TAFE delivered HSC VET Courses (TVET) 2006 guidelines
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.

The Vocational Education in Schools Directorate acknowledges the support received in developing this document.
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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, eg 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

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

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

# 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 by 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 nine Industry Curriculum Frameworks, as well as Accounting, and has endorsed a wide range of TAFE NSW courses for delivery to school students. TAFE NSW colleges/campuses offer TVET courses for which there is a local demand among school students and for which they have the required delivery facilities. Not all courses are available at all colleges/campuses.

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 for HSC secondary school students. Shared delivery of HSC VET qualifications can assist students to 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 and a private or community RTO
- TAFE NSW Institute and a private or community RTO
- two TAFE NSW Institutes

The delivery may be sequential for the shared providers or concurrent throughout the delivery of the course.

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 an HSC VET course leading to an AQF credential with a TAFE NSW Institute, and where

- the school system RTO has the qualification on its scope of registration, and
- delivers the majority of the units of competency in the qualification

the credential is usually issued through the Board of Studies NSW VET Credentialing System (eBOSS VCS).
Where the qualification:

- is not within the school RTO’s scope of registration, or,
- the majority of the qualification is delivered by TAFE NSW or the private or community RTO

TAFE NSW or the private or community RTO must issue the credential.

The units of competency successfully completed by the student at school will be recognised through a standard recognition process, in accordance with the AQTF, by TAFE NSW or the private or community RTO. TAFE NSW or the private or community RTO will issue the final credential to the school student.

In some cases, the qualification is not within the school’s scope of registration. This may occur, for example, with the delivery of the Certificate II in General Construction where the school RTO delivers the majority of units in the qualification but for specific Occupational Health & Safety reasons is not permitted to have the full qualification on their scope. In this case TAFE NSW would issue the final credential - Certificate II in General Construction.

Alternatively, where the majority of units in a qualification are delivered by TAFE NSW or a private or community RTO, the responsibility for the issuance of the qualification will automatically reside with that RTO.

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 and flagged on MEVI. Please refer to Appendix 1 for a copy of the TVET Provision Agreement Form.

The school negotiates at a local level with the TAFE NSW Institute or the private or community RTO for delivery of specific competencies and is responsible for entering those competencies on behalf of their students on Schools Online, the electronic system provided by Board of Studies NSW. 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 once local discussions have taken place, the arrangements for shared delivery and 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

# 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.
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.

In order to facilitate the management of shared delivery it is critical that data is entered in eBOS VCS, MEVI and SIS in a timely fashion. This enables the data exchange, which is critical to the process, to take place efficiently.

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 to 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/](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 chooses 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.
7 TAFE NSW management of TVET

School students attending TVET courses at TAFE NSW Institutes are completing the HSC and must meet all Board of Studies NSW requirements. However, TVET courses must also comply with NSW TAFE requirements. TVET is managed at the Institute level by a TAFE Institute Consultant – TVET. For further information about TVET, contact the TAFE Institute Consultant – TVET in your region.

7.1 Roles and responsibilities

TAFE NSW Institutes

Each TAFE NSW Institute is a registered training organisation (RTO), registered by the Vocational Education and Training Accreditation Board (VETAB) in accordance with the Australian Quality Training Framework (AQTF) to provide vocational educational and training and assessment services.

TAFE NSW colleges/campuses within institutes are recognised by the Board of Studies NSW as delivering schools for the purposes of the HSC.

The institute is responsible for ensuring that students undertaking a TVET course are enrolled in a course developed and endorsed by the Board of Studies NSW and, on successful completion of the course, are awarded TAFE NSW credentials.

TAFE Institute Consultant - TVET

TVET is managed at the institute level by a TAFE Institute Consultant - TVET. These consultants are required to carry out a range of educational, managerial, promotional and professional development roles, including:

- planning and implementing the institute TVET program
- working collaboratively with Regional Vocational Education Consultants and non-government sector representatives for the provision of VET for school students
- participating in cross sectoral committees and facilitating cross sectoral teacher networks
- coordinating educational and administrative functions to support TVET
- oversight of the process to negotiate additional support for students with a disability
- providing professional development to TAFE NSW Institute managers, head teachers, teachers and administrative staff associated with TVET
- monitoring the quality of program delivery
- reporting on program development and implementation
- providing information on HSC requirements to the Board of Studies NSW
- liaising with DET state office and providing information as required.
TVET college/campus coordinators

TAFE NSW Institutes have designated officers across colleges/campuses to assist with the management of the program. Duties of these officers, usually referred to as TVET college/campus coordinators, include:

- acting as the college/campus contact person on all matters relating to TVET
- coordinating the planning cycle for courses at the college/campus
- assisting with course proposal preparation
- contributing to the production of the TVET course prospectus
- promoting TVET courses at school subject selection nights
- liaising with TAFE teacher/consultants for students with disabilities to ensure completion of appropriate paperwork
- assisting with course budgets and student enrolment
- arranging orientation programs for TVET students, school VET coordinators and parents
- advising on student progress to schools and appropriate staff
- liaising with, and providing information to, the educational staff regarding any changes to courses (student numbers, schools, modules), student progress, results and other issues
- assisting with course evaluation

TAFE head teachers

Head teachers are responsible for:

- managing the TVET courses within their portfolio
- ensuring enrolments are completed to TAFE NSW requirements
- ensuring that all Board of Studies NSW and TAFE NSW assessment and reporting requirements are met, including work placement
- liaising with TAFE Institute Consultants – TVET and TVET college/campus coordinators to ensure consistent delivery
- ensuring that all new teachers are aware of child protection and duty of care responsibilities
- participating in induction training to ensure that HSC requirements are known
- ensuring that teachers complete a TVET induction prior to teaching a TVET course for the first time

TAFE teacher/consultants for students with a disability

TAFE teacher/consultants for students with a disability provide advice on courses, enrolment processes, access to support staff and use of adaptive equipment. In relation to TVET, teacher/consultants for students with disabilities are responsible for:
working with the TAFE Institute Consultant – TVET and college/campus coordinators to ensure that planning for disability support occurs within agreed timeframes and procedures

- negotiating additional support for students with a disability with sector/school disability support officers
- managing the provision of in class and work placement support staff, for example, support teachers, disability assistants and sign language interpreters
- monitoring student progress liaising with school staff as required

**TAFE NSW Curriculum Centres**

TAFE NSW Curriculum Centres undertake curriculum development and related activities to support delivery of courses in TAFE NSW institutes. In relation to TVET, the TAFE Curriculum Centres are responsible for:

- participating in the Board of Studies NSW managed consultation process supporting the development of Industry Curriculum Framework courses
- developing and registering AQF courses and providing Course Information System (CIS) documentation to support the implementation of Board of Studies developed industry curriculum framework courses
- assisting the Vocational Education in Schools Directorate in the development and review of TVET courses
- providing advice on Board of Studies NSW and Vocational Education in Schools Directorate committees, including the Qualifications, Recognition and Resource Requirements Committee (QRRRC) and its subcommittees
- assisting in the development of School/TAFE Education Programs (STEP) for upgrading qualifications of school teachers delivering industry curriculum framework courses
- assisting the Vocational Education in Schools Directorate and institutes with the professional development of teachers in relation to discipline specific issues
- preparing HSC trial examination papers to ensure validity of assessment across TAFE NSW institutes
- referring institute management, head teachers and teachers seeking support to the Vocational Education in Schools Directorate or TAFE institute consultants – TVET
- developing state course profile on TMS

**Vocational Education in Schools Directorate**

The Vocational Education in Schools Directorate has functional responsibility for the TVET Program, including:

- supporting collaborative VET planning and delivery across regions and institutes
- managing the interface between the Directorate and TAFE NSW Curriculum Centres on matters which relate specifically to HSC VET courses
- developing implementation guidelines and procedures for institutes and schools
TAFE delivered HSC VET (TVET) Program 2006

- providing support to teachers, including the provision of documentation relating to assessment and work placement across all sectors
- providing professional development to TAFE Institute Consultants - TVET, TVET college/campus coordinators and vocational education consultants
- distributing information to TAFE institute consultants - TVET, TVET college/campus coordinators, vocational education consultants, school VET coordinators and teachers
- consulting with TAFE Curriculum Centres, the Office of the Board of Studies, institute and regional management, non-government school sectors and industry bodies
- promoting TVET as a key departmental priority
- developing and maintaining data management systems
- working with the Office of the Board of Studies, TAFE NSW and Information Technology Bureau to upgrade TVET data management through improved existing corporate management systems

7.2 TAFE NSW policy - confirmation of Board of Studies NSW requirements

TAFE NSW Commission Gazette No. 1, 16 January 2002

TAFE NSW Institutes delivering HSC courses must complete the TAFE NSW confirmation that TAFE provided components of the HSC have been met to confirm that all Board of Studies NSW requirements have been met for HSC candidates. The form must be completed for all candidates at every location at each institute offering an HSC course or part thereof.

Endorsed forms are to be kept as a record by the institute for four years.

7.3 Assessment

TAFE NSW Commission Gazette No. 7, 27 April 2005

The Board of Studies NSW requires that a competency based approach to assessment be used and that TAFE NSW as the RTO hold a record of the competencies achieved by the students. Achievement of elements of competency and units of competency should be recorded progressively.

Assessment for Industry Curriculum Framework courses must meet the training package requirements as described in the Board of Studies NSW syllabus and as incorporated in the assessment schemes for each TAFE NSW module. A qualified assessor must conduct the assessment.

* 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.
The following publications provide detailed information about the assessment process for TVET courses conducted by TAFE NSW:

**2005 Assessment and Reporting guidelines**

The requirements for TVET course assessment and reporting are published on an annual basis in a supplement of the NSW TAFE Commission Gazette. A copy of these guidelines can be found in the supplement to TAFE NSW Commission Gazette No 7, 27 April 2005: https://detwww.det.nsw.edu.au/gazette/2005/TG7s1_2005.pdf


This TAFE Teaching and Learning Support Services Unit publication has been provided to institutes for distribution to teachers, head teachers and other relevant staff as a resource to support assessment processes.

**Every Student’s Guide to Assessment in TAFE NSW**

Provided to all students on enrolment, it can be found on the TAFE NSW website: http://www.tafensw.edu.au/courses/about/pdf/assessment_guide.pdf

This document contains generic information on assessment and supplements the Student Assessment Guide - Course and Student Assessment Guide – Module (refer to the Gazette No 43, 11 December 2002) material to be provided by classroom teachers to students. Class teachers should explain these guides to the students.


**7.4 Course reporting TAFE NSW**

**Unit/module results**

As per TAFE NSW policy, student module results must be entered into Class Management System (CLAMS). Results should be recorded at the end of the module and/or at the end of the appropriate semester.

**Progress reports**

TAFE NSW Institutes are required to provide Progress Reports for each student in a course. It is standard to report twice during the year, that is, at the end of the Semester 1 and at the end of the course. The timing of reports will vary for courses which do not commence at the beginning.

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of the year. Information on scheduling and content of reports is available from TAFE Institute Consultants – TVET. The reports, equivalent to a student school report, provide feedback on student attendance and performance on units of competency or modules in the course.

Progress Reports are available as a report from the Student Information System (SIS) and the Class Management System (CLAMS). No qualitative information about student attitudes or behaviour should be attached to these reports.

Schools may request copies of students’ transcripts. For further information contact the TAFE Institute Consultant - TVET.

### 7.5 Child protection


As an employer, the Department of Education and Training is governed by child protection legislation. These procedures reflect Department of Education and Training legislative responsibilities and demonstrate its commitment to protect the safety and wellbeing of students and to support the work of employees working with children and young people in an educational setting.

### 7.6 Competency record books

Competency records developed by the Board of Studies NSW are available to record all elements and units of competency demonstrated by students undertaking an Industry Curriculum Framework course.


For further information refer to the Board of Studies NSW Official Notice, Vol 12. No. 6, November 2003, p4.

### 7.7 Class sizes

Approved class sizes for each course should be notified to schools to indicate the number of places that are available for that course.

### 7.8 Class delivery location

TVET courses are usually delivered on TAFE NSW colleges/campuses. However, by mutual agreement, courses may be delivered using school or community facilities.

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# 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.
The full range of TVET courses may not be available in every TAFE NSW college/campus. For information about locations of specific courses, schools can contact the TAFE NSW Institute Consultant – TVET.

### 7.9 Class timetabling

TVET courses are usually conducted on a regular, weekly basis. A common pattern of delivery is one three to four hour class per week. This pattern of delivery reduces both student time spent in travel and the costs associated with travel. In some cases a “block release” attendance pattern may be more suitable for Board Endorsed Courses. Students in block release courses attend the course across several days on one or more occasions during the year.

Schools and TAFE NSW Institute staff should liaise to ensure that dates of TVET assessment events and examinations are included in the school calendar and that school events and examination periods are not scheduled during TVET classes.

### 7.10 Enrolment

The *TAFE NSW Enrolment Policy and Procedures Manual (2005)* defines the student enrolment date as no later than the date the student first attended class whether or not a TAFE enrolment form was completed prior to or on that date. TAFE enrolment forms are to be processed whether or not the student continues in the TVET course.

The TAFE NSW Institute college/campus manager, faculty director or head of studies has responsibility for ensuring that:

- students are appropriately enrolled
- Class Roll Books are maintained

It is essential that student attendance, including partial attendance, be recorded on a regular basis as the institute has an obligation to provide this information to schools. A record of any incidents and the action taken, for example, unacceptable behaviour is to be recorded as well as module results.

The classroom teacher has delegated responsibility for implementing TAFE NSW policy in these matters.

### 7.11 Excursions

TAFE NSW is responsible for ensuring that those on its premises or under its control do not suffer harm. This responsibility extends to students whether on TAFE premises or on excursions.

Excursions or industrial visits include all off college/campus site activities. Schools must be included in planning for these events. As most classes involve students from a range of schools, it is more difficult to arrange such activities for TVET classes than for mainstream classes.
As excursions/industrial visits for TVET classes should not result in students missing school classes, it is preferable that they be held in non-school TAFE teaching periods or within usual TVET class time (refer to Section 3.4).

Written notification of the event at least two weeks prior to the proposed excursion date should be provided to students/schools. Notification must contain detailed information about the activity and gain approval from both the parent and the school. In cases where students with a disability require special transport to an excursion or support during the excursion, more than two weeks lead time may be necessary. Students who do not return a signed form are not permitted to attend the activity. A contingency plan must be in place for those students who do not return signed forms. Signed copies of the excursion notification forms must be kept in the TVET course file.

### 7.12 Students and family law related issues

The Department recognises that families are subject to family breakdown. In the absence of any notification to the contrary, it is assumed that both parents retain a shared and equal parental responsibility for their children. This means that the school will recognise that each parent has equal duties, obligations, responsibilities and opportunities in relation to matters involving the school. If any changes occur in the family which have potential to impact on the relationship between the school and the family, parents are required to advise the school and to provide copies of any court orders that may be obtained.

In the context of TVET students, schools have a responsibility for notifying the appropriate TAFE Institute officers of relevant details pertaining to these situations.

### 7.13 Occupational Health & Safety (OH&S): Management of serious incidents

Teachers in TVET classrooms are responsible for ensuring that students are aware of OH&S policy, processes and procedures. Students should be trained to recognise risks in the classroom as well as in the workplace and to implement appropriate reporting requirements (refer to Section 9 for details).

Students with disabilities may require additional support from TAFE NSW Teacher/consultants for students with a disability and/or support staff with the training around OH&S issues.

Accidents and incidents in TVET classes are to be managed and reported according to TAFE NSW requirements. TAFE NSW reporting lines and documentation apply. However, it is important that the school be informed within 24 hours of an accident involving a government school student.

Where the NSW Department of Public Health may need to be involved due to the possibility of serious infectious diseases, it is necessary to file a Department of Education and Training Serious Incident Report and to contact the Public Health Officer within the Department of Health. There is strict protocol for communication. The Public Health Officer establishes recent student contacts and liaises with relevant people for further interviews.
7.14 OH&S: Personal protective clothing

TAFE NSW Commission Gazette No. 25, 29 June 1988

Funding for TVET courses includes the provision of student personal protective clothing. Occupational health and safety requirements often stipulate that the wearing of personal protective clothing is a prerequisite for entry to specialist teaching areas, for example, kitchens, laboratories and workshops. Students are restricted from entering these areas if they are not dressed appropriately. Before a course commences schools and TAFE NSW colleges/campuses must reach agreement about how to manage students arriving at class without the appropriate personal protective clothing for a specialist teaching area.

7.15 Collection, use and disclosure of information about students with a history of violence

Where a student enrolling in a TAFE college/campus has a history of violence, the TAFE NSW Institute manager should provide staff that may be affected with all relevant information available to DET, to enable college/campus to assess the application for enrolment and to prepare for the arrival of the student. Personal information on a student should be shared only to the extent that it is necessary to protect the health and safety of people at the college/campus. The Privacy and Personal Information Protection Act (1998) does not prevent the collection, use and disclosure of information which is necessary to ensure health and safety. For further information refer to (i) DN/03/00589 A/Director-General’s Memorandum Prevention of Violence in Schools and TAFE NSW Colleges: Provision of Information to Staff on Students with a History of Violence and/or (ii) Legal Issues Bulletin No. 28, 28 January 2004.

7.16 Privacy

The Privacy and Personal Information Protection Act (1998) establishes safeguards to protect all personal information held by government agencies from 1 July 2000. Personal information is any information that relates to an identifiable person. TAFE NSW is obliged to meet the requirements of the legislation in relation to the collection, storage, use and disclosure of personal information.

# 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.
7.17 Promoting safe and ethical practice during student workplace learning particularly in relation to clients in vulnerable circumstances

TAFE NSW Commission Gazette No. 43, 11 December 2002

TAFE NSW is committed to ensuring that student workplace and simulated workplace learning are managed within a quality assurance and risk management framework. Students undertaking workplace and simulated workplace learning must be made fully aware of, and act in accordance with, their responsibilities in terms of required standards of behaviour, occupational health and safety requirements and the range of duties they are authorised to perform. Students with disabilities may require additional explanation from support staff on these issues. Students must behave with integrity and respect towards workplace clients and customers, including those in vulnerable circumstances.

Prior to commencing work placement, each student is required to sign a document signifying receipt of the code of conduct. This document is to be kept in the roll book or other secure place.

7.18 Responding to suggestions, complaints and allegations

TAFE NSW Commission Gazette No. 20, 5 June 2002

Students should be made aware of the Department’s customer complaints policy. A student who believes that he or she may have reason to express dissatisfaction with the services, facilities, policies or procedures may obtain a complaint form from Student Administrative Services at the college/campus and submit the completed form according to college/campus arrangements.

7.19 School students in the TAFE NSW environment

In most cases TVET students are familiar with a learning environment that is different from the TAFE NSW environment. These students, who are in transition between the school and the adult learning environment, may still be developing adult learning skills (for example, self-direction and learning organisation) expected of students at TAFE NSW.

It is essential that teachers give careful consideration to class activities and approaches in order to meet the students’ learning needs. Often TVET students have little or no experience of the workplace or the industry for which they are studying.

Many TVET classes comprise students from a range of schools, both government and non-government. Some students travel long distances to attend classes, usually by public transport. Others may initially feel isolation if they are the only student from their school attending a TAFE

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NSW college/campus. However, while it is important to support the students, it is also important that requirements in terms of punctuality, regular attendance, classroom participation and behaviour are clearly and consistently conveyed to TVET students.

### 7.20 Student absence

School staff must reach agreement with TAFE NSW Institutes about procedures for monitoring student attendance. Where a student is absent for two consecutive classes, the Institute will access local protocols to provide informal notification to the school. Formal attendance reports will be provided to the school at intervals determined locally. For block release courses, attendance will be reported at the end of each week. Agreement on specific requirements should be reached before courses begin.

### 7.21 Students with disabilities

TAFE NSW Commission Gazette No. 17, 7 May 1997 and No.12, 5 April 2000


The disabilities policy ensures that the needs of students with disabilities are met in all aspects of vocational education and training offered by TAFE NSW. At the local level, institutes manage inclusive curriculum, teaching and learning, and provide reasonable adjustment. Reasonable adjustment is the provision of resources for functional assistance to a student with a disability to enable equitable participation in TAFE NSW and vocational education and training facilities.

The purpose of the reasonable adjustment procedures for students with disabilities undertaking assessments is to provide equitable, efficient and timely reasonable adjustment for students with disabilities who wish to undertake as assessment, while maintaining the integrity of such assessments. Refer to the policy 00.12.G5 Reasonable Adjustment Procedures For Students With Disabilities Undertaking Assessments in the TAFE NSW Commission Gazette No.12, 5 April 2000).

Reasonable adjustment is any approved modification or allowance made in assessment to accommodate a disability related function.

### 7.22 Student with a disability and result code – Received Tuition (RT)

NSW TAFE Commission Gazette No. 4, 9 March 2005


For each unit/module a valid result or code must be recorded for each student as per TAFE NSW Results Code Policy. The TAFE result code, RT, may be recorded for students with a disability when a student has achieved some progress towards the outcomes, has a record of

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# 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.
diligent participation, but has not achieved all the outcomes of the unit. Where all outcomes have not been achieved, rather than a Fail (F), the student may be given an RT.

The award of RT must occur in consultation with the student, teacher and the Teacher/Consultant for students with disabilities or head teacher with an agreement signed off by both parties to the decision and noted in CLAMS or the Roll Book. RT does not constitute a pass in the unit, does not enable advanced standing and does not contribute to course completion for TAFE purposes.

The explanation of the term RT on the back of the Transcript of Academic Record states: ‘You have applied yourself with diligence and have achieved some progress towards completion of the unit outcome.’ The term “unit” is used throughout the Transcript to include both units of competency and modules.

### 7.23 Student discipline policy

TAFE NSW Commission Gazette No. 33, 4 October 2000


When students enrol in a TAFE NSW course, they should be issued with a copy of the TAFE NSW discipline policy and made aware of their rights and responsibilities. TAFE NSW officers should liaise closely with the school/region about any breach of discipline as defined in the discipline policy. Student disciplinary provisions for inappropriate use of mobile phones are covered in this policy.

While it is essential to liaise with a student’s school and to keep them informed on student progress, TAFE NSW discipline policy applies to all students enrolled in a TVET course in relation to the course.

This policy was reprinted unchanged in December 2002.

### 7.24 Student discipline (library resource materials)

TAFE NSW Commission Gazette No. 8, 6 March 2002


Students may borrow books and other materials from TAFE libraries subject to certain rules and obligations. Students are required to return library material by the due date and in good condition. Failure to do so may result in the withdrawal of privileges, withholding results, imposition of penalties and orders to pay compensation.

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# This link is only accessible from within the DET intranet. If information is required, please contact your relevant TAFE consultant.
7.25 Students with temporary visas

High school exchange students on visa sub-classes 560 or 571 and high school students on a temporary visa who are enrolled in the TAFE delivered HSC VET (TVET) Program are to be enrolled in the same manner as all other TVET students, that is, they are exempt from payment of tuition fees and the TAFE NSW fee.

7.26 Student withdrawal from a TVET course

Students may withdraw from a TVET course during the year. TAFE NSW Institutes require formal confirmation from the school and the student prior to withdrawing a student from the TAFE NSW Student Information System (SIS). Students should discuss their intention to withdraw from a TVET course with school staff. Students’ results are to be updated prior to withdrawal from SIS.

Technically TVET is only available to students enrolled in a school and entered for the HSC with the Board of Studies NSW. However, a case may arise where a student decides to leave school but would like to complete a TAFE delivered course. The alternatives in this situation depend on decisions made by the school and the student:

- should the school decide to maintain the student’s enrolment with the school and entry with the Board of Studies NSW for the TVET course, the student may continue as a TVET student
- should the school decide to withdraw the student from the school and all courses with the Board of Studies NSW, the student cannot remain a TVET student. In this situation the student may continue to attend the TAFE class but the TAFE NSW institute is responsible for adjusting the student’s status in the Student Information System (SIS) and entering appropriate details in CLAMS

The form Notification: Student Withdrawal from a TVET Course 2006 (Appendix 6) is provided to assist the student, school and institute to finalise withdrawal from a course. On receipt of this form, the institute will make the required adjustments to the Student Administrative System.

# 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.
8 Board of Studies NSW HSC requirements

8.1 Assessment of Industry Curriculum Frameworks

The Board of Studies NSW requires that competency based assessment is used for Industry Curriculum Framework courses and that a record of the competencies achieved by the students be held by TAFE NSW as the RTO.

Assessment for Industry Curriculum Framework courses must meet training package requirements as described in the Board of Studies NSW syllabus and as incorporated in the assessment schemes for each TAFE NSW module. A qualified assessor must conduct each assessment.

Students are assessed against the performance criteria set out in the elements of competency within each unit of competency. Achievement of competence may be recorded in a competency record.

Results of courses, including extension courses, are recorded on the Board of Studies NSW HSC Record of Achievement (ROA) without an examination mark. Students who successfully meet assessment requirements receive the relevant national training package credential.

8.2 Optional HSC examinations

Industry Curriculum Framework courses have an optional examination attached to the 240 hour course. These examinations are set by the Board of Studies NSW and are distinct from the AQF qualifications. Marks received in these examinations are available for inclusion in the calculation of the student’s Universities Admission Index (UAI). In general, only students who have completed a 240 hour Industry Curriculum Framework course as part of their preliminary or HSC program of study are eligible to sit for the optional examination.

Students who wish to be permitted to sit for the optional examination without having completed a 240 hour course as part their preliminary or HSC program of study must apply through their school principal to the Director of Examinations at the Board of Studies NSW. Refer to the Board of Studies NSW Bulletin Volume 11 No. 2, May 2002, Official Notice 29/02 for further information. This can be found on the Board of Studies NSW website.

The optional HSC VET examinations have separate Board of Studies NSW course entry numbers. The home school is responsible for entering student course entries on Schools Online, including entry into and withdrawal from the optional HSC VET examinations. Students who are unsure if they want to sit for the examination should be entered for the examination. If they subsequently decide not to sit the examination, the home school can withdraw them from the examination only.

TAFE NSW Institutes may request schools make amendments to student entries on Schools Online when students indicate that they want to withdraw from the optional examination for TAFE delivered HSC courses. Students with disabilities may require reasonable adjustment to be made for trial and HSC examinations.
TAFE delivered HSC VET (TVET) Program 2006

Trial HSC examination

Where a TAFE NSW Institute is delivering a 240 hour Industry Curriculum Framework course, the Institute is responsible for organising a trial examination in order to:

- prepare students for the HSC examination
- provide an estimate to the Board of Studies NSW. This estimate may be used if the student submits an illness/ misadventure appeal in relation to the HSC examination

The trial examination paper should examine the same areas as the HSC examination paper, including the:

- units of competency identified in the section headed HSC Examination Specifications within Part A of the relevant framework syllabus
- minimum prescribed learning for each unit of competency, including minimum learning for the HSC and key terms and concepts
- associated key competencies

Repeating HSC VET examinations

Students wanting to repeat an HSC VET framework examination, whether the course is studied at school or TAFE, must apply through their school principal to the Director of Examinations at the Board of Studies NSW for approval to resit the examination.

8.3 HSC examination venue

Students will sit for the optional HSC VET examination at the same venue as their other HSC examinations, ie the home school, unless special arrangements have been made. It is the responsibility of the school to enter the students for the HSC examination on Schools Online, to ensure that examination papers are supplied and that the examination is supervised at the school.

8.4 Reporting to the Board of Studies NSW

School responsibilities

The home school has the following responsibilities:

- It must advise the Board of Studies NSW when a student is studying an HSC VET course at a TAFE NSW college/campus and enter the college/campus as the outside school for the specific TVET course
- It must also enter students for the optional HSC examination
- It must submit student enrolments to the Board of Studies NSW by mid-March each year

Once the home school has entered the student as studying a course (and the optional HSC examination, if appropriate) at an outside school, the Board of Studies NSW requires no further information from the home school unless the student withdraws from the course or the examination. In this situation, the school is required to make amendments to student entries. The Board of Studies NSW deadline for variations to student enrolments, including entry into
the VET examinations, is September each year. Refer to section 4.3 concerning requirements for student involved in the shared delivery of a qualification.

**TAFE NSW responsibilities**

TAFE NSW colleges/campuses delivering the HSC through TAFE NSW can, by arrangement with the Board of Studies NSW, access *Schools Online* in a similar way to school principals and other selected staff. However, as the *outside school*, TAFE NSW Institutes have no authority to enter students for courses or examinations. They are able to report directly on Board of Studies NSW requirements.

TAFE NSW Institutes are required to provide advice directly to the Board of Studies NSW on the following information for individual students:

- Work placement hours completed
- HSC examination estimated marks

TAFE NSW Institutes must provide an estimated HSC examination mark to the Board of Studies NSW in September. The mark should reflect the student’s achievement on one or more tasks similar in nature to the HSC examination. The estimated mark must be based on objective evidence and should not be varied subjectively.

The estimated mark is only used to determine a mark for any student who lodges a successful illness/misadventure appeal at the time of the HSC VET examination.

Students must not be given their estimated HSC examination mark under any circumstances, as it is subject to adjustment by the Board of Studies NSW.

For information on how to determine an estimated mark, please refer to the Board of Studies NSW Bulletin Volume 10 No. 1, March 2001, Official Notice 14/01.

Refer to the Board of Studies NSW website: N determinations.

A student, who has not met course requirements, including the completion of work placement, must be issued with an N determination. (Refer to Section 8.5 Course Completion Criteria for further details.)

Estimated examination marks and N determinations should be submitted to the Board of Studies NSW by TAFE NSW Institutes on *Schools Online*. Alternate arrangements can be made with the Board of Studies NSW Student Records Section. For information on deadlines for notifying an N determination please refer to the TVET Assessment and Reporting Supplements which are published annually in the TAFE Commission Gazette.

TAFE NSW is also required to provide the Board of Studies NSW with RTO details, competencies to be delivered and competencies achieved by each student and the AQF credential achieved. This information is provided centrally to the Board of Studies NSW from the TAFE NSW Student Information System (SIS).

### 8.5 Course completion criteria

To be deemed to have satisfactorily completed a course, students must have:
followed the course developed or endorsed by the Board of Studies NSW

applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course

achieved some or all of the course outcomes

where appropriate, made a genuine effort at assessment tasks that contribute in excess of 50% of available marks

completed the mandatory work placement component for Industry Curriculum Framework courses

If a student has not satisfactorily completed an HSC course, the TAFE NSW college/campus manager, faculty director or head of studies must:

make an N determination, which will mean that the course cannot contribute in that year to the HSC, perhaps rendering the student ineligible for an HSC. The making of an N determination must be preceded by warning letters to the student indicating that the student is in danger of not satisfactorily completing the course, and giving the student an opportunity to rectify the situation. This process is discussed in more detail below

advise the student of the decision, its consequences and the student's right to a TAFE managed review of the result. If a student is not satisfied with the Institute review, they must be immediately given written advice of the N determination and a copy of the relevant appeal forms. If the TAFE NSW Institute manager fails to uphold the appeal, the student may then apply for review to the Board of Studies NSW

Although attendance itself is not a criterion for course completion, it is possible that a student with irregular attendance may not meet course completion criteria.

Each time a student misses an assessment event or a mandatory work placement without a reasonable explanation, or if at any time it appears that a student is at risk of being given an N determination, the TAFE NSW college/campus manager, faculty director or head of studies must:

give the student a written warning of what will happen if the student does not complete the required amount of work, allow time for the problem to be corrected, and alert the student to the possible consequences of an N determination

make sure that the student receives a copy of the warning either by mail to the student's address or by hand directly to the student

ask the student for a written receipt for the warning

keep a copy of the warning notice, and send to the school principal a copy of the letter provided to the student. The school principal is responsible for advising the student's parent/guardian

Before an N determination can be made, the student must have received at least two warning letters.

Due to the differences in course completion criteria for TAFE NSW and the Board of Studies NSW, it is possible for a TVET student to fail a TAFE module or be deemed not yet competent in one or more competencies, and still have the unit value of the course counted towards their preliminary or HSC credential.
8.6 Illness/misadventure appeals

Students may lodge an illness/misadventure appeal if they believe that circumstances occurring immediately prior to or during the HSC examination which were beyond their control, diminished their examination performance. These provisions apply also to students undertaking TAFE NSW modules which include Category A or B examinations.

The TAFE NSW college/campus manager, faculty director or head of studies is responsible for ensuring that accurate records of module results for students are maintained by the TAFE NSW college/campus, so that this information is available for consideration in illness/misadventure appeals.

8.7 Board of Studies NSW credentials

All courses satisfactorily completed in the student’s preliminary program of study are recorded on the HSC Record of Achievement, as are those achieved in the HSC program of study. Students sitting the optional HSC VET examination will have their examination mark listed on their HSC Record of Achievement.

A student, who is enrolled to sit for an HSC VET examination, who does not attend and who does not have an illness/misadventure appeal upheld, will have absent printed beside the examination on the Student Result Summary, which is posted to all HSC students in late December each year. The examination will not be listed on the HSC Record of Achievement.
9 Work placement in HSC VET courses

9.1 Board of Studies NSW developed industry curriculum frameworks

Work placement is a mandatory component within each Industry Curriculum Framework. The minimum hours for work placement vary according to the course duration (refer to table below).

<table>
<thead>
<tr>
<th>Framework</th>
<th>Indicative course hours</th>
<th>Minimum work placement hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>All frameworks except Metal &amp; Engineering (NB: not all frameworks have a 180 hour course)</td>
<td>60</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>120</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>180</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td>240</td>
<td>70</td>
</tr>
<tr>
<td>Metal &amp; Engineering</td>
<td>60</td>
<td>15.2</td>
</tr>
<tr>
<td></td>
<td>120</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>180</td>
<td>53.2</td>
</tr>
<tr>
<td></td>
<td>240</td>
<td>76</td>
</tr>
</tbody>
</table>

In most frameworks, the work placement component has to take place in an industry setting. However, for the following frameworks, fifty per cent of the work placement hours may occur in other approved settings:

- Information Technology may be undertaken in a simulated work placement program
- Entertainment can take place in productions intended for public performance, for example, school productions
- Tourism may be undertaken in a simulated tourism environment

9.2 Work placement co-ordination programs

Work placement coordination programs (referred to as Local Community Partnerships) have been established across NSW to support the coordination of mandatory work placements for students undertaking HSC VET courses. Wherever possible, programs are operating on a cross sectoral basis. This means a program coordinator might arrange work placements for secondary students from government schools, TAFE NSW Institutes, Catholic schools and independent schools.

Coordination programs are administered by management committees, which comprise balanced representation from business and industry, relevant education sectors, representatives from relevant local community organisations, parents and caregivers.

Work placement coordinators:
enlist employers to provide quality work placements for HSC VET students

arrange suitable work placements for students, in consultation with the relevant TAFE NSW staff for example, VET head teachers/teachers/TVET college coordinators

monitor the quality of work placements and seek feedback from program users

Teachers from schools, distance education centres and TAFE NSW Institutes seeking further information about work placement coordination programs can contact:

- Regional Vocational Education Consultants
- TAFE Institute Consultants - TVET
- Vocational Education in Schools Directorate, Work Placement Partnerships

**TAFE NSW work placement responsibilities**

TAFE NSW Institutes may access the services of work placement coordination programs, through the Local Community Partnerships, to assist in the placement of students in Industry Curriculum Framework and electrotechnology courses. Work placement can be scheduled in various ways depending on the needs of the employer, the organisation of schools, TAFE NSW Institutes and student commitments.

Where TAFE NSW delivers a complete framework, the institute is responsible for coordinating work placements.

In brief, TAFE NSW colleges/campuses have responsibility for:

- ensuring that mandatory DET requirements are met, including duty of care and child protection
- ensuring that the placements are educationally appropriate for the particular students involved
- ensuring that the placements are physically accessible for students with a disability
- negotiating the program or approving the activities to be undertaken by the student
- preparing the students for work placement
- monitoring the student during the placement
- conducting on the job competency assessments where appropriate
- maintaining and storing relevant records

TAFE NSW Institutes retain duty of care for students during the work placement. TAFE NSW teachers must be satisfied that students will not be exposed to unacceptable risks, that they are able to undertake safely the agreed program or activities in the workplace and that the host employer can provide competent and ongoing supervision.

In cases where delivery of Industry Curriculum Framework courses is shared between schools and TAFE NSW, responsibility for coordinating work placements should be negotiated on a case by case basis. Issues to be considered include:

- which organisation is delivering the majority of the course hours
whether the competencies being delivered by one RTO require assessment on the job or in a workplace setting
whether the students forming the class group come from a range of schools rather than only one school

The Workplace Learning Policy 2005 for secondary students in government schools and TAFE NSW Institutes provides detailed information about the requirements of mandatory work placements. This policy, as well as mandatory associated documents and forms, can be accessed:

- through the Our Policies section of the DET website at https://detwww.det.nsw.edu.au/policies/, follow the link from the A-Z index at right, then W in the Alphabetical policy listing
- by contacting the Senior Coordinator, Workplace and Vocational Learning, Vocational Education in Schools Directorate (02) 9244 5071 or fax (02) 9244 5020.

9.3 Board developed and Board endorsed non-framework courses

Work placement is not a mandatory component of TAFE delivered Board endorsed and Board developed non-framework (Accounting) courses. However, TAFE NSW work placement and work experience modules (for example, Work Placement 8971D) may be included in a TAFE delivered course. Students must be enrolled in a TAFE course appropriate work placement module prior to undertaking any work placement or work experience.

Schools and institutes should note that, where a work placement module, or a module which includes work placement hours within its total duration, is included in a TAFE NSW delivered course, these hours do not count toward the indicative course hours for the HSC. This means that, if one of these modules is included in the course, additional modules may need to be included to ensure that the Board of Studies NSW indicative hours are met.

9.4 Work placement for students with a disability

It is essential that TAFE NSW staff collaborate with relevant school staff when organising work placement for students with disabilities. As well as the specific course requirements, it is important to identify and manage other skills required, such as travel.

It may be appropriate for students with a disability to participate in the work placement:

- in a staggered arrangement
- when the student is work ready and not necessarily when other students are undertaking work placement
- within school sector disability work placement programs

TAFE NSW Institute staff are required to advise the local work placement coordinator of the support needs for any students with a disability. If personal support services are required for TVET students, the Institute may access the services of TAFE NSW Disability Assistants (Personal/Mobility) or (Note taker/Reader/Writer) or appropriate school special needs support staff.
10 Articulation

The following information is important for students participating in TVET courses to understand their entitlements in relation to advanced standing and/or continuing student status when pursuing further studies at TAFE NSW.

Advanced standing into TAFE NSW courses is granted on the basis of a student’s previous learning (completed at TAFE NSW or with another provider), work or life experiences. For example, a student who has successfully completed a module or unit of competency in a TVET course would be eligible for advanced standing for the same or equivalent module or unit wherever they are offered in another TAFE NSW course. Gaining advanced standing for previous TAFE NSW learning means students do not have to repeat a module or unit or in some cases a whole course.

Continuing student status means that students who have successfully completed modules in a TVET course are eligible to re-enrol in the same TAFE course in order to be course complete.

Further information is available from the Course Information Office at TAFE NSW colleges/campuses.
11 Recognition

TAFE NSW recognises the skills and knowledge gained through previous studies, work and life experiences. Enrolled TAFE NSW students can receive up to 100 percent recognition for a TAFE NSW course or qualification. The aim of recognition is to reduce repetition and duplication of effort.

The main types of recognition services provided by TAFE NSW are:

- **Recognition of prior learning (RPL),** which recognises skills and knowledge obtained through previous training, work or life experiences.
- **Pre-arranged RPL (credit transfer),** which is based on formal arrangements negotiated between TAFE NSW and other educational institutions, such as the Board of Studies NSW.
- **TAFE NSW Credit Transfer,** which recognises previous TAFE NSW learning undertaken, including TVET courses.
- **National recognition,** which is the recognition and acceptance of AQF qualifications and partially completed qualifications conferred by other RTOs. National recognition applies to units of competency achieved in HSC VET framework courses. Recognition is granted when all units of competency mapped to a TAFE NSW module are achieved.

A wide range of courses in the NSW HSC provide credit transfer into TAFE NSW courses. These HSC courses may be either general education courses or vocational education and training (VET) courses. Students who have satisfactorily completed a general HSC course as part of their HSC are required to provide appropriate HSC documentation to gain credit transfer for specific modules in a TAFE NSW course in which they intend to enrol.

The HSC/TAFE Credit Transfer website provides information about credit transfer arrangements applicable to both the former and the new HSC. Students and teachers can use the website to investigate credit transfer opportunities at TAFE NSW:


For more information on recognition, please refer to *Everyone’s guide to Recognition*. This comprehensive guide was published in 2004 to assist TAFE NSW educational and administrative staff to implement the revised Recognition policy. This document is available for download at [https://detwww.det.nsw.edu.au/directorates/edudevel/resource/curriculum/CurricRec.htm](https://detwww.det.nsw.edu.au/directorates/edudevel/resource/curriculum/CurricRec.htm)

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*The intranet site contains useful information for TAFE NSW staff processing recognition applications from school leavers. Information on this site is not available externally.*

*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.*
12 Funding arrangements

12.1 TAFE NSW Institutes

TAFE NSW Institutes are resourced on the basis of student contact hours for the mix of modules included in course delivery. An initial notification of funds is made to each institute in Semester 1, with further adjustments notified as required.

Course costs for both government and non-government school students apply from the date of enrolment. Student withdrawal from a TVET course after enrolment does not result in a reduction of the resources allocated to the course, that is, funds are allocated on the number of students enrolled in the course.

12.2 Government school sector

TVET courses for government school students are funded through the transfer of a component of the school staffing entitlement to TAFE NSW Institutes or other external VET course providers. Funding follows the student for the external delivery of curriculum. Students doing 12 units in Year 11 and 10 or more units in Year 12 are regarded as full time students irrespective of where they are undertaking their units of study. Schools are required to inform DET of the number of units being studied externally at a TAFE college/campus or other registered provider through the Anticipated Enrolment Return (AER) form and subsequent notifications. School staffing entitlements are calculated on full time equivalent students (FTES) which excludes external delivery. TAFE NSW Institutes are also resourced to support the salary of the TAFE Institute Consultant - TVET.

A per student course cost is derived using a formula which addresses student contact hours and the cost of delivery of each unit/module in the course. Units/modules are grouped into six categories with each category allocated a cost. Module cost categories are based on the following cost components:

- teaching salaries, support staff salaries and on-costs
- consumable materials, including textbooks, photocopying, equipment and protective clothing for students

In cases where a reduction of student numbers in the second year of a two year course may impact on course viability, application may be made to the Vocational Education in Schools Directorate for additional funding for government school students. Allocation of additional funding is contingent upon confirmation by the relevant TAFE NSW Institute manager that the following options have been considered:

- Flexible delivery
- Delivery through OTEN
- Combining student groups (such as Year 11 and 12)
- Delivery through a community class
- Redirecting resources from more highly resourced classes
12.3 Non-government school sector

The Vocational Education in Schools Directorate has an established relationship at the state level with the Catholic Education Commission, representing Diocesan Catholic and Congregational Catholic schools, and the Association of Independent Schools. The Directorate has agreed procedures with these organisations which facilitate non-government school students accessing TVET courses.

TAFE NSW provides TVET courses to non-government schools on a fee-for-service basis according to a schedule of charges. Individual non-government schools or system authorities whose students are enrolled in TVET courses are required to pay the prescribed charges annually. Funds are available to the non-government sector agencies to support TVET delivery for their students. Non-government schools should seek system support in relation to accessing the funds.

Proposed course content and costs are detailed on the form, Agreement of Course Costs for Non-government Schools (Appendix 1). Course costs for non-government school students apply from the time of enrolment. However if a non-government school student withdraws from a course and a replacement student is negotiated with the school/school sector authorities, course costs should be allocated for only one placement. School and parent/caregiver signatures on the TVET Application Form ensure that all parties are aware of the course costs.

Courses which are proposed as two year courses are billed on a calendar year basis. Billing for two year courses will be based on the student contact hours delivered in each year and costed according to the module cost categories applicable to the course, as determined at the date of enrolment.

Module cost categories for the non-government sector are based on the following cost components:

- Teacher salary and on-costs
- Consumable materials, including textbooks and protective clothing for students
- Payment of non-teaching support staff
- College/campus co-ordination and state-wide program management costs and a contribution to utilities and equipment costs

### Module Cost Categories 2006

<table>
<thead>
<tr>
<th>Module category</th>
<th>Non-government sector rate per ASCH $</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3.85</td>
</tr>
<tr>
<td>2</td>
<td>6.59</td>
</tr>
<tr>
<td>3</td>
<td>9.92</td>
</tr>
<tr>
<td>4</td>
<td>13.44</td>
</tr>
<tr>
<td>5</td>
<td>17.41</td>
</tr>
<tr>
<td>6</td>
<td>23.26</td>
</tr>
</tbody>
</table>
An estimated cost for each course payable by the non-government sector is calculated according to the course content. The actual costs may vary from the estimate of course costs if there have been changes in the number of students actually enrolled or changes in other factors (such as teacher travel) that affect the cost of course delivery.

For all courses in which their students are participating, non-government diocesan authorities/school principals must endorse a notification of proposed course costs. This endorsement is an acknowledgement of the costs and a commitment to provide the funds.

It is the responsibility of non-government school principals to inform parents of the contribution, if any, they will be required to make to the price of the course prior to the commencement of the course.

12.2 Supplementary costs

There may be additional costs associated with a particular TVET course if, for example, classes are to be conducted at a location other than the TAFE NSW institute college/campus, teacher travel is necessary or an equipment cost is required to facilitate delivery off site. These supplementary costs must be submitted to, and approved by, the Vocational Education in Schools Directorate.

In the case of government schools, supplementary costs are not paid by the school but are resourced from a central fund. In the case of combined courses for government and non-government students, TAFE NSW supplementary costs are shared on a pro rata basis, according to the number of students from each sector at the time of enrolment.