Introduction

1.1 Introduction to this resource

The Ready for Work Plan: School to Work Program

The NSW Government’s Ready For Work Plan details a commitment to improving the preparation of school leavers moving into the workforce and/or further education and training by providing them with:

- relevant vocational skills
- up to date workplace knowledge
- advice on a broad range of training options.

The School to Work Program focuses on:

- introducing individual school to work plans where students record their employment related skills, develop action plans and track their career planning progress using the Employment Related Skills Logbook over a period of up to four years
- expanding student access to work education programs
- improving workplace learning opportunities
- developing and disseminating industry-specific information on vocational pathways
- providing training and development for careers advisers and other teachers.

This resource provides teachers with information and teaching strategies to support the implementation and use of the School to Work Planning Employment Related Skills Logbook.

The School to Work Planning Employment Related Skills Logbook

This logbook enables students to record their transition planning over a period of up to four years and to articulate how their vocational learning experiences at school and beyond have prepared them for life long learning.
Why use the logbook?

Research from major employment agencies, multi-national companies and professional employer groups has found that employers are specifically seeking indicators from the key competencies and other employment related skills.

The changing nature of work has resulted in a changing work environment. The main features emerging are moves from:

- continuous employment to continued employability
- vertical careers to lateral careers
- a single career to multiple careers within a working lifetime
- employer managed careers to employee managed careers.

Students are already learning and developing employment related skills daily in the classroom but have not been able to track and articulate them to their full potential. Pages from the logbook’s classroom section can be used to brainstorm, summarise and reflect all the knowledge and skills gained during any lesson, topic, activity or unit of work. Teachers can use the classroom section of the logbook to demonstrate how their subject or course offers students valuable knowledge plus the employment related skills students will need for future life, education, training and employment.

The logbook is also a useful tool for schools to use when writing school leaver references.

1.2 HSIE curriculum: Vocational links

Pedagogy

Effective teaching and learning will be achieved by HSIE teachers who use pedagogy which promotes intellectual quality and provides access to learning environments to link student learning to personal, social and work contexts outside the classroom. Effective delivery of vocational learning will incorporate relevant HSIE syllabus outcomes, embed the Work, Employment and Enterprise and Key Competencies cross-curriculum content statements and be based on a range of pedagogical approaches which draw on and promote students’ understanding of the world beyond the immediate school context.
**NSW Board of Studies K-10 curriculum framework review**

The *School to Work Planning Employment Related Skills Logbook* reflects the key directions of the NSW Board of Studies in its review of the K-10 curriculum framework. In this framework the NSW Board of Studies has incorporated *Work, Employment and Enterprise* and *the Key Competencies* into its cross-curriculum content statements. The logbook is a tool that supports the implementation of this content into any HSIE program.

**Stage 6 syllabus links to vocational learning**

Use of the logbook supports the following NSW Board of Studies Stage 6 syllabus content statements

- **Post-school Opportunities**
  - The study of Stage 6 - Aboriginal Studies
  - Ancient History
  - Business Studies
  - Economics
  - Geography
  - HSC History Extension
  - Legal Studies
  - Modern History
  - Society and Culture
  - Studies of Religion

provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions. In addition, the study of Stage 6 HSIE courses assists students to prepare for employment and life as full and active citizens. In particular, there are opportunities for students to gain recognition through vocational education and training. Teachers and students should be aware of these opportunities.

- **Recognition of Student Achievement in HSC courses**

Wherever appropriate, the skills and knowledge acquired by students in their study of HSC courses is recognised by industry and training organisations. Recognition of student achievement means that students who have completed HSC courses satisfactorily will not be required to repeat their learning in courses in TAFE NSW or other Registered Training Organisations (RTOs).
### Stage 5 syllabus links to vocational learning

Use of the logbook supports the Stage 5 objectives and outcomes common to the NSW Board of Studies syllabuses:

<table>
<thead>
<tr>
<th>Geography Stages 4-5, 1998</th>
</tr>
</thead>
<tbody>
<tr>
<td>History Stages 4-5, 1998</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Values and attitudes</strong></td>
<td></td>
</tr>
<tr>
<td>Commitment to informed and active citizenship</td>
<td>• commitment to peaceful ways of resolving conflict</td>
</tr>
<tr>
<td></td>
<td>• commitment to participating in society in an informed way as individuals or as members of groups</td>
</tr>
<tr>
<td>Commitment to lifelong learning</td>
<td>• appreciation of the importance of lifelong learning in a constantly changing world</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td>• locates, selects and organises historical information from a number of different sources, utilising a variety of technological processes to address complex historical problems and issues, with some independence</td>
</tr>
<tr>
<td>Communication</td>
<td>• selects and uses appropriate written, oral and graphic forms to communicate effectively about the past for different audiences, with clear purpose</td>
</tr>
</tbody>
</table>
### History Stages 4-5 Syllabus, 1998 only

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge and understanding</strong></td>
<td></td>
</tr>
<tr>
<td>Significant issues influencing the modern world</td>
<td>• accounts for the development of significant issues in the modern world</td>
</tr>
<tr>
<td></td>
<td>• evaluates the contribution of significant issues to the modern world</td>
</tr>
</tbody>
</table>

The general aim, objectives and outcomes of the Geography syllabus, Stages 4-5, 1998, guide individual development towards personal competence and responsible participation in the commercial environment. The following cross-curriculum content statement has been included in the Draft Commerce syllabus (2002):

> “The Commerce syllabus incorporates work and employment related content throughout the Core and Options of the course. Practical activities related to starting a small business and modelling good business practice provide students with an understanding of the importance of enterprise. Students will also develop valuable collaborative workplace skills, decision making, effective communication and the ability to creatively solve a range of problems.”

#### Related processes

Use of the logbook supports the following seven processes essential to the teaching of HSIE curriculum:

- communicating
- critical thinking
- valuing
- interacting
- problem-solving
- investigating
- planning
- decision-making
1.3 Questionnaire for teachers

Are you already teaching employment related skills in the classroom to Stage 5 students?

Students gain a variety of employment related skills in every subject. Complete this questionnaire to determine the extent to which you are already teaching employment related skills to your students.

<table>
<thead>
<tr>
<th>Communication skills</th>
<th>Social skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(Tick)</strong> Are you teaching students to</td>
<td><strong>(Tick)</strong> Are you teaching students to</td>
</tr>
<tr>
<td>... speak to a group confidently</td>
<td>... listen when others speak</td>
</tr>
<tr>
<td>... debate in front of a large audience</td>
<td>... respect the point of view of others</td>
</tr>
<tr>
<td>... speak and write another language</td>
<td>...</td>
</tr>
<tr>
<td>... work with other people to sort out a problem</td>
<td>...</td>
</tr>
<tr>
<td>... follow verbal instruction</td>
<td>...</td>
</tr>
<tr>
<td>... convey ideas confidently</td>
<td>...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Numerical skills</th>
<th>Physical skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(Tick)</strong> Are you teaching students to</td>
<td><strong>(Tick)</strong> Are you teaching students to</td>
</tr>
<tr>
<td>... record information using charts and graphs</td>
<td>... swim .......... metres</td>
</tr>
<tr>
<td>... calculate percentages</td>
<td>... referee a game of ........</td>
</tr>
<tr>
<td>... work out and manage a budget</td>
<td>... understand rules to the following sports:</td>
</tr>
<tr>
<td>... handle money and give the right change</td>
<td>...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ICT skills</th>
<th>Creative skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(Tick)</strong> Are you teaching students to</td>
<td><strong>(Tick)</strong> Are you teaching students to</td>
</tr>
<tr>
<td>... use a word processor</td>
<td>... design and construct several small pieces of furniture</td>
</tr>
<tr>
<td>... send an email</td>
<td>... write and perform a short play</td>
</tr>
<tr>
<td>... use a fax machine</td>
<td>... design and produce several artworks using pastels and oils</td>
</tr>
<tr>
<td>... use the following software programs:</td>
<td>...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leadership skills</th>
<th>Practical skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(Tick)</strong> Are you teaching students to</td>
<td><strong>(Tick)</strong> Are you teaching students to</td>
</tr>
<tr>
<td>... captain a sporting team</td>
<td>... investigate a problem</td>
</tr>
<tr>
<td>... participate in the SRC</td>
<td>... follow occupational health and safety rules</td>
</tr>
<tr>
<td>...</td>
<td>...</td>
</tr>
</tbody>
</table>

Do Year 9 and 10 students develop any of these skills in your classroom?

Tick and add to the list below.
Are you already teaching employment related skills in the classroom to Stage 6 students?

Students gain a variety of employment related skills in every senior course they study. Complete this questionnaire to determine whether you are already teaching these employment related skills to your students.

<table>
<thead>
<tr>
<th>Do Year 11 and 12 students develop any of these skills in your classroom?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tick and/or add to the list below.</td>
</tr>
</tbody>
</table>

**As a result of my lessons a student may develop the ability to:**

(Tick)

- Communicate ideas and information
- Collect, organise and analyse information
- Generate, identify and assess opportunities
- Identify, assess and manage risks
- Generate and use creative ideas and processes
- Solve problems
- Recruit and manage resources
- Match personal goals and capacities to undertakings
- Work with others and in teams
- Be flexible and deal with change
- Use initiative and drive
- Negotiate and influence
- Plan and organise

The logbook provides you with a tool to summarise a topic and to explain to students how and when they develop these employment related skills.
Vocational Learning in HSIE

Employment related skills in the classroom

The classroom section of the Employment Related Skills Logbook has been designed to enhance the value and relevance of all subjects and courses students study at school. Sheets in this section provide teachers with a topic summary tool.

2.1 Sample pages from the logbook

Sample pages from the classroom section of the Employment Related Skills Logbook are shown on the following two pages. These sheets can be used to brainstorm and reflect all the knowledge and skills gained or developed at the end of a topic. Teachers are provided with an opportunity to demonstrate to students how their subject allows students to develop the skills they will need for future life, education, training and employment.

2.2 Models for recording employment related skills

Below are three different models for teachers to consider when developing their own system of recording employment related skills in the classroom.

<table>
<thead>
<tr>
<th>Model 1: Student managed</th>
<th>Model 2: Teacher managed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. End of topic - students bring logbook.</td>
<td>1. Teacher keeps blank logbook sheets in classroom.</td>
</tr>
<tr>
<td>2. Class brainstorm topic.</td>
<td>2. End of topic - class brainstorms topic.</td>
</tr>
<tr>
<td>3. Students identify and summarise knowledge gained and skills developed.</td>
<td>3. Students identify and summarise knowledge gained and skills developed.</td>
</tr>
<tr>
<td>4. Students record employment related skills on sheets.</td>
<td>4. Teacher distributes blank logbook sheets.</td>
</tr>
<tr>
<td>5. Teacher initials sheets.</td>
<td>5. Students record employment related skills on sheets.</td>
</tr>
<tr>
<td>6. Students file sheets into logbook and take home.</td>
<td>6. Teacher collects sheets.</td>
</tr>
<tr>
<td></td>
<td>7. Teacher initials sheets.</td>
</tr>
<tr>
<td></td>
<td>8. Teacher gives sheets to clerical aide or nominated students to file.</td>
</tr>
</tbody>
</table>

Model 3: School managed - School reports

1. School adds heading ‘Employment related skills’ to half yearly and yearly reports.
2. Faculties decide which employment related skills are most relevant to list on reports.
3. Teachers tick students’ level of achievement/development observed in classroom (twice a year).
4. Teachers encourage students to log employment related skills in their logbooks.
5. Students log employment related skills gained in all subjects/courses.

Alternatively teachers may develop their own model for implementing the CLASSROOM section of the logbook.
SUBJECT:

YEAR 9 and YEAR 10 SKILLS IN THE CLASSROOM

You gain a range of important skills in this subject. Research some of the careers and/or TAFE and university courses related to these skills.

What employment related skills have you acquired in this subject?

<table>
<thead>
<tr>
<th>Activity/Topic</th>
<th>Employment Related Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date

Teacher initial

<table>
<thead>
<tr>
<th>Date</th>
<th>Teacher initial</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Teacher initial</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
COURSE:

PRELIMINARY AND HSC COURSES - SKILLS IN THE CLASSROOM

You gain a range of important skills in this course. Research some of the careers and/or TAFE and university courses related to these skills.

What employment related skills have you acquired in this course?

<table>
<thead>
<tr>
<th>Topic</th>
<th>Employment Related Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Teacher initial</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Teacher initial</th>
</tr>
</thead>
</table>
2.3 Examples of skills developed in Human Society and Its Environment Stage 5

Students gain a variety of employment related skills in every subject they study. Here are some examples of employment related skills developed by students studying HSIE Stage 5 subjects.

**Communication skills**
- Present information in the form of both oral and written reports including maps, graphs, databases, flow charts, and multimedia presentations
- Produce visual displays and interpret photographs
- Participate in discussions, debates, mock trials, simulated parliaments and role-plays
- Demonstrate active listening and interpreting skills in group discussion situations

**Practical skills**
- Read and interpret written and visual material from a variety of sources, including case studies, graphs, maps, site studies, photographs and displays
- Create well-structured texts using evidence to describe, recount, explain, argue, challenge and discuss increasingly complex problems and issues
- Prepare budgets and investment strategies
- Participate in stock market games and mock enterprises
- Prepare maps, time lines and draw plans of real/imaginary places using pictures and/or symbols

**ICT skills**
- Use information technology to process, present and analyse evidence
- Participate in simulation games
- Produce databases, spreadsheets, graphics, multimedia and video presentations
- Use word processing software

**Social skills**
- Participate in community action groups eg Streamwatch
- Show respect for, and acceptance of, cultural diversity
- Work productively and cooperatively in group activities and discussions
- Understand the benefits of collaborative workplace skills
- Display tolerance for differing viewpoints
Creative skills

- Create texts using evidence to retell, describe, and explain
- Present information in a variety of ways eg collages, multimedia presentations and role plays
- Construct models
- Display initiative and entrepreneurial skills
- Use a range of media to access information

Leadership skills

- Delegate and assign tasks to group members
- Accept responsibility for team outcomes
- Role model appropriate behaviour
- Recognise different leadership styles in business, legal and government situations

Numerical skills

- Use simple mathematics to analyse data, maps and surveys
- Use commercial tools eg calculator, excel software, interest rates tables
2.4 Examples of skills developed in Human Society and Its Environment Stage 6

Students gain a variety of employment related skills in every course they study. Here are some examples of employment related skills developed in students studying HSIE Stage 6 courses.

Communicate ideas and information

- Present information in the form of both oral and written reports accompanied by graphs, tables, maps, databases, flow charts, photographs, fieldwork and multimedia presentations
- Communicate ideas and information in a form and manner that is well-structured and appropriate to the audience and the purpose
- Use relevant terminology and concepts in the appropriate context
- Discuss and debate ideas with others
- Interview and survey individuals and groups
- Discuss issues and problems and present solutions to a group
- Use appropriate language, syntax, and grammar to argue, discuss, analyse and evaluate information
- Express ideas clearly and coherently in oral form

Collect, organise and analyse information

- Collect, organise and analyse information from a variety of sources including business organisations, newspapers, the Internet, company reports, and financial publications
- Identify and analyse the contribution of key people, groups, events, institutions and historical sites to ancient societies
- Develop a research proposal clearly outlining a topic, question or problem
- Select appropriate research methods
- Draft and edit findings of research
- Apply appropriate language and concepts to an investigation or research proposal
- Select and organise relevant information for usefulness, validity and reliability
- Interpret and analyse a variety of socio-economic indicators

Generate, identify and assess opportunities

- Identify an issue that may be worthy of further investigation in relation to developing a research proposal
- Recognise the importance of innovation in successful businesses
- Identify the benefits of entrepreneurship
• Investigate alternative marketing methods
• Conduct a SWOT analysis
• Assess the possible opportunities for changes in demographic patterns and processes
• Enhance community links in order to widen opportunities for fieldwork
• Empathise with and respect people from different cultural and religious groups

Identify, assess and manage risks
• Understand the risk involved in running a business
• Identify contemporary economic problems and issues facing individuals, firms and government
• Evaluate environmental management strategies in terms of ecological sustainability
• Outline factors which place ecosystems at risk
• Examine the geographical nature of global challenges confronting humanity
• Hypothesise desirable outcomes based on past events
• Understand the place of the law in resolving conflict and encouraging cooperation

Generate and use creative ideas and processes
• Demonstrate a knowledge and understanding of information through the creation of timelines, mind maps and visual texts
• Understand the significance of sacred stories, writings and mythology on religious traditions
• Critique sources for intent, perspective and bias e.g. WW1 propaganda posters
• Investigate alternative solutions to business and economic problems
• Understand the importance of innovation and initiative in the business world
• Express empathy and analysis of societies and their people through imaginative recreations, dramatic presentations, role plays and journal entries
• Communicate research and interpretation of history through oral presentations, debates, interviews, video or computer simulations
• Apply mathematical ideas and techniques to analyse data

Solve problems
• Use a variety of problem solving methods to solve business and economic problems
• Identify the problems associated with using different types of evidence in reconstructing the past and answering historical questions
• Test hypotheses using complementary and contradictory evidence
• Apply mathematical ideas and techniques to explain patterns, processes and future trends

• Suggest alternatives to current management strategies

• Analyse responses to global challenges, changing demographic patterns and processes

• Identify how governments and individuals have attempted to resolve issues and conflicts through historical sources

• Present a balanced argument on social justice and human rights

• Understand how various religious groups deal with problems that arise in their respective communities and between communities

• Analyse the impact of proposed solutions

Recruit and manage resources

• Use time management strategies to complete demanding and complex tasks in a limited time frame

• Select and organise relevant information from a number of sources

• Use accounting skills and technology to manage financial resources

• Plan and conduct an in depth investigation of a business using appropriate tools

• Organise resources to ensure an investigation runs smoothly

• Locate and collect historical and archaeological resources from written, audio-visual and multimedia resources

• Utilise a range of primary and secondary resources to complete course outcomes

Match personal goals and capacities to undertakings

• Apply knowledge and skills gained from depth studies and investigations to other areas of interest

• Create own focus question and investigate and document information relating to this issue

• Work independently and in groups to achieve appropriate goals in set timelines

• Identify the career opportunities in the business community

• Acknowledge ethical responsibilities of conducting geographical inquiry

Work with others and in teams

• Work in a team to solve a variety of business problems, legal issues, historical and archaeological investigations

• Display interviewing skills when conducting a research project

• Negotiate with others to allocate tasks, establish roles, procedures and evaluate strategies in order to complete investigations

• Appreciate individual rights and responsibilities of citizens
Vocational Learning in HSIE

• Demonstrate respect for differing viewpoints, lifestyles and belief systems
• Work as individuals and in groups to organise, investigate and present findings to a particular audience
• Engage with and consult local community groups
• Develop a commitment to redressing discriminatory practices, racism and prejudice

Be flexible and deal with change
• Deal with unexpected problems that may arise as a result of a major project
• Generate ideas and provide alternative solutions to a focus question
• Apply business and economic theory to a variety of case studies
• Show flexibility in managing human resources
• Adapt to changing technology
• Participate in our society as an informed individual or as a member of a group
• Identify, understand and evaluate factors that lead to changes
• Construct scenarios for future directions within a society
• Understand the impact of change on demographic patterns and ecosystems
• Be flexible and show understanding when interacting with the wider community
• Accept the changing nature of governments, ideologies and belief systems by studying the effects of past successful and unsuccessful policies of change
• Recognise the dynamic nature of the law

Use initiative and drive
• Meet deadlines in completing tasks
• Develop products and marketing strategies
• Propose solutions to economic problems and issues
• Select and organise relevant information from a number of sources to complete assigned tasks
• Develop hypotheses and supplementary evidence to complete tasks
• Display confidence and competency in delivering oral presentations, dramatic presentations, role plays, interviews and critical dialogue
• Demonstrate initiative and confidence in approaching individuals, groups and organisations that may act as an important resource
• Maintain consistent motivation in the completion of a project
**Negotiate and influence**

- Negotiate and participate within a team situation
- Understand conflict resolution skills
- Allocate tasks and establish roles in undertaking team investigations
- Consult with other students and teachers regarding social research and the use of resources
- Negotiate appropriate conditions to undertake fieldwork
- Suggest own ideas for reform to management groups in the form of letters or email
- Lead group discussions on contemporary issues

**Plan and organise**

- Use a plan to complete an individual or group project
- Organise steps in a logical sequence to solve a problem
- Develop an awareness of working within a specific timeframe, using appropriate plans and review strategies to manage complex tasks
- Use a variety of methodological skills where appropriate, including interviews, surveys, observation, statistical analysis and content analysis
- Use time management strategies to complete demanding and complex tasks in a limited timeframe
### 2.5 Teacher activities: Employment related skills in the classroom

**Commerce Stage 5**

The following examples show some of the employment related skills developed by students as a result of their participation in activities or topics in Commerce. Using the examples as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

#### Example

<table>
<thead>
<tr>
<th>Activity/Topic</th>
<th>Employment Related Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research - Devise a mock election campaign</td>
<td>Students can .../Students are able to.../Students know how to ...</td>
</tr>
</tbody>
</table>
| • collate newspaper articles on the issues and develop a photo gallery of candidates  
• research and interpret political propaganda using the internet and TV  
• collate, organise and analyse information from a variety of sources on political parties, candidates and policies  
• construct a survey of community opinion for pre-polling  
• use word processing and software applications to construct political advertising material, how to vote cards and ballot papers  
• organise tasks to meet deadlines  
• participate in political debates and voting procedures  
• count ballot papers using various voting systems  
• analyse election results and political processes used |

Date: [Blank]  
Teacher initial: [Blank]
### Geography Stage 5

The following example shows some employment related skills developed by students as a result of their participation in activities or topics in Geography. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

#### Examples

<table>
<thead>
<tr>
<th>Activity/Topic</th>
<th>Employment Related Skills</th>
</tr>
</thead>
</table>
| **Research - Recent proposal to build a new reactor on Lucas Heights site** | • collect newspaper articles on the issue  
• research using the internet  
• collate, organise and analyse information from a variety of sources  
• present information in appropriate text type eg discussion  
• construct a survey of community opinion and report findings  
• use word processing and software applications for survey construction and final report  
• plan and organise tasks to allow deadlines to be met |

| Fieldwork - Coastal management at Cronulla Beach | • plan the fieldwork activity including investigative tasks, equipment needed, recording methods  
• observe and gather information such as field sketches, interviews, and discussions  
• use geographical tools eg compass, tape measures and thermometer  
• construct and implement questionnaires  
• use photography to record data  
• communicate fieldwork and research findings in appropriate text type |

Date: Teacher initial:
**History Stage 5**

The following example shows some employment related skills developed by students as a result of their participation in activities or topics in History. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

Example

<table>
<thead>
<tr>
<th>Activity/Topic</th>
<th>Employment Related Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research - The Great Depression</td>
<td><strong>collate, organise and analyse information related to the 1929 Wall Street Crash and its impact on Australia</strong></td>
</tr>
<tr>
<td></td>
<td><strong>debate relevant economic explanations as to why the Depression occurred and the solutions proposed by governments to ameliorate its impact</strong></td>
</tr>
<tr>
<td></td>
<td><strong>develop a file of personal responses to the Depression highlighting its impact on the political leadership in Australia and reactions from overseas governments</strong></td>
</tr>
<tr>
<td></td>
<td><strong>develop a social profile of how the Depression impacted on Australian families, particularly on women and minority groups</strong></td>
</tr>
<tr>
<td></td>
<td><strong>interpret graphs and statistics to chronologically calculate the highest unemployment period of the Depression in Australia and analyse how these figures compared with other countries such as USA and Great Britain</strong></td>
</tr>
<tr>
<td></td>
<td><strong>create well structured texts using evidence to describe, recount, explain, argue, challenge and discuss the constitutional crisis surrounding the dismissal of Jack Lang as Premier of NSW</strong></td>
</tr>
</tbody>
</table>

Date: [ ]  
Teacher initial: [ ]

Note: ‘Bold’ wording shows a briefer way of describing employment related skills
Your examples

<table>
<thead>
<tr>
<th>Activity/Topic</th>
<th>Employment Related Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students can .../Students are able to.../Students know how to ...</td>
</tr>
</tbody>
</table>
Aboriginal Studies Stage 6

The following example shows some employment related skills developed by students as a result of their participation in activities or topics in Aboriginal Studies. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

Example

<table>
<thead>
<tr>
<th>Activity/Topic</th>
<th>Employment Related Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research - Major Project</td>
<td>Students can .../Students are able to.../Students know how to ...</td>
</tr>
<tr>
<td></td>
<td>• identify and justify the scope or direction of a project</td>
</tr>
<tr>
<td></td>
<td>• formulate a proposal and plan</td>
</tr>
<tr>
<td></td>
<td>• maintain a detailed and accurate logbook recording all fieldwork, correspondence and reading</td>
</tr>
<tr>
<td></td>
<td>• collect and research a wide variety of resources, both primary and secondary</td>
</tr>
<tr>
<td></td>
<td>• establish contact and consult with community members and organisations</td>
</tr>
<tr>
<td></td>
<td>• develop phone and interview skills</td>
</tr>
<tr>
<td></td>
<td>• apply quantitative methodologies such as use of surveys, structured interviews, observation, statistical analysis and focus groups</td>
</tr>
<tr>
<td></td>
<td>• analyse and synthesise a variety of data including texts, CD-ROMSs and the media</td>
</tr>
<tr>
<td></td>
<td>• apply ethical research practices such as protocols, copyright and cultural ownership</td>
</tr>
<tr>
<td></td>
<td>• demonstrate originality in research and presentation of material</td>
</tr>
</tbody>
</table>

Date: ____________________  Teacher initial: ____________________
Ancient History Stage 6

The following example shows some employment related skills developed by students as a result of their participation in activities or topics in Ancient History. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

Example

<table>
<thead>
<tr>
<th>Activity/Topic</th>
<th>Employment Related Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Study - Preserved human remains: The Ice Man</td>
<td>• evaluate and analyse the nature of source material and evidence about the past</td>
</tr>
<tr>
<td></td>
<td>• determine the reliability of preserved remains as a primary source material</td>
</tr>
<tr>
<td></td>
<td>• consider the problems related to the use of forensic techniques in trying to establish a coherent picture of life during the Ice Man’s time</td>
</tr>
<tr>
<td></td>
<td>• express empathy and analysis of the Ice Man’s world through the creation of visual text, imaginative recreation, video or computer simulation or oral presentations</td>
</tr>
<tr>
<td></td>
<td>• work in a team to complete a historical investigation of the Ice Man and his world</td>
</tr>
<tr>
<td></td>
<td>• allocate tasks and establish roles in undertaking a team historical investigation</td>
</tr>
</tbody>
</table>

Date: T eacher initial:
**Business Studies Stage 6**

The following example shows some employment related skills developed by students as a result of their participation in activities or topics in Business Studies. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

**Example**

<table>
<thead>
<tr>
<th>Activity/Topic</th>
<th>Employment Related Skills</th>
</tr>
</thead>
</table>
| Research – Business Investigation | • select, organise and evaluate information and sources for usefulness and reliability  
• plan and conduct an investigation of a business  
• present the findings in an appropriate business format  
• use both primary and secondary sources of information  
• communicate business information using relevant business terminology  
• manage a number of tasks to meet deadlines  
• work independently and in groups  
• practise interview, telephone and letter writing skills  
• construct, distribute and evaluate surveys  
• give an oral presentation |

Date:  
Teacher initial:
Economics Stage 6

The following example shows some employment related skills developed by students as a result of their participation in activities or topics in Economics. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

Example

<table>
<thead>
<tr>
<th>Activity/Topic</th>
<th>Employment Related Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Study - Global Economy</td>
<td>• select, organise and evaluate information and sources for usefulness and reliability</td>
</tr>
<tr>
<td></td>
<td>• access relevant and current economic information</td>
</tr>
<tr>
<td></td>
<td>• plan and conduct an investigation of a foreign economy</td>
</tr>
<tr>
<td></td>
<td>• present the findings in an appropriate format</td>
</tr>
<tr>
<td></td>
<td>• communicate economic information using relevant terminology</td>
</tr>
<tr>
<td></td>
<td>• manage a number of tasks to meet deadlines</td>
</tr>
<tr>
<td></td>
<td>• work independently and in groups</td>
</tr>
<tr>
<td></td>
<td>• give an oral presentation</td>
</tr>
<tr>
<td></td>
<td>• interpret statistical data</td>
</tr>
</tbody>
</table>

Date: T eacher initial:
Geography Stage 6

The following example shows some employment related skills developed by students as a result of their participation in activities or topics in Geography. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

Example

<table>
<thead>
<tr>
<th>Activity/Topic</th>
<th>Employment Related Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research – Tourism as an economic enterprise</td>
<td>• collect and analyse field data about an economic enterprise operating at a local scale eg Wonderland Sydney</td>
</tr>
<tr>
<td></td>
<td>• describe the nature of the economic enterprise</td>
</tr>
<tr>
<td></td>
<td>• analyse the spatial and ecological dimensions of the economic enterprise</td>
</tr>
<tr>
<td></td>
<td>• describe the linkages and flows of people, goods, services and ideas within the enterprise</td>
</tr>
<tr>
<td></td>
<td>• describe the tourist flows into the park and the target market with whom they exchange goods and services</td>
</tr>
<tr>
<td></td>
<td>• evaluate the impact of global changes on the tourist industry and in particular Wonderland Sydney</td>
</tr>
</tbody>
</table>

Date: Teacher initial:
**Legal Studies Stage 6**

The following example shows some employment related skills developed by students as a result of their participation in activities or topics in Legal Studies. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

### Example

<table>
<thead>
<tr>
<th>Activity/Topic</th>
<th>Employment Related Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Debate - Mechanisms for achieving justice and the responsiveness of the legal system</strong></td>
<td></td>
</tr>
</tbody>
</table>
- collect newspaper articles on the topic  
- research using the Internet and school library  
- evaluate relevance, usefulness, validity and bias of information  
- present information in appropriate text types  
- negotiate roles and various aspects of the task  
- plan and organise tasks in sequential order to meet deadlines  
- evaluate the effectiveness of the law in dealing with issues related to the topic question  
- develop a sensitivity towards different opinions and viewpoints  
- speak and convey information to a small audience |

*Date: Teacher initial:*
**Modern History Stage 6**

The following example shows some employment related skills developed by students as a result of their participation in activities or topics in Modern History. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

**Example**

<table>
<thead>
<tr>
<th>Activity/Topic</th>
<th>Employment Related Skills</th>
</tr>
</thead>
</table>
| Research - The world at the beginning of the 20th Century | • plan and conduct a historical investigation  
• select and organise relevant historical sources  
• express ideas clearly and coherently in oral form  
• assess the significance of issues  
• compare impacts of “isms” on differing societies  
• make judgements about differences of “isms”  
• identify how governments and individuals resolve issues  
• manage time to complete tasks  
• negotiate and assign roles within a group  
• demonstrate respect for differing viewpoints, lifestyles and belief systems  
• use appropriate software to present their findings |

Date: 

Teacher initial:
Society and Culture Stage 6

The following example shows some employment related skills developed by students as a result of their participation in activities or topics in Society and Culture. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

Example

<table>
<thead>
<tr>
<th>Activity/Topic</th>
<th>Employment Related Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research - Personal Interest Project</td>
<td>• develop a research proposal clearly outlining a topic, question or problem</td>
</tr>
<tr>
<td></td>
<td>• select appropriate methods of research according to the research proposal</td>
</tr>
<tr>
<td></td>
<td>• develop a variety of methodological skills that may involve interviewing, surveying, observing, content analysis and statistical analysis</td>
</tr>
<tr>
<td></td>
<td>• gather and evaluate information from a variety of sources considering its usefulness, validity and bias</td>
</tr>
<tr>
<td></td>
<td>• identify and address problems that may arise during any stage of the project</td>
</tr>
<tr>
<td></td>
<td>• share ideas, issues and problems with others</td>
</tr>
<tr>
<td></td>
<td>• meet specific deadlines throughout the project and complete within a timeframe</td>
</tr>
<tr>
<td></td>
<td>• negotiate with individuals, groups and organisations in the gathering of information</td>
</tr>
<tr>
<td></td>
<td>• present findings of the research in appropriate forms, including both written and graphic</td>
</tr>
<tr>
<td></td>
<td>• maintain consistent effort and motivation to completion of the project</td>
</tr>
</tbody>
</table>

Date: Teacher initial:
Studies of Religion Stage 6

The following example shows some employment related skills developed by students as a result of their participation in activities or topics in Studies of Religion. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

Example

<table>
<thead>
<tr>
<th>Activity/Topic</th>
<th>Employment Related Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research – The nature of religion</td>
<td>• investigate, gather and organise information from a variety of sources</td>
</tr>
<tr>
<td></td>
<td>• identify and compare similarities and differences between major religious traditions</td>
</tr>
<tr>
<td></td>
<td>• communicate to different audiences using appropriate written, oral and graphic forms</td>
</tr>
<tr>
<td></td>
<td>• use the concepts and terminology of Studies of Religion appropriately</td>
</tr>
<tr>
<td></td>
<td>• create well-structured texts to describe, explain, argue, discuss and analyse complex information and ideas relating to religion and belief systems</td>
</tr>
<tr>
<td></td>
<td>• work in groups to research a task and then present information and ideas to an audience using a variety of methods</td>
</tr>
<tr>
<td></td>
<td>• understand the way religious traditions experience diversity and change</td>
</tr>
<tr>
<td></td>
<td>• make inquiries about issues concerning human life and experience</td>
</tr>
<tr>
<td></td>
<td>• recognise and appreciate the interrelationships between religious traditions</td>
</tr>
</tbody>
</table>

Date: Teacher initial:
Human Society and Its Environment and vocational learning

This section contains vocational information and activities for teachers and students of Human Society and Its Environment.

3.1 Enterprise education

Enterprise education is action learning. It involves students, usually in teams with creating and sustaining a project which may be voluntary or profit making. It develops students’ personal and employment related attributes including the ability to be innovative and to successfully manage change. It provides opportunities for young people to develop these attributes in workplace and community settings.

Examples of enterprise education in Human Society and Its Environment could include students:

- operating a school based practice firm, mentored by a company and providing a service to other firms
- operating a practice firm that develops websites for local businesses
- conducting and publishing a survey of local employment needs
- implementing a volunteer project involving working with primary school students
- planning, organising and running fundraising events
- compiling a community calendar of local historical/community/business events
- undertaking the Young Achievement Australia program, Business Enterprise, which involves student teams forming companies to market goods
- raising money by providing a commercial service to staff and students
- producing publications with a tourism flavour, portraying different countries and cultures.

What examples of enterprise education are taking place in Human Society and Its Environment in your school?

- ..............
- ..............
3.2 Teachers in Business program

The Teachers in Business (TIB) program is designed to improve teaching practice and enhance teacher awareness of business and industry. Students benefit from enhanced vocational perspectives in their learning.

All teachers K-12 are eligible to apply for this program. No portion of the placement has to involve non-teaching time. Teachers are supported with relief and other expenses to work in businesses and other organisations for up to three weeks.

Priority is given to teachers updating their industry currency for VET courses and to teachers who have clearly outlined how the placement will enhance their teaching. Applications are processed by the school’s District Office. Contact your District Vocational Education Consultant for details.

3.3 Community and business partnerships

Partnerships between schools and industry, commerce and the local community are encouraged as a means of increasing vocational learning opportunities and enhancing school to work transition planning for students.

Examples of partnerships include: Links to Learning Program, Jobs Pathways Program, E-Teams, guest speaker programs, organisations regularly hosting excursions, work experience and work placement, practice firms and other enterprise programs. Your school will also have its own examples of existing partnerships.

3.4 Traineeships and apprenticeships

Traineeships and apprenticeships are jobs that combine work with training.

Apprenticeships generally last four years and cover traditional trade areas including aircraft, automotive, boat building, bricklaying, cookery, drafting, electrical, electronic, floor covering, greenkeeping, hairdressing, plumbing, saddlery, sign writing, stone masonry and woodmachining.

More than 600 traineeship vocations have been introduced to provide employment and training opportunities in a broader range of industry areas. Some examples are:


Retail and Wholesale - including Retail Operations, Customer Service, Photographic Retailing, Food Retailing.

Tourism - including Airline Operations (Cabin Crew), Airline Operations (Leadership and Management) Tour Operations, Guiding, Meeting and Events, Attractions and Theme Parks.

3.5 Part-time traineeships in NSW schools

School based traineeships provide students with increased opportunities to gain experience and qualifications in a particular industry while still at school. Students are able to include a recognised VET qualification within their HSC and combine this with paid work.

Students successfully completing a school based traineeship receive:

- a nationally recognised VET qualification under the Australian Qualifications Framework
- a Certificate of Proficiency
- credit toward the Higher School Certificate.

Generally, over the two years of their school based part-time traineeship, students spend the equivalent of three and a half days a week on their HSC program at school, one day a week in paid employment with their employer and a half day a week undertaking structured training either at school, TAFE or another registered training organisation.

- For more information about current NSW traineeships and apprenticeships and school based part-time traineeships in NSW schools: [http://apprenticeship.det.nsw.edu.au](http://apprenticeship.det.nsw.edu.au)
- The Commonwealth Government refers to all traineeships and apprenticeships as new apprenticeships. For more information about new apprenticeships: [www.newapprenticeships.gov.au](http://www.newapprenticeships.gov.au)

3.6 Credit transfer arrangements: HSC to TAFE NSW

Credit transfer is a form of recognition based on formal arrangements between educational institutions.

Credit transfer arrangements negotiated between the NSW Board of Studies and TAFE NSW allow students credit for study completed as part of the HSC.

To be eligible for credit transfer in a TAFE NSW course, students will need to provide appropriate evidence of previous study or experiences at the time of enrolment. Credit is awarded depending on whether study and experience are relevant to a student’s chosen TAFE NSW course.

Successful students will receive advanced standing into their chosen TAFE NSW course and complete fewer modules making it possible to achieve a TAFE NSW qualification faster.
Currently, credit transfer arrangements are in place for 35 HSC subjects, including General HSC subjects, Content Endorsed Courses (CECs) and VET Industry Curriculum Frameworks ICFs #.

For example, students who successfully complete Business Studies and meet the conditions for credit, will be eligible to receive credit for specified modules in these TAFE NSW courses:

- 3D Animation, Digital Effects and Multimedia
- Aboriginal Arts and Cultural Practice
- Accounting
- Agriculture (Cotton Production)
- Aromatherapy
- Asia-Pacific Marketing
- Automotive Services
- Beauty Therapy
- Business (Human Resources/International/Management/Marketing)
- Dental
- E-Business
- Financial Services
- Graphic Letterform Design
- Hairdressing Salon Management
- Health Science (Massage Therapy)
- Horse Industry
- Music Business (International)
- Music Management
- Racing (Harness/Thoroughbred)
- Retail Management
- Small Business Enterprise Management
- Textile Design and Printing
- Visual Arts
- Viticulture

Further information about credit transfer for the HSC subject can be found at: http://www.det.nsw.edu.au/hstafe

# Note: VET ICFs are based on units of competency not modules. Credit transfer for students who study VET ICFs need to speak with TAFE NSW enrolling officers for information about the amount of module credit available.
**HSC/TAFE credit transfer website:** [http://www.det.nsw.edu.au.hsctafe](http://www.det.nsw.edu.au.hsctafe)

On this website, HSC credit transfer information is arranged into two key areas. They include:

- **New HSC** which applies to HSC studies commenced in Year 11, 2000 and examined from Year 12, 2001 onwards
- **Former HSC** which applies to HSC studies and examinations up to and including Year 12, 2000.

1. Click on either the **New HSC Transfer** button or the **Former HSC Transfer** button.
2. This will display either: Former HSC subjects with credit transfer arrangements to TAFE NSW or New HSC subjects with credit transfer arrangements to TAFE NSW.
3. Click on the relevant HSC subject.
4. Click on the relevant course option, where available, within the HSC subject.
5. This will display the TAFE NSW courses which provide credit transfer for the relevant HSC subject.
6. Click on a particular TAFE NSW course.
7. This will display course and module information. Only the modules which give credit transfer will be shown.
8. Click on the module number - this will take you to a description of the module purpose.

### Related Topics

#### Recognition for Submitted Works and Practical Exams

Many HSC submitted works can be designed to gain maximum credit transfer into a TAFE NSW course.

#### School-based Part-time Traineeships

Statement of Achievement forms provide evidence that you have satisfactorily completed certain options, topics or electives in the following HSC subjects: Ceramics CEC, English, Industrial Technology, Information Processes and Technology, Marine Studies CEC, Music, PDHPE, Photography, Video and Digital Imaging CEC and Software Design and Development. This makes you eligible for additional credit as a result. A range of Statement of Achievement forms are included in this section.

#### Case studies and Course Clusters

Sample case studies of the amount of credit transfer gained in specific TAFE NSW courses based on individual patterns of study are provided.

### Useful References

References for further information about HSC/TAFE credit transfer and related issues are included.
3.7 Credit transfer arrangements: TAFE NSW to university

On completion of any TAFE NSW diploma or advanced diploma students are eligible to apply to any university in Australia. A student may be entitled to receive credit for subjects in a university degree course.

Universities have different entry requirements for each course. Entry requirements can vary between universities and between courses. They consider applications for credit on a case by case basis.

Listed below are some examples of credit arrangements. They are a guide only to help teachers and students understand pathway planning options.

<table>
<thead>
<tr>
<th>TAFE NSW - Sydney Institute course</th>
<th>University</th>
<th>Degree course</th>
<th>Credit agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>9434 Advanced Diploma of Accounting</td>
<td>Australian Catholic</td>
<td>Bachelor of Business (Accounting)</td>
<td>Up to 80 credit points (one year) if awarded at the Credit grade, though not all credit can be given in the same year</td>
</tr>
<tr>
<td></td>
<td>Macquarie Newcastle</td>
<td>Bachelor of Commerce - Accounting, Bachelor of Economics, Bachelor of Finance, Bachelor of Business</td>
<td>36 credit points granted out of 68 required for completion of the degree. Credit for up to 80 credit points or equivalent to one full year, though not all credits can be given in the same year</td>
</tr>
<tr>
<td></td>
<td>New England</td>
<td>Bachelor of Commerce, Bachelor of Financial Administration, Bachelor of Economics, Bachelor of Agricultural Economics, Bachelor of Agribusiness, Bachelor of Commerce/Economics, Combined Bachelor of Commerce/Law, Combined Bachelor of Financial Administration/Law</td>
<td>Up to 12 subjects (8 subjects are equivalent to one full year of study)</td>
</tr>
<tr>
<td>TAFE NSW - Sydney Institute course</td>
<td>University</td>
<td>Degree course</td>
<td>Credit agreement</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-----------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>9434 Advanced Diploma of Accounting</td>
<td>Wollongong</td>
<td>Bachelor of Commerce</td>
<td>Up to 48 credit points for subjects in the first and second year (48 credit points are equivalent to one full year of study)</td>
</tr>
<tr>
<td>8395 Diploma of Business (Banking &amp; Finance)</td>
<td>Newcastle</td>
<td>Bachelor of Commerce, Bachelor of Economics, Bachelor of Finance, Bachelor of Business</td>
<td>Credit of up to 80 credit points or 1 full year, though not all credits can be given in the same year</td>
</tr>
<tr>
<td></td>
<td>Wollongong</td>
<td>Bachelor of Commerce</td>
<td>Up to 48 credit points for subjects in the first and second year (48 credit points are equivalent to one full year of study)</td>
</tr>
<tr>
<td></td>
<td>New England</td>
<td>Bachelor of Commerce, Bachelor of Economics, Bachelor of Financial Administration, Bachelor of Commerce, Bachelor of Laws, Bachelor of Economics, Bachelor of Laws, Bachelor of Financial Administration, Bachelor of Laws</td>
<td>Up to 12 subjects (8 subjects are the equivalent to one full year of study)</td>
</tr>
<tr>
<td>8846 Advanced Diploma of Asia Pacific Marketing</td>
<td>University of Technology Sydney</td>
<td>Bachelor of Business</td>
<td>Maximum block of 48 credit points consisting of 4 specified subjects plus 4 electives dependent on achievement of credit average completed within preceding 3 years (48 credit points are equivalent to one year of study)</td>
</tr>
<tr>
<td>TAFE NSW - Sydney Institute Course</td>
<td>University</td>
<td>Degree Course</td>
<td>Credit Agreement</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>------------</td>
<td>----------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>8846 Advanced Diploma of Asia Pacific Marketing</td>
<td>Macquarie</td>
<td>Bachelor of Commerce - Marketing</td>
<td>Up to 24 credit points of which 9 credit points are specific exemptions for first year units (24 credit points are equivalent to one year of study)</td>
</tr>
<tr>
<td></td>
<td>Wollongong</td>
<td>Bachelor of Commerce</td>
<td>Up to 48 credit points for subjects in the first and second year (48 credit points are equivalent to one full year of study)</td>
</tr>
<tr>
<td></td>
<td>Newcastle</td>
<td>Bachelor of Commerce Bachelor of Economics Bachelor of Finance Bachelor of Business</td>
<td>Up to 60 credit points (One year is 80 credit points)</td>
</tr>
<tr>
<td>8798 Diploma of Business Studies</td>
<td>Wollongong</td>
<td>Bachelor of Commerce</td>
<td>Up to 48 credit points for subjects in the first and second year (48 credit points are equivalent to one full year of study)</td>
</tr>
<tr>
<td></td>
<td>Macquarie</td>
<td>Bachelor of Business Administration</td>
<td>Up to 24 credit points of which 9 credit points are specific exemptions for first year units. (24 credit points are equivalent to one year of study)</td>
</tr>
<tr>
<td></td>
<td>Newcastle</td>
<td>Bachelor of Commerce Bachelor of Economics Bachelor of Finance Bachelor of Business</td>
<td>Credit of up to 80 credit points or 1 full year, though not all credits can be given in the same year</td>
</tr>
<tr>
<td>TAFE NSW - Sydney Institute course</td>
<td>University</td>
<td>Degree course</td>
<td>Credit agreement</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>8798 Diploma of Business Studies</td>
<td>New England</td>
<td>Bachelor of Commerce Bachelor of Financial Administration</td>
<td>Up to 12 subjects (8 subjects are the equivalent to one full year of study)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bachelor of Economics Bachelor of Agricultural Economics Bachelor of Agribusiness</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bachelor of Commerce/Bachelor of Economics Combined Bachelor of Commerce/Law</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Combined Bachelor of Financial Administration/Law</td>
<td></td>
</tr>
<tr>
<td>2078 Diploma of Community Services</td>
<td>Western Sydney</td>
<td>Bachelor of Community Welfare</td>
<td>Credit for up to 120 credit points or 50% of the course, though not necessarily in a block of one year.</td>
</tr>
<tr>
<td>(Welfare)</td>
<td>Newcastle</td>
<td>Bachelor of Social Work</td>
<td>Up to 100 credit points made up from subjects in year one and year two.</td>
</tr>
<tr>
<td>8800 Diploma of Human Resource</td>
<td>Newcastle</td>
<td>Bachelor of Commerce Bachelor of Economics Bachelor of Finance Bachelor of</td>
<td>Up to 70 credit points including some subjects in year two.</td>
</tr>
<tr>
<td>Management</td>
<td>Wollongong</td>
<td>Business</td>
<td></td>
</tr>
<tr>
<td>8800 Diploma of Human Resource</td>
<td>New England</td>
<td>Bachelor of Commerce Bachelor of Commerce/Bachelor of Commerce/Bachelor of</td>
<td>Up to 12 subjects (8 subjects are equivalent to one full year of study)</td>
</tr>
<tr>
<td>Management</td>
<td></td>
<td>Laws</td>
<td></td>
</tr>
</tbody>
</table>

This information comes from *Degree Express* - produced by TAFE NSW Sydney Institute, 2002. For more information on credit transfer arrangements students should contact the relevant TAFE NSW institution and also check the university faculty/school handbooks and websites. Students can also contact the university faculty that offers the course a student wishes to enter.
3.8 HSIE at university: Areas of study

Some areas of study at university that may be of interest to students who study Human Society and its Environment subjects and courses at school are listed below.

- Aboriginal Studies
- Accountancy
- Archaeology
- Architecture and Building
- Arts
- Asian Studies
- Australian Studies
- Behavioural Sciences
- Business
- Communication
- Conservation Studies
- Demography/Population Studies
- Education (Adult, Community)
- Environmental Science and Management
- Gender Studies
- Geographical/Land Information Systems
- Geography
- History and Cultural Studies
- Information Science, Management and Librarianship
- Law and Justice Studies
- Liberal Studies
- Linguistics
- Management
- Philosophy
- Policing
- Political Studies, Politics
- Psychology
- Social Science
- Social Work and Welfare Work
- Teaching (including Early Childhood, Primary/Infants, Secondary: English and History, Human Society and Its Environment, Social Science, Special Education)
- Theology and Religious Studies
- Tourism

For more information, consult the index of the most recent version of the NSW UAC Guide [http://www.uac.edu.au](http://www.uac.edu.au)

Note: It is important to check the prerequisites of any course for which a student is interested in applying.

Schools located near other states should explore interstate handbooks.
3.9 Student vocational learning activities

STUDENT HANDOUT 1: TAFE NSW Credit Transfer

ACTIVITY
Visit the website at http://www.det.nsw.edu.au/hstafe to find out about the credit transfer arrangements between HSC courses and specific NSW TAFE courses.

Follow these instructions:
1. Click in the header at the top of the page on either NEW HSC TRANSFER or NEW.
2. Scroll down the list of New HSC subjects and click on either Aboriginal Studies or Ancient History or Business Services Curriculum Framework or Business Studies or Economics or Geography or Legal Studies or Modern History or Retail Curriculum Framework or Society and Culture.
3. Click on a TAFE NSW course that interests you from the list displayed.
4. Read and summarise this information, completing the table below.

<table>
<thead>
<tr>
<th>TAFE NSW course name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualification:</td>
<td></td>
</tr>
<tr>
<td>Training package:</td>
<td></td>
</tr>
<tr>
<td>TAFE NSW course number:</td>
<td></td>
</tr>
<tr>
<td>Vocational area:</td>
<td></td>
</tr>
<tr>
<td>Typical attendance:</td>
<td></td>
</tr>
<tr>
<td>Entry requirements:</td>
<td></td>
</tr>
<tr>
<td>Career opportunities:</td>
<td></td>
</tr>
</tbody>
</table>

Articulation: When you finish this course you can...

HSC credit transfer arrangements with this course

To be eligible for an exemption, students must:

- have studied Stage 6 ...
- provide evidence of ...

<table>
<thead>
<tr>
<th>TAFE NSW module number.</th>
<th>Name</th>
<th>Hours</th>
</tr>
</thead>
</table>
STUDENT HANDOUT 2: Industries and occupations

RESEARCH ACTIVITY

The Department of Employment and Workplace Relations booklet: DEWR Job Outlook lists employment industries and occupations. Copies are distributed to all government high and central schools each year. The website for labour market information is: www.workplace.gov.au Using this booklet or website, answer the following questions.

List three industries and occupations that interest you.

<table>
<thead>
<tr>
<th>INDUSTRY</th>
<th>OCCUPATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

List six occupations that have good job prospects:

- 
- 
- 
- 
- 
- 

What skills are employers looking for in prospective workers?

- 
- 
- 
- 

Skills shortages

Complete this sentence. Skill shortages exist when: ......................................................

............................................................................................................................... ..................................................

Name two trades where skill shortages exist

- 
- 

Name four professions where skill shortages exist

- 
- 
- 

Occupation characteristics and prospects.

Select an occupation of your choice. Using the job prospects matrix, fill in the information below. A guide to each category is explained in the pages before the matrix.

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Total jobs '000</th>
<th>Full time %</th>
<th>Male/Female %</th>
<th>Job growth last 5 years</th>
<th>Unemployment</th>
<th>Weekly earning</th>
<th>Job openings</th>
<th>Job vacancies</th>
<th>Future job growth</th>
<th>Summary job prospects</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
STUDENT HANDOUT 3: HSIE career pathways

RESEARCH ACTIVITY

- Select an advertised position for a job/career associated with HSIE. Look in *The Sydney Morning Herald* or a local newspaper.
- Complete the job data sheet below for this advertised position.
- Research the information you need to complete the job data sheet using resources like the job guide and by talking to or phoning people.

Note: If the advertisement has an inquiry number, use it to help you answer the questions.

### Job data sheet

**Name of job/career:** _______________________________________________

<table>
<thead>
<tr>
<th>1. Level of training required:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>education/training courses required (✓) tick</td>
<td></td>
</tr>
<tr>
<td>☐ University</td>
<td>☐ TAFE</td>
</tr>
<tr>
<td>☐ Traineeship</td>
<td>☐ On the job training</td>
</tr>
<tr>
<td>Length of course:</td>
<td>Cost of course:</td>
</tr>
<tr>
<td>Entry requirements:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Employment conditions:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary range: $</td>
<td>$</td>
</tr>
<tr>
<td>Other conditions:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. What employment related skills do I have to transfer to this position?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>(Use your <em>School to Work Planning Employment Related Skills Logbook</em> for the above.)</td>
<td></td>
</tr>
</tbody>
</table>
4. What other skills and qualifications can I transfer to the job?

- First Aid
- Peer Mediation Training
- CPR
- Level 2 Coaching Certificate
- Referees Badge
- Sports representative at knockout competition
- Young Achievement Australia program
- Business Enterprise
- OH&S Induction Training Certificate No: ____
- Peer Training
- EAR Training
- Peer Support
- Aus Swim Certificate
- Red Cross Child Care Training
- Zone
- District
- State
- Royal Life Saving Award

5. Job Assessment:

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Evaluation of likely success in this job:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

7. Additional information:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
STUDENT HANDOUT 4: HSIE career pathways

ACTIVITY

Interview someone who has a career in finance, banking or business.

“Good Morning, ______________________

My name is ________________ from __________ High School

I am researching a career associated with my school studies in (. . . Human Society and its Environment subject). Would you mind if I ask you some questions about your position?”

1. What is your present work or position description? ______________________

____________________________________________________________________

2. Why did you choose this job/career? _________________________________

____________________________________________________________________

____________________________________________________________________

3. Was this your first job? ____________________________

____________________________________________________________________

4. What education and training did you undertake for this job/career? ______

____________________________________________________________________

5. Can you describe the main aspects of your work? ______________________

____________________________________________________________________

6. What are the promotional pathways or related jobs in this industry? ______

____________________________________________________________________

7. How have technological changes affected your job/career? ____________

____________________________________________________________________

8. How has your job developed your skills? ______________________________

____________________________________________________________________

9. What advice would you have given yourself at 15 if you were about to look for a job?

____________________________________________________________________

____________________________________________________________________

Thank you for your time and help with my career project.
Retail as a career option

Did you know?

Employment opportunities

The retail industry is the largest employer of young people in Australia. More than 1,000,000 people are employed in the retail industry in Australia, and the industry is expected to continue to grow.

In the next few years, over 22% of all new jobs in Australia will be in retail (“Australia’s Workforce 2005: Jobs in the Future” DETYA).

Monash Employment Forecasts (December 2000) estimate employment in most sectors of the retail industry to increase by a total of 15.64% between 1999-00 and 2007-8 — above the average for all industries.

The retail skills you learn can be applied across Australia, and all around the world. In retail, enthusiasm, dedication and hard work are recognised and rewarded.

Career options

The most common role is in customer service or sales, as a sales assistant or cashier. However, the possibilities expand from there. Many people work their way up the ladder to management or supervisory positions, where they have responsibility for other staff members and the performance of the team. Other options include more specialised areas such as buying, merchandising, marketing, operations and human resources. Usually, these specialised roles are held by more experienced employees with specific skills and training in the area they will be working in.

In the retail industry, enthusiasm, hard work and performance are rewarded, and many employers in the industry offer opportunities for advancement from the shop floor.
STUDENT HANDOUT 5: Career options

Design and make an A3 sized poster or flyer of one Career option within the Retail Industry.

For example, Sales Personnel, Buyer, Marketing Manager, Stock Controller, _______

Use written and visual images for your final presentation. When finished read out your information to the class. Place the finished posters around the classroom and/or school.

STUDENT HANDOUT 6: Survey of employers activity

The survey of employers on the following page asks employers to rank the skills or qualities they consider to be the most important in young people seeking employment.

The survey may be conducted:

- as a class activity such as an excursion to the local business district
- as a homework exercise
- during work experience.

The results of the survey may be collated by the class and displayed using figures and tables.

Compare employers’ survey results to the students’ results in the activity below.

STUDENT HANDOUT 7: Ranking employment related skills

The card-sorting exercise ranking employment related skills may be used by students to investigate and record their perception of what qualities and skills are required for finding employment.

- Photocopy the cards and cut them up into sets.
- The activity can be carried out in small groups.
- Students will sort the cards into a diamond shape according to which qualities and skills they think employers will say are most important.
- Students may select some of the cards rather than all of the cards.
- Students may make further suggestions on the blank cards.
Survey of employers

We ask your views as an employer about the types of qualities and skills you think young people need to be successfully employed in your business or organisation. We have listed a number of qualities and skills that you may like to consider when taking on a young person (age 15-24) for employment.

1. Please read the whole list first so that you are familiar with the range of qualities and skills available.

2. Please mark on a scale of 1 - 10 your immediate reaction to the “importance” of each skill.
   (10 = very important, 1 = not important)
   Please circle the number of your choice.

<table>
<thead>
<tr>
<th>Quality/skill</th>
<th>10</th>
<th>9</th>
<th>8</th>
<th>7</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Ability to work with numbers</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>B Enthusiasm</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>C Creativity</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>D Punctuality</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>E Has some qualifications related to the job</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>F Willingness to learn</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>G HSC results</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>H Reliability</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I Work experience related to the job</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>J Ability to work without supervision</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>K Good organisation (being well organised)</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>L Qualifications in vocational areas</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>M Ability to speak fluently and with confidence</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>N Friendliness</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>O Ability to work as a member of a team</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>P Ability to follow verbal instructions</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Q Clean and tidy appearance</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Your top 10
Using the appropriate letters for each corresponding quality/skill (i.e. A = Is able to work with numbers, B = Is enthusiastic etc.), please rank the top 10 qualities or skills that you would look for in an employee.
(See example.)

<table>
<thead>
<tr>
<th>Rank</th>
<th>Quality/skill</th>
<th>Rank</th>
<th>Quality/skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Q</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>
Ranking activity

Employment related skills: A card sorting exercise

Notes for teachers

The qualities and skills presented to employers in the employers’ survey are reproduced here on individual cards. This activity may be used with students in a classroom to investigate and record their perceptions of what they believe are the most important qualities and skills in finding employment.

- Photocopy the cards and cut them up into sets.
- The activity can be carried out in pairs or small groups.
- Students are asked to sort the cards into a diamond shape according to which qualities and skills they think employers believe are the most important. You could also ask them to consider college or university tutors.
- You may decide to select some of the cards rather than use them all.
- There are a number of blank cards for other suggestions that students may wish to make.
- Have students compare their results of the survey of local employers or they may also compare them with the set of typical survey results supplied on the second page of this section.
<table>
<thead>
<tr>
<th>Ability to work without supervision</th>
<th>Appearance</th>
<th>Ability to speak fluently and with confidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Willingness to learn</td>
<td>Cleanliness and tidiness</td>
<td>Organisational skills</td>
</tr>
<tr>
<td>Punctuality</td>
<td>Enthusiasm with numbers</td>
<td>Ability to follow verbal instructions</td>
</tr>
<tr>
<td>Reliability</td>
<td>Initiative</td>
<td>Ability to work as a member of a team</td>
</tr>
<tr>
<td>Qualifications in vocational areas</td>
<td>Work experience related to the job</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-----------------------------------</td>
<td>---</td>
</tr>
<tr>
<td>HSC results in academic subjects</td>
<td>Creativity</td>
<td></td>
</tr>
<tr>
<td>Some qualification related to the job</td>
<td>Casual or part-time employment</td>
<td></td>
</tr>
<tr>
<td>Friendliness</td>
<td>Appropriate dress sense</td>
<td>Ability to follow basic written instructions</td>
</tr>
</tbody>
</table>
STUDENT HANDOUT 8: Historical occupations

Did you know that many of the occupations that will be available in the future do not yet exist?

Occupations are constantly being made redundant by changes in industry and technology.

Historical records demonstrate a vast range of jobs that no longer exist.

ACTIVITY

Go to Burke’s Peerage & Gentry website: www.cpcug.org/user/jlacome/terms.html

This website displays a list of occupations (and their definitions) which are now archaic. This list is useful to genealogists since surnames usually originated from someone’s occupation. They are also useful to historians who may encounter these words in the course of their research.

Find the definitions to the following occupations. You may discover more interesting occupations and definitions to note at the end.

<table>
<thead>
<tr>
<th>OCCUPATION</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alchemist</td>
<td></td>
</tr>
<tr>
<td>Alewife</td>
<td></td>
</tr>
<tr>
<td>Amen Man</td>
<td></td>
</tr>
<tr>
<td>Back Washer</td>
<td></td>
</tr>
<tr>
<td>Necessary Woman</td>
<td></td>
</tr>
<tr>
<td>Belly Builder</td>
<td></td>
</tr>
<tr>
<td>Caddie</td>
<td></td>
</tr>
<tr>
<td>Fish Fag</td>
<td></td>
</tr>
<tr>
<td>Friseur</td>
<td></td>
</tr>
<tr>
<td>Hansard</td>
<td></td>
</tr>
<tr>
<td>Hurriers</td>
<td></td>
</tr>
<tr>
<td>Groover</td>
<td></td>
</tr>
<tr>
<td>Hoofer</td>
<td></td>
</tr>
<tr>
<td>Hooker</td>
<td></td>
</tr>
<tr>
<td>Hankyman</td>
<td></td>
</tr>
<tr>
<td>Kisser</td>
<td></td>
</tr>
<tr>
<td>Lavender</td>
<td></td>
</tr>
<tr>
<td>Lum Swooper</td>
<td></td>
</tr>
<tr>
<td>Lungs</td>
<td></td>
</tr>
<tr>
<td>Mango</td>
<td></td>
</tr>
<tr>
<td>Prentis</td>
<td></td>
</tr>
<tr>
<td>Punky</td>
<td></td>
</tr>
</tbody>
</table>
STUDENT HANDOUT 9: Jobs Research

Visit the website


Click on to Activity H - Jobs and You.

Having a job. Employment. Work. An occupation. Making a living. Earning a crust. When people talk about a job, they mean the work you do for yourself, another person or business in exchange for money. Many of you will already have a part-time or casual job. You may also have an idea about the type of job you want when you finish school.

Pick a job that you are interested in and answer the research questions for this activity.

Remember to discuss your results with the person next to you. What was different about their ideas? Be prepared to discuss your similarities and differences with the class.

Student activity: Skills you use

Access the following website and discover the skills you acquire each day.

http://www.tgmag.ca/byws/dash.htm

At this website click on one of the 3 characters to make the daily dash.
3.10 School to work pathways
3.11 **Vocational learning resources for teachers and students**

The following resources may be helpful to students who research careers and courses related to HSIE. Teachers and students may collect and add additional resources to this list.

**Handbooks**

- The most recent version of the *NSW UAC Guide* [www.uac.edu.au](http://www.uac.edu.au)
- The most recent version of the *TAFE NSW HANDBOOK* [www.tafensw.edu.au](http://www.tafensw.edu.au)
- The most recent version of the *HSC/TAFE Credit Transfer Guide* [www.det.nsw.edu.au/hsctafe](http://www.det.nsw.edu.au/hsctafe)
- The careers section of the most recent local/state newspaper
- The most recent version of ‘*The Right Choice*’ TAFE NSW [www.tafensw.edu.au](http://www.tafensw.edu.au)

Note: Schools located near other states should explore interstate handbooks.

**Booklets**

- *Aboriginal Career Aspirations Program*, Board Of Studies (distributed to schools 2002).
- *Making Choices* (Work Sheets and CD Rom), Career Education Association of WA

**Multimedia**


**Other useful resources (list here)**

- 
- 
- 
- 
-
Useful websites

- **www.det.nsw.edu.au/vetinschools**
  The VET in Schools Directorate has developed this website for teachers, parents and students to provide information on, and links to, VET in Schools.

- **www.myfuture.edu.au**
  Australia's electronic career information service has an ‘assist others’ link from school HSIE subjects and HSC courses to careers and tertiary courses.

- **www.tdd.nsw.edu.au/schoolltowork**
  Designed for teachers, this website supports the NSW Government’s *Ready for Work, School to Work Program*. (This website has been updated and now redirects to http://www.det.nsw.edu.au/vetinschools/schoolltowork/index.htm).

- **www.futurefinder.com.au**
  This is a website with a career interest test.

- **www.newapprenticeships.gov.au**
  A national website for traineeships and apprenticeships, it contains the most up-to-date information on new apprenticeships including new apprenticeship centres in your region.

- **http://apprenticeship.det.nsw.edu.au**
  The Department of Education website lists up-to-date information and statistics on traineeships and apprenticeships in NSW.

- **www.seek.com.au**
  One of Australia’s leading student and graduate employment and career resource websites, it contains over 35,000 jobs online. Do a ‘quick job search’ by typing a HSIE subject or course as a keyword and discover a plethora of jobs available requiring HSIE skills.

- **www.workplace.gov.au**
  ‘Australian Workplace’ offers information on employment, workplace relations, government assistance, jobs, careers, training and wages.
  It links to http://jobsearch.gov.au/joboutlook which contains occupational information such as job prospects and weekly earnings.

- **www.boardofstudies.nsw.edu.au**
  This website includes details of the Board of Studies HSIE curriculum.

- **www.det.nsw.edu.au**
  The Department of Education and Training has a ‘Training and Industry’ link to BVET, Apprenticeships NSW, VETAB, industry programs, training market and new apprenticeship centres.

Other useful websites (list here)

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