is managed in the same way as full delivery of a TVET course. Shared delivery status is identified on the TVET Provision Agreement Form (refer to Appendix 1) for a copy of this form.

The school negotiates with the TAFE NSW Institute for delivery of specific competencies and is responsible for entries for the students on the Board of Studies NSW Schools Online. Competencies achieved by students through TAFE delivered components of the shared delivery course are provided to the Board of Studies NSW from the TAFE NSW Student Information System (SIS).

It is essential that arrangements for course management responsibilities are formalised. In most cases there is sufficient time to fully negotiate these courses prior to the commencement date. However, there are instances when students are enrolled with an RTO that, with little notification, finds itself unable to complete delivery and the course is transferred to a second RTO in an emergency situation.

Refer to Appendix 4 for a copy of the form Agreement for the shared delivery of an HSC VET qualification, which has been provided to facilitate negotiations and ensure that all aspects of course delivery and reporting are considered, especially in situations where shared delivery was not originally anticipated.

4.4 TVET course delivery on school sites

When TVET course delivery is to occur on a school site, a range of issues must be discussed and agreement reached prior to the commencement of delivery. These issues include:

- procedural matters, for example access, timetabling etc
- enrolment and reporting
- management of discipline issues
- any school involvement in course delivery
- any TAFE NSW teacher involvement in school activities
- emergency relief to cover teacher absence

TAFE NSW teachers who are required to deliver training on school sites should undertake an orientation for school based delivery. This orientation should clarify the duties and responsibilities of TAFE NSW staff and school staff in relation to the TVET class.

When a TAFE NSW teacher delivers a TAFE NSW course on a school site, all TAFE NSW course requirements must be met. The students are enrolled in TAFE NSW through normal procedures and the teacher remains part of the TAFE NSW establishment.

TAFE NSW teachers who have the qualifications required to deliver training in the school system RTO may be employed as casual school teachers. In this situation, the students remain within the school system RTO and the course is not a TVET course.

It is recommended that issues related to TVET delivery on school sites be negotiated and a formal agreement endorsed before course commencement.
4.5 Top up placements

A top up placement is a placement for a TVET student in an existing mainstream community course. Top up placements are appropriate when a student has a strong vocational interest that cannot be met by participation in a discrete class for school students or where there are inadequate TVET students to justify a discrete TVET class. Top up student places are costed and resourced on the same basis as class groups of school students, that is by the student contact hour. The course in which a TVET student is enrolled as a top up placement will often belong to the Board Endorsed Course category and as such must meet the criteria published by the Board of Studies NSW in the Guidelines and Application Forms for Board Endorsed VET Courses 2006. These guidelines can be found at the Board of Studies NSW website at http://www.boardofstudies.nsw.edu.au/, select Manuals and Guides from menu at left, then down to Board Endorsed VET Courses – Guidelines and Application Forms.

If the number of school students in the TVET class is fewer than the recommended class size as determined by the TAFE NSW institute, a community student may join the class. Students undertaking a TAFE NSW delivered Higher School Certificate may join TVET classes subject to places being available.

4.6 Open Training Education Network (OTEN)

The Open Training and Education Network (OTEN) is a specialist distance and open learning network within TAFE NSW. OTEN offers flexible and distance learning to TVET students. OTEN is often a viable option for school students unable to access a preferred course at their local institute or school.

4.7 School Based Traineeships

The primary objective of the School Based Traineeship program is to provide high quality, flexible and accessible training to registered trainees in recognised vocations, while they are still enrolled as senior secondary school students. The training must satisfy the requirements of the relevant Vocational Training Order (VTO) and the requirements of the Board of Studies NSW for the HSC.

School based trainees undertake formal training with an RTO – either a TAFE NSW Institute, private or community training organisation, school, higher education institution or an employer. School based trainees undertaking the formal training component with a TAFE NSW Institute are enrolled as TVET students and their course details are recorded on a TVET Provision Agreement Form.

School Based Traineeships in the automotive industry are delivered solely by TAFE NSW Institutes. For more information refer to the following websites:

- T3 Automotive Technology and Training for Tomorrow
  http://www.t3program.com.au/contact.html
- NRMA Insurance Jumpstart
- For general information about school based traineeships
It is important that the school or school system staff notify the relevant TAFE Institute Consultant - TVET of trainees intending to enrol in TAFE NSW courses. The allocation of responsibilities to ensure that traineeship requirements are met must be negotiated within the Institute. It is essential that a training plan, developed in consultation with the employer, be in place for all school based trainees.

Further information regarding school based traineeships is available from the DET apprenticeships website at http://apprenticeships.det.nsw.edu.au/html/school.htm
5 TVET course categories

There are three categories of TVET HSC courses available for school students:

- Board of Studies NSW developed Industry Curriculum Framework (ICF) courses
- Board of Studies NSW developed (non-framework) course Accounting
- Board of Studies NSW endorsed courses

5.1 Board of Studies NSW developed Industry Curriculum Framework courses

Industry Curriculum Framework (ICF) courses are based on the training package qualifications identified in Board of Studies NSW syllabuses. For a complete list of these courses refer the Board of Studies NSW website.

TAFE NSW delivery of these must ensure that the HSC requirements specified by the Board of Studies NSW are met. The rules and structure of HSC VET courses may not be identical to the packaging rules for the AQF qualifications. In some cases more units of competency are required for the HSC VET course than are required for successful completion of the AQF qualification. In addition, the Board of Studies NSW requires a mandatory work placement component in these courses, even if it is not a requirement of the training package.

Details on the courses from the nine industry curriculum frameworks are outlined for each of the Board of Studies NSW syllabuses and at the TVET Course Information page:

- The Board of Studies syllabus documents can be accessed through the Board of Studies NSW website http://www.boardofstudies.nsw.edu.au/, select HSC Syllabuses from menu at left.

TAFE NSW has developed customised courses to meet HSC requirements in Business Services, Construction, Entertainment, Hospitality, Information Technology, Metal & Engineering, Primary Industries, Retail and Tourism frameworks. School students undertaking ICF courses must be enrolled in the specified TAFE course.

Successful completion of these courses is recorded on the student’s HSC Record of Achievement. Students who achieve the required competencies also receive the relevant AQF credential.

5.2 Board of Studies NSW developed (non-framework course) Accounting

Accounting is a Board of Studies NSW developed 4 unit course usually studied over two years at a TAFE NSW college/campus. While there is no final HSC examination in Accounting, the final mark awarded can be included in the calculation of the student’s Universities Admission Index (UAI).
The Accounting course is assessed in accordance with the TAFE NSW syllabus and results are reported on TAFE NSW Student Information System (SIS).

Institutes are required to report to the State TVET Accounting Coordinator at the Vocational Education in Schools Directorate at the end of each semester over the two years of the course. Reports may be provided either from Class Management System (CLAMS) or the TAFE NSW Roll Book.

**Reporting using CLAMS**

Where TAFE NSW Institutes have provided CLAMS access to the Vocational Education in Schools Directorate Accounting Coordinator, the following reports will be printed centrally following approval by the Head Teacher of Accounting at each Institute:

- Roll Book: Student Attendance
- Roll Book: Student Results
- Class Notes: Samples of assessment activities and detailed marking guides

If samples of assessment activities and detailed marking guides are not entered into Class Notes, the Head Teacher of Accounting will provide hard copies to the TAFE Institute Consultant – TVET who will forward these to the Vocational Education in Schools Directorate State Accounting Coordinator.

**Reporting using the TAFE Roll Book**

Where CLAMS records are not available, the TAFE Institute Consultant - TVET will forward the following information to the Vocational Education in Schools Directorate State Accounting Coordinator:

- Copy/photocopy of front roll book
- Copy/photocopy of student attendance records
- Copy/photocopy of results of class assessments with total class mark, exam mark and mark sheets with final class mark (for Year 12 only)
- Samples of assessment activities and detailed marking guides
- Calculation of the Accounting course final mark

The TAFE NSW College/Campus Manager, Faculty Director or Head of Studies is responsible for ensuring that a mark is calculated and reported to the Board of Studies NSW for each Year 12 student and, where appropriate, the Board of Studies NSW is notified of the award or an N determination. A result for the two year course is required in addition to the module results recorded in the TAFE NSW Student Information System (SIS).

The HSC mark must be calculated in accordance with the course mark calculation formula. Students must not be given their calculated HSC mark under any circumstances. Where an N determination has been made, an HSC mark is still required and would be used in cases of successful appeals to the Board of Studies NSW against the N determination. Where students repeat components of the Accounting course, the marks for the latest attempt at the component are used to calculate the final mark for the course. Components include whole modules, assessment events and examinations.
Institute officers are responsible for the entry of student data in the Board of Studies NSW Accounting Mark Collection Report issued by the Board of Studies NSW and for forwarding the completed form to the TAFE Institute Consultant – TVET in October each year. Students requesting that HSC mark calculations be checked should contact the TAFE NSW Head Teacher following the release of the HSC results in December each year.

5.3 Board Endorsed Courses (BECs)

The term Board Endorsed Course refers to any course not developed by the Board of Studies which it has endorsed for the Higher School Certificate or School Certificate.

Board endorsed courses do not contribute to the calculation of the UAI.

Courses will be reported on the student’s HSC Record of Achievement without an examination mark but with a reference to separate vocational documentation.

The Board Endorsed Course category includes both Content Endorsed Courses and locally designed courses.

Content Endorsed Courses (CECs)

TAFE delivered Board endorsed courses comprise units/modules from TAFE NSW courses which have been endorsed by the Board of Studies NSW as HSC courses. Most of these courses are based on National Training Package qualifications and the units/modules delivered are aligned with units of competency from these packages. Some Board Endorsed Courses (BEC) may be specifically designed to extend qualifications provided by Industry Curriculum Framework courses.

Information on these courses is available from the TVET Information page accessible from the DET intranet or the internet.

Locally designed courses

Where a school identifies a need for an HSC VET course that cannot be met by a Board developed Industry Curriculum Framework or a Board Endorsed Content endorsed course, a locally designed course proposal may be submitted for Board endorsement. For further information on the criteria used by the Board of Studies NSW to assess applications for locally designed courses which are Board Endorsed Courses refer to the Board of Studies NSW website which publishes Guidelines and Application Forms for Board Endorsed VET Courses annually.

While the Board of Studies NSW guidelines indicate that locally designed course proposals must originate in schools, applications will generally need to be developed jointly by TAFE NSW staff and school staff. For a comprehensive list of criteria please refer to Board Endorsed VET courses from the Board of Studies NSW website at http://www.boardofstudies.nsw.edu.au/, choose Manuals and Guides from menu at left, then choose the link for Board Endorsed VET Courses – Guidelines and Application Forms.
5.4 Course duration

All Board Endorsed TVET Courses must meet Board of Studies NSW indicative hour requirements for the number of units of study undertaken in a single year. For 2006, one unit is equivalent to 60 indicative hours of study and a two unit course is equivalent to 120 indicative hours of study.
6 Access to TVET courses for school students


6.1 Gender equity

Both female and male students should have the opportunity to access the full range of TVET courses. Schools should ensure that the student counselling and application processes avoid gender stereotyping.

6.2 Students with a disability

TAFE Gazette No. 37, 30 October 2002

Course selection

Students with a disability who are enrolled in regular or support classes or special schools and are entered for the HSC are eligible to undertake a TVET course. They may choose from the full range of available Board developed and Board endorsed HSC VET courses. The decision for a student with a disability to undertake a TVET course should be based on curriculum planning that involves the student, parents/carers, teachers and TAFE NSW teacher/consultants for students with disabilities.

It is preferable that the student choose a course which:

- meets individual interests and needs
- provides realistic occupational outcomes and/or a vocational pathway to further training

Careful consideration of course selection and support requirements will maximise benefits for students with a disability.

Delivery options

Students with a disability may undertake their course in an integrated regular TVET class or in a discrete class which may better cater for their needs.

Whether students with a disability are enrolled in regular or discrete classes it is appropriate to recognise that they may not be able to achieve all course competencies within the indicative hours. This may require consultation during the planning stage to identify a selected number of

# This link is only accessible from within the DET intranet. If you are unable to access this link and require information, please contact your relevant TAFE Consultant - TVET.
competencies which will be delivered within the indicative hours. In these situations the students are entered for the HSC under the same Board of Studies NSW course number as other students enrolled in the course.

Students may undertake:

- selected units of competency from Industry Curriculum Frameworks
- selected units of competency/modules from other Board Endorsed VET courses

Additional support may be provided in the form of TAFE teacher support, TAFE Disability Assistant (personal/mobility); Disability Assistant (notetaker/reader/writer), Sign Language Interpreter and/or teachers aide (special) from the home school. If during the planning process it is determined that the teachers’ aide special from the home school is the most suitable support person for the TVET delivery, consultation and agreement with the home school is essential.

**Additional support: government school students**

Students with a disability may require additional support to participate in a TVET course, including the mandatory work placement component. Additional funding may be required to access this support. These students must meet the following criteria:

- Be undertaking an HSC pattern of study
- Have an HSC accredited VET course identified within their proposed pattern of study
- Have a current Disability Confirmation Sheet (refer to school counsellor)

For students with a disability seeking placement in a TVET course, consultation between relevant TAFE NSW Institute and school staff is required to make determinations on:

- a course appropriate for the student
- the type of class, either regular or discrete
- the units of competency/modules to be undertaken
- the support needs of the student to undertake this course
- the support needs of the student to undertake the work placement

The process for accessing additional support may be obtained from the Regional Vocational Education Consultant. Refer to Appendix 3 Guidelines and Record of negotiated additional support for TVET students with a disability.

Appropriate regional consultants with responsibility for TVET students with a disability should liaise with TAFE NSW Institute personnel to prioritise and process applications.

**Additional support: non-government school students**

The annual TVET funding allocation to the non-government sector agencies (Catholic Education Commission and Association of Independent Schools) can be used to meet costs associated with the provision of additional support for students with disabilities in TVET courses. Schools should contact sector authorities to confirm subsidy levels and conditions.

There must be close consultation between the student’s school and TAFE NSW staff to reach agreement on the appropriate level of support for the student. By agreement, students may be
allocated to regular classes or to a discrete class for students with special needs. The allocation will be based on the needs of the student. Agreement about the level and cost of support should be reached before the student commences the class.

Negotiations for students attending:

- Catholic Diocesan schools must involve special education staff at the school level with Diocesan approval of the support prior to student placement.
- Independent schools (including Catholic congregational schools) must involve special education staff at the school level. School principal approval of the support is required prior to student placement.

TAFE NSW institutes are required to provide written course costs for endorsement by the Diocese/school principal before student enrolment.

### 6.3 Students from Aboriginal and Torres Strait Islander background

Aboriginal and Torres Strait Islander background students wishing to undertake a TVET course are to be given absolute preference if they meet TAFE NSW Course Information System (CIS) course and module prerequisites.

### 6.4 Students from non-English speaking backgrounds

The primary responsibility for providing language support to students undertaking TVET courses who are background speakers of languages other than English remains with the relevant school or system authorities.

### 6.5 Students with literacy/numeracy difficulties

Students with literacy or numeracy difficulties should be carefully counselled by schools in relation to TVET course selection. It is important that they have the formal prerequisites to undertake the course. There are no additional resources to support students with literacy or numeracy difficulties.

### 6.6 TVET course delivery in Juvenile Justice Centres

The delivery of VET courses in Juvenile Justice Centres is coordinated by the Juvenile Justice Centre Local Education and Training Co-ordination Committees (LEATCC) in each centre. These centre-based interdepartmental committees have responsibility for the overall planning and coordination of programs delivered to the young people in custody in each centre.

The Chair of each LEATCC should consult with the TAFE Institute Consultant – TVET and/or Regional Vocational Education Consultant in their area when planning VET courses so that, where appropriate, the courses can be designed to meet Board of Studies NSW and AQF requirements.
Locally designed course applications must be submitted to the Board of Studies NSW for all VET courses proposed for School Certificate students in Juvenile Justice Centres. Courses are authorised to commence after the course application has been considered and approved by the Board of Studies NSW and the Vocational Education in Schools Directorate. Students are enrolled on the TAFE Student Information System using the Juvenile Justice VET Non Payment Code, ie JUVJ.

The delivery of VET programs may occur either on or off site.

### 6.7 Year 10 student participation in TVET

The Board of Studies NSW limits participation of Year 10 students in VET courses for the School Certificate to students in the following categories of schools:

- Schools identified as rurally isolated
- Juvenile Justice Centres
- Schools for students with behaviour disorders

TVET courses meeting the following criteria may be approved for these students:

- A VET locally designed course application has been submitted and endorsed by the Board of Studies NSW. This endorsement is required annually
- The course must be of a maximum duration of one year
- Students must meet any TAFE NSW prerequisites for enrolment in the specific course or modules
- The course must be of at least 100 hours duration

There may be additional conditions that determine which courses Year 10 students may access. For further information contact the regional Board of Studies NSW Liaison Officer (BOSLO), the Vocational Education in Schools Directorate, TAFE NSW Institute Consultant – TVET or the Regional Vocational Education Consultant.