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 through students recording their employment related skills, developing action plans and tracking 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 these 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 PDHPE curriculum: Vocational links

Pedagogy

Effective teaching and learning will be achieved by PDHPE 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 of the classroom. Effective delivery of vocational learning will incorporate relevant PDHPE 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 connect students to the ‘real world’.
Board of Studies K-10 curriculum framework review

The School to Work Planning Employment Related Skills Logbook reflects the key directions of the Board of Studies in its review of the K-10 curriculum framework. In this framework the 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 PDHPE program.

Stage 6 syllabus links to vocational learning

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

Post-school opportunities: The study of PDHPE Stage 6 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 PDHPE Stage 6 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 Vocational Education and Training (VET): 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 satisfactorily completed HSC courses 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 following Stage 5 objectives and outcomes from the NSW Board of Studies syllabuses: Personal Development, Health and Physical Education Years 7-10, 1991.

<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>A sense of their own worth and dignity as individuals</td>
<td>• Accept themselves as they grow and change</td>
</tr>
<tr>
<td></td>
<td>• Value themselves as an important member of various groups</td>
</tr>
<tr>
<td></td>
<td>• Express a realistic perception of their personal capabilities</td>
</tr>
<tr>
<td>A sense of belonging</td>
<td>• Recognise the contribution they and others make to social living</td>
</tr>
<tr>
<td></td>
<td>• Recognise the importance of family life (and school life to life after school)</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td></td>
</tr>
<tr>
<td>Communicating effectively with others</td>
<td>• Analyse feedback from themselves and others on their feelings, beliefs and behaviours</td>
</tr>
<tr>
<td>Planning to influence personal development</td>
<td>• Set achieveable short and long term goals</td>
</tr>
<tr>
<td></td>
<td>• Evaluate factors that may impact on successful planning and management</td>
</tr>
<tr>
<td></td>
<td>• Evaluate strategies for dealing with the major periods of change throughout their lives</td>
</tr>
<tr>
<td>Individual and shared problem solving</td>
<td>• Solve problems using a variety of people as resources</td>
</tr>
<tr>
<td></td>
<td>• Use problem solving strategies in response to unfamiliar situations</td>
</tr>
<tr>
<td>Knowledge and understandings</td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--</td>
</tr>
</tbody>
</table>
| The physical, social and emotional changes that occur throughout life | • Identify what can be done to maximise personal growth and development potential  
• Describe the changing needs of themselves throughout life |
| Principles underlying the development and maintenance of positive relationships | • Describe how different relationships are important in meeting individual needs  
• Describe the role of power in relationships  
• Explain the influence of gender, age and cultural and social attitudes on relationships |
| Factors that contribute to personal awareness and their effect on behaviour | • Describe positive ways of dealing with stress  
• Explain the relationship between goal setting and productive life patterns |
| Personal choices and practices in relation to life issues | • Outline factors in making career decisions and the effects of such decisions on a person’s future |

**Related processes**

Use of the logbook supports the following seven processes essential to the teaching of Personal Development, Health and Physical Education:

• communicating  
• critical thinking  
• valuing  
• interacting  
• problem-solving  
• planning  
• decision-making

**Related content strands and key ideas**

The activities in this resource are able to support learning in the following content strands and key ideas.

**Active lifestyle**  
Work, exercise rest and leisure  
Recreation

**Safe living**  
Survival skills  
Emergency health  
Community responsibility

**Interpersonal relationships**  
Family  
Peer Group  
Interpersonal skills and physical activity

**Personal awareness**  
Self-esteem  
Effective communication  
Individual differences  
Managing stress  
Goal setting

**Personal choice**  
Career Pathways
### 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>Do Year 9 and 10 students develop any of these skills in your classroom?</th>
<th>Tick and add to the list below.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication skills</strong></td>
<td><strong>Social skills</strong></td>
</tr>
<tr>
<td><em>(Tick)</em> Are you teaching students to</td>
<td><em>(Tick)</em> 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>
<tr>
<td><strong>Numerical skills</strong></td>
<td><strong>Physical skills</strong></td>
</tr>
<tr>
<td><em>(Tick)</em> Are you teaching students to</td>
<td><em>(Tick)</em> 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>
<tr>
<td>... ...</td>
<td>... ...</td>
</tr>
<tr>
<td><strong>ICT skills</strong></td>
<td><strong>Creative skills</strong></td>
</tr>
<tr>
<td><em>(Tick)</em> Are you teaching students to</td>
<td><em>(Tick)</em> 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>
<tr>
<td>... ...</td>
<td>... ...</td>
</tr>
<tr>
<td><strong>Leadership skills</strong></td>
<td><strong>Practical skills</strong></td>
</tr>
<tr>
<td><em>(Tick)</em> Are you teaching students to</td>
<td><em>(Tick)</em> 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>... work well in a team</td>
</tr>
<tr>
<td>... ...</td>
<td>... meet deadlines</td>
</tr>
<tr>
<td>... ...</td>
<td>... ...</td>
</tr>
</tbody>
</table>
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.
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 in the classroom

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 - student brings logbook.</td>
<td>1. Teacher keeps blank logbook sheets in classroom.</td>
</tr>
<tr>
<td>2. Class brainstorms 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>7. Teacher initials sheets.</td>
<td>7. Teacher initials sheets.</td>
</tr>
<tr>
<td>8. Teacher gives sheets to clerical aide or nominated students to file.</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.

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

What employment related skills have you acquired in this subject?

<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>

<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.

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

What employment related skills have you acquired in this course?

<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>
2.3 Examples of employment related skills developed in PDHPE 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 PDHPE Stage 5.

**Communication skills**
- Share ideas and feelings with others
- Present information on health related issues to a group
- Express ideas assertively
- Resolve conflict

**Practical skills**
- Set short term and long term goals
- Apply the steps in the decision-making process to a variety of situations
- Follow instructions to perform practical game skills and activities
- Apply the skills needed to play

**Technological skills**
- Source information using the Internet
- Use word processing software to publish work
- Design and create databases
- Analyse data using a spreadsheet
- Import graphics and images into multimedia presentations

**Social skills**
- Actively listen while others speak
- Work co-operatively in a group
- Behave respectfully in dealings with others

**Creative skills**
- Modify or adapt games so that they are inclusive of students with disability eg. sight impaired
- Use a range of media to present ideas and information to others
- Develop a range of strategies to deal with unfamiliar situations
- Design a menu that provides a balanced diet for good health
Leadership skills
• Lead group activities
• Be sensitive to the feelings of others in group situations
• Understand the role of power in relationships
• Negotiate with other people

Numerical skills
• Construct graphs and tables
• Interpret information contained in a table or graph
• Measure athletic performance using stopwatches, tape measures etc
• Measure heart rate by taking a pulse reading
2.4 Examples of employment related skills developed in PDHPE 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 PDHPE Stage 6.

Communicating ideas and information

- Present information on health related issues to the class

Collect, organise and analyse information

- Analyse information and trend data from a variety of sources, to present arguments to support the identification of Australia’s health priorities

Generate, identify and assess opportunities

- Examine personal lifestyle behaviours and assess opportunities to improve personal health attitudes and behaviours in the areas of relationships, physical activity and drug use

Identify, assess and manage risks

- Assess sports injuries to decide whether to continue participating or not and how to manage the injury to promote recovery

Generate and use creative ideas and processes

- Design activities which would assist a beginner athlete to master a movement skill

Solve problems

- Develop strategies to manage personal safety issues related to real life situations

Recruit and manage resources

- Use a range of media to present key ideas and information to others

Match personal goals and capacities to undertakings

- Set realistic short-term and long-term goals to improve an aspect of personal health or performance

Work with others and in teams

- Lead and participate in group learning activities
Vocational Learning in PDHPE

Be flexible and deal with change
• Develop and adapt a range of strategies to deal with challenging situations

Use initiative and drive
• Display an ability to lead strategies to improve participation in and enjoyment of physical activity at school or in the local community

Negotiate and influence
• Know how to resolve conflict situations in relationships and be able to share ideas and feelings with others

Plan and organise
• Plan and organise activities to enhance safe participation
### 2.5 Teacher Activities: Employment related skills in the classroom

#### PDHPE 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 PDHPE. 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.

#### Examples

<table>
<thead>
<tr>
<th>Activity/Topic</th>
<th>Employment Related Skills</th>
</tr>
</thead>
</table>
| In a small group, prepare and present a PowerPoint presentation to the class focusing on a selected blood borne virus eg. Hepatitis C. | • organise and present data in electronic form  
• work in a team to develop a presentation  
• communicate ideas through discussion and written form  
• evaluate situations  
• make decisions about including relevant information  
• organise information into topics and headings |

<table>
<thead>
<tr>
<th>Activity/Topic</th>
<th>Employment Related Skills</th>
</tr>
</thead>
</table>
| Ready, Willing and Able - Emergency Care. | • work in a team and share equipment  
• follow written and oral instruction  
• care for an unconscious casualty  
• evaluate situations  
• perform EAR and CPR confidently and correctly |

Date: Teacher initial:
**PDHPE Stage 6**

The following example shows some employment related skills developed by students as a result of their participation in activities or topics in PDHPE. 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>
| Demonstrate an understanding of the process of acquiring a skill by teaching a set skill to a group of primary students | • plan and organise a presentation  
• identify the components involved in whole and part teaching of a skill  
• generate and use creative processes to present the skill  
• communicate effectively with others  
• be approachable, establish rapport and listen to the learners  
• be flexible and react to audience needs when presenting the task |

**Date:**  
**Teacher initial:**

### Your example

<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>

**Date:**  
**Teacher initial:**
PDHPE and vocational learning

This section contains vocational information and activities for teachers and students of PDHPE.

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 PDHPE could include students:

- planning, organising and running events in sport or dance
- operating a practice firm mentored by a sporting events organiser
- operating a practice firm that develops websites for local sporting teams
- conducting and publishing a survey of student dietary habits
- compiling a community calendar of sporting and cultural events
- undertaking the Young Achievement Australia Business Enterprise program involving student teams forming companies to market goods and services related to health and fitness
- implementing a volunteer project involving working with primary school students on fitness or safety
- raising money for PE equipment by providing a commercial service to staff and students eg measuring blood pressure after exercise on walking machine
- operating a commercial gym or exercise enterprise.

What examples of enterprise education are taking place in PDHPE 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 for 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:

Local Government — including Environmental Health and Regulation, Planning Management of the Physical Environment, Education Support - Teachers Aide (Special)

Sport and Recreation — including Sport Coaching, Sport (Career Oriented Participation), Sport Officiating, Sport Training, Outdoor Recreation, Community Recreation, Fitness, Sport Massage Therapy

Tourism — including Tour Operations, Guiding, Meetings 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 Training 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 traineeship in NSW schools: http://apprenticeship.det.edu.au
- The Commonwealth Government refers to all traineeships and apprenticeships as new apprenticeships.
  For more information about new apprenticeships: 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 to get 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 is 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.
Students who successfully complete **PDHPE** and meet the conditions for credit, will be eligible to receive credit for specified modules in these **TAFE NSW** courses:

- Aboriginal and Torres Strait Islander
- Agriculture
- Animal Attending
- Aviation
- Aromatherapy
- Bushland Regeneration
- Business Administration
- Cabinetmaking
- Caravan Park Operations
- Community Services Costume
- Dental
- Entertainment
- Equine
- Farriery
- Film and Television
- Fishing Industry
- Fitness
- Forestry
- Health
- Horse Industry
- Horticulture
- Hospitality
- Maritime Services
- Metalliferous Mining
- Mortuary Science
- Music
- Marine
- Manufacturing
- Outdoor Recreation
- Racing
- Seafood Industry
- Security
- Sport
- Tourism
- Transport and Distribution
- Veterinary Nursing
- Video and TV Production
- Viticulture
- Zookeeping

Further information about credit transfer for HSC courses can be found at: [http://www.det.nsw.edu.au/hsc_tafe](http://www.det.nsw.edu.au/hsc_tafe)

# 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.
### ADDITIONAL INFORMATION


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

- **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.

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Click on either the <strong>New HSC Transfer</strong> button or the <strong>Former HSC Transfer</strong> button.</td>
</tr>
<tr>
<td>2</td>
<td>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.</td>
</tr>
<tr>
<td>3</td>
<td>Click on the relevant HSC subject.</td>
</tr>
<tr>
<td>4</td>
<td>Click on the relevant course option, where available, within the HSC subject.</td>
</tr>
<tr>
<td>5</td>
<td>This will display the TAFE NSW courses which provide credit transfer for the relevant HSC subject.</td>
</tr>
<tr>
<td>6</td>
<td>Click on a particular TAFE NSW course.</td>
</tr>
<tr>
<td>7</td>
<td>This will display course and module information. Only the modules which give credit transfer will be shown.</td>
</tr>
<tr>
<td>8</td>
<td>Click on the module number - this will take you to a description of the module purpose.</td>
</tr>
</tbody>
</table>

This section provides information about credit transfer, the national training system, the Higher School Certificate, VET courses and enrolling at TAFE NSW.

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

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.

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

References for further information about HSC/TAFE credit transfer and related issues are included.
School Statement of Achievement Forms

Before a student gains credit for some TAFE NSW course modules, a Statement of Achievement form is required.

For example listed below are the new HSC courses that require a signed statement of achievement form from course teacher:

- Ceramics CEC
- MUSIC
- Photography, Video and Digital Imaging
- English
- Industrial Technology
- Information Processes and Technology
- Marine Studies
- PDHPE
- Software, Design and Development

These statements can be downloaded from the TAFE NSW website: http://www.det.nsw.edu.au/hsctafe/general/forms.

An example is displayed below.

![Example Statement of Achievement Form](http://www.det.nsw.edu.au/hsctafe/general/forms)
3.7 Credit transfer arrangements: TAFE 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>2078 Diploma of Community Services (Welfare)</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></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>3293 Diploma of Community Services (Children’s Services)</td>
<td>Wollongong</td>
<td>Bachelor of Education/Teaching</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 Teaching</td>
<td>Entry into final year. Completion by part time external study only (requires one year work experience after diploma)</td>
</tr>
<tr>
<td>3288 Diploma of Community Services (Youth Work)</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>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>4523 Diploma of Hospitality Management</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>Newcastle</td>
<td>Bachelor of Social Science (Recreation and Tourism)</td>
<td>Credit of 80 credit points made up of subjects in the first and second year of the degree course</td>
<td></td>
</tr>
<tr>
<td>New England</td>
<td>Bachelor of Commerce</td>
<td>Up to 12 subjects (8 subjects are the equivalent to one full year of study)</td>
<td></td>
</tr>
<tr>
<td>Western Sydney</td>
<td>Bachelor of Business (Hospitality Management)</td>
<td>Up to 8 subjects (equivalent to one year)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bachelor of Applied Science (Tourism and Hospitality Management)</td>
<td>Credit for up to 80 credit points, though not necessarily in a block of one year (80 credit points in one year)</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 Personal Development, Health and Physical Education at university: Areas of study

Some areas of study at university that may be of interest to students who study PDHPE related subjects and courses at school are listed below:

- **Behavioural Sciences** (Anthropology, Sociology)
- **Education** (Adult, Community, Educational Studies, Educational Multimedia, Experiential)
- **Health Sciences** (Aboriginal Studies, Acupuncture, Biomedical Engineering, Biomedical Science, Chinese Medicines, Chiropractic, Clinical studies, Community Health, Complementary Therapies, Counselling, Diversional Therapy, Environmental Health, Forensic Mental Health, Health Education/Promotion, Health Science - Psychology, Sociology, Laboratory Science, Medical Imaging, Medical Physics/Chemistry, Medical Radiation Technology, Naturopathy, Nuclear Medicine, Occupational Therapy, Orthoptics, Osteopathy, Pathology, Physiotherapy, Play Therapy, Podiatry, Pre-Hospital Care - incl. Ambulance Studies, Public Health Radiation Therapy, Rehabilitation Counselling, Respiratory Science, Speech and Hearing Studies, Speech Pathology)
- **Medical Sciences**
- **Medicine**
- **Nursing**
- **Optometry**
- **Pathology**
- **Pharmacology**
- **Pharmacy**
- **Physiology**
- **Psychology**
- **Social Work and Welfare Work**
- **Sport Sciences** (Exercise and Sports Science, Human Movement incl. Dance, Sports Administration/Management, Sports Coaching, Sports Media, Sports Psychology Sociology)
- **Teaching** (including Early Childhood, Primary/Infants, Secondary: Dance, Personal Development, Health and Physical Education, Health Education, Human Movement/Physical Education, Special Education)
- **Tourism and Leisure Studies** (Eco-Tourism, Hospitality Management, Leisure Studies, Recreational Planning, Sport Tourism, Tourism Management)

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

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

STUDENT HANDOUT 1

TAFE NSW Credit Transfer Activity

Visit the website at [http://www.det.nsw.edu.au/hsctafe](http://www.det.nsw.edu.au/hsctafe) 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 Personal Development, Health, Physical Education or Sport, Lifestyle and Recreation Studies (CEC).
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>Qualification:</th>
</tr>
</thead>
<tbody>
<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>
</tbody>
</table>

**Typical attendance:**

**Entry requirements:**

**Career opportunities:**

**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

Interpersonal Relationships: Recognising qualities and characteristics I value

ACTIVITY

1. Read through the list below.

Rate the qualities and characteristics you value. Consider which of these you like in other people and which of these you like in yourself. Add to the lists if you wish. Use a dictionary to help clarify the meaning of some of these terms.

| Always | 1 | 2 | 3 | 4 | 5 | Never |

Ask yourself these questions. What do I like to be? What do I like other people to be?

- accurate
- active
- adventurous
- affectionate
- ambitious
- artistic
- assertive
- attentive
- calm
- capable
- careful
- caring
- challenge
- conscientious
- consistent
- constructive
- courageous
- communication
- creative
- curious
- dedicated
- dependable
- details
- determined
- disciplined
- discreet
- dynamic
- dynamic

- accurate
- active
- adventurous
- affectionate
- ambitious
- artistic
- assertive
- attentive
- calm
- capable
- careful
- caring
- challenge
- conscientious
- consistent
- constructive
- courageous
- communication
- creative
- curious
- dedicated
- dependable
- details
- determined
- disciplined
- discreet
- dynamic

- kind
- likeable
- logical
- loyal
- mature
- meticulous
- modest
- open-minded
- optimistic
- orderly
- organised
- outgoing
- patient
- perceptive
- persevering
- playful
- polite
- practical
- productive
- precision
- punctual
- rational
- realistic

- reasonable
- recognition
- reflective
- relaxed
- reliable
- responsible
- resourceful
- routine
- respectful
- secure
- self-reliant
- sensible
- sincere
- sociable
- sympathetic
- tactful
- team player
- tenacious
- thrifty
- tolerant
- truthful
- thorough
- thoughtful
- trustworthy
- trusting
- understanding
- versatile
- variety

- Use the list of qualities and characteristics above to help identify some of your personal values.

- Record these values on the handout My personal attributes - Handout 6.
STUDENT HANDOUT 3

Personal Awareness: Recognising my talents and skills

What are my talents and skills?
Throughout our lives we acquire a range of skills and develop many talents. You have acquired these talents and skills through school activities, sports, hobbies, social activities, leisure activities, volunteer work and part-time employment. Your talents and skills can be used in many ways especially in your future work.

ACTIVITY

1. Read through the following chart ‘My talents and skills’. Look carefully at each category.
2. Rate how well you perform the skills in each category using the scale 1-5.

<table>
<thead>
<tr>
<th>1 = highly talented</th>
<th>2 = some talent</th>
<th>3 = average talent</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 = little talent</td>
<td>5 = no talent</td>
<td></td>
</tr>
</tbody>
</table>

3. Select your top five talents and skills. If you rate yourself highly in more than five categories, go over your selections and compare them to each other to narrow them down to the top five.
4. Record your top five talents and skills on your sheet PDHPE My Personal Attributes.
5. File your sheet in the Introduction section of your Employment Related Skills Logbook.
6. Share your talents and skills with the class.
# My talents and skills

**Shade one circle for each.**

<table>
<thead>
<tr>
<th>Talent/Skill</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Talent/Skill</strong></td>
<td>1</td>
</tr>
<tr>
<td><strong>Numerical skills</strong></td>
<td></td>
</tr>
<tr>
<td>Counting, calculating, measuring, estimating, budgeting</td>
<td></td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td></td>
</tr>
<tr>
<td>Reading, writing, talking, speaking in public, listening</td>
<td></td>
</tr>
<tr>
<td><strong>Leadership</strong></td>
<td></td>
</tr>
<tr>
<td>Making decisions, supervising, initiating, planning, organising, coaching</td>
<td></td>
</tr>
<tr>
<td><strong>Sense awareness</strong></td>
<td></td>
</tr>
<tr>
<td>Using sound, colour, and shape discrimination, depth, perception</td>
<td></td>
</tr>
<tr>
<td><strong>Logical thinking</strong></td>
<td></td>
</tr>
<tr>
<td>Problem solving, investigating, assessing, analysing, testing</td>
<td></td>
</tr>
<tr>
<td><strong>Helping others</strong></td>
<td></td>
</tr>
<tr>
<td>Serving, enjoying people, rewarding, cooperating, facilitating, counselling</td>
<td></td>
</tr>
<tr>
<td><strong>Organisational skills</strong></td>
<td></td>
</tr>
<tr>
<td>Managing information, filing, scheduling, coordinating, classifying</td>
<td></td>
</tr>
<tr>
<td><strong>Use of Technology</strong></td>
<td></td>
</tr>
<tr>
<td>Using computers, operating/maintaining equipment, constructing, measuring</td>
<td></td>
</tr>
<tr>
<td><strong>Self-management</strong></td>
<td></td>
</tr>
<tr>
<td>Maintaining health, adapting to change, risk-taking, learning, building relationships</td>
<td></td>
</tr>
<tr>
<td><strong>Being creative and innovative</strong></td>
<td></td>
</tr>
<tr>
<td>Inventing, designing, improvising/experimenting/adapting, performing, drawing, writing</td>
<td></td>
</tr>
</tbody>
</table>

**My five strongest talents and skills are:**

1. _______________________________________________________________
2. _______________________________________________________________
3. _______________________________________________________________
4. _______________________________________________________________
5. _______________________________________________________________
STUDENT HANDOUT 4

Personal awareness: Vocational interests

Identifying the employment industries of the economy that interest you most will allow you to recognise your vocational interests for future decisions.

**ACTIVITY**

1. **Select** the employment industries and occupations that interest you from the list below.

2. **Indicate** how interested you are in each sector using a scale from 1 to 5.

3. **List** your top 5 industries and occupations.

4. **Research** more details about two of these occupations.

<table>
<thead>
<tr>
<th>Mark one circle for each</th>
<th>Value 1=high</th>
<th>5=low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industry</td>
<td>Occupation</td>
<td>1</td>
</tr>
<tr>
<td>Accounting, Finance &amp; Management</td>
<td>Accountants and Auditors</td>
<td>○</td>
</tr>
<tr>
<td></td>
<td>Account and Payroll Clerks</td>
<td>○</td>
</tr>
<tr>
<td></td>
<td>Bookkeepers</td>
<td>○</td>
</tr>
<tr>
<td></td>
<td>Human Resources, OHS and Legal Managers</td>
<td>○</td>
</tr>
<tr>
<td>Building and Construction</td>
<td>Boat Builders and Shipwrights</td>
<td>○</td>
</tr>
<tr>
<td></td>
<td>Bricklayers and Stonemasons</td>
<td>○</td>
</tr>
<tr>
<td></td>
<td>Building and Construction Professionals</td>
<td>○</td>
</tr>
<tr>
<td></td>
<td>Cabinetmakers and Furniture Finishers</td>
<td>○</td>
</tr>
<tr>
<td></td>
<td>Carpenters and Joiners</td>
<td>○</td>
</tr>
<tr>
<td></td>
<td>Concrete and Construction Workers</td>
<td>○</td>
</tr>
<tr>
<td></td>
<td>Glass Trades</td>
<td>○</td>
</tr>
<tr>
<td></td>
<td>Painters and Decorators</td>
<td>○</td>
</tr>
<tr>
<td></td>
<td>Plasterers</td>
<td>○</td>
</tr>
<tr>
<td></td>
<td>Plumbers</td>
<td>○</td>
</tr>
<tr>
<td></td>
<td>Tilers, Slaters and Floor Finishers</td>
<td>○</td>
</tr>
<tr>
<td>Cleaning</td>
<td>Carers and Handypersons</td>
<td>○</td>
</tr>
<tr>
<td></td>
<td>Cleaners</td>
<td>○</td>
</tr>
<tr>
<td></td>
<td>Laundry and Housekeeping</td>
<td>○</td>
</tr>
<tr>
<td>Clerks, Receptionists, Secretaries</td>
<td>Data Entry</td>
<td>○</td>
</tr>
<tr>
<td></td>
<td>General Clerical</td>
<td>○</td>
</tr>
<tr>
<td></td>
<td>Mail and Filing Clerks</td>
<td>○</td>
</tr>
<tr>
<td></td>
<td>Office Assistants and Office Managers</td>
<td>○</td>
</tr>
<tr>
<td></td>
<td>Production and Transport Clerks</td>
<td>○</td>
</tr>
<tr>
<td></td>
<td>Receptionists</td>
<td>○</td>
</tr>
<tr>
<td></td>
<td>Secretaries</td>
<td>○</td>
</tr>
<tr>
<td>Computing and Information Technology</td>
<td>Computing and IT Professionals</td>
<td>○</td>
</tr>
<tr>
<td></td>
<td>Computing and IT Support</td>
<td>○</td>
</tr>
<tr>
<td>Drivers and Transport</td>
<td>Delivery Drivers</td>
<td>○</td>
</tr>
<tr>
<td></td>
<td>Freight and Furniture Handlers</td>
<td>○</td>
</tr>
<tr>
<td></td>
<td>Other Transport</td>
<td>○</td>
</tr>
<tr>
<td></td>
<td>Taxi Drivers and Chauffeurs</td>
<td>○</td>
</tr>
<tr>
<td></td>
<td>Truck Drivers</td>
<td>○</td>
</tr>
<tr>
<td>Electrical and Electronics Trades</td>
<td>Electrical Trades</td>
<td>○</td>
</tr>
<tr>
<td></td>
<td>Telecommunications and Electronics</td>
<td>○</td>
</tr>
<tr>
<td>Engineering, Science and the Environment</td>
<td>Engineers</td>
<td>○</td>
</tr>
<tr>
<td></td>
<td>Science and Environment</td>
<td>○</td>
</tr>
</tbody>
</table>
The three occupations and employment industries that interest me most are:

<table>
<thead>
<tr>
<th>Industry</th>
<th>Occupation</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food, Hospitality and Tourism</td>
<td>Baking and Pastrycooking, Bar Attendants</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Butchers and Slaughterers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chefs and Wine Makers, Cooks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government and Defence</td>
<td>Defence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Public Service</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gardening, Farming and Fishing</td>
<td>Animal Workers, Farm Workers and Farmers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fishing and Forestry Workers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gardeners and Nursery Workers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health, Fitness and Fitness</td>
<td>Beauty Therapy, Hairdressers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Health Support, Medical Professionals, Nurses and Nurses’ Aides</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sport and Fitness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Labours, Factory and Machine Workers</td>
<td>Clothing and Textile Workers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Construction and Earthmoving Labourers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Factory Workers and Packers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Labourers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Machine Operators</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mobile Machine and Mining Workers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other Labourers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marketing and Sales Representatives</td>
<td>General Sales Representatives</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Marketing, PR and Advertising</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Real Estate and Property</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Technical Sales Representatives</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Telemarketing and Call Centres</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Media, Printing, The Arts and</td>
<td>Media</td>
<td></td>
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<td>Entertainment</td>
<td>Printing</td>
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<td></td>
<td>The Arts</td>
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<tr>
<td>Metal and Engineering Trades</td>
<td>Boilermakers and Welders</td>
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<td></td>
<td>Metal Fitters and Machinists</td>
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<td></td>
<td>Other Metal and Engineering Trades</td>
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<tr>
<td></td>
<td>Sheetmetal Workers</td>
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<tr>
<td>Motor Vehicle Service and Repair</td>
<td>Automotive Electricians</td>
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<td>Car Parts and Accessories</td>
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<td>Motor Mechanics</td>
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<td></td>
<td>Vehicle Body, Panel and Trim Workers</td>
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<tr>
<td>Sales Assistants and Storepersons</td>
<td>Checkout Workers and Cashiers</td>
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<td></td>
<td>Other Retail, Sales Assistants</td>
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<td>Shop Mangers, Florists and Jewellers</td>
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<td></td>
<td>Storepersons</td>
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<tr>
<td>Social Welfare and Security</td>
<td>Carers</td>
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<td></td>
<td>Security Officers, Guards, Police and Fire</td>
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<td>Social and Welfare</td>
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<tr>
<td>Teaching, Tutoring, Childcare and</td>
<td>Child Care</td>
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<td>Library</td>
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<td></td>
<td>Teachers, Tutors and Teachers’ Aides</td>
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</tbody>
</table>

1. _____________________ ______________________
2. _____________________ ______________________
3. _____________________ ______________________
Research activity

The previous list of Employment Industries and Occupations came from the Department of Employment and Workplace Relations booklet: *DEWR Job Outlook*. Copies are distributed to all government high and central schools each year. The report is also located at their website is: [www.workplace.gov.au](http://www.workplace.gov.au) - Labour market information / Job Outlook Report. Using this booklet or website, answer the following questions.

1. List six occupations that have good job prospects:

   •
   •
   •
   •

2. What skills are employers looking for in prospective workers?

   •
   •
   •
   •

Skills shortages

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

4. Name two “trades” where skill shortages exist

   •
   •

5. Name four “professions” where skill shortages exist

   •
   •

Occupation characteristics and prospects

6. 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>
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</tbody>
</table>
STUDENT HANDOUT 5

Personal awareness: My personal attributes

ACTIVITY

1. Fill out the following paragraph templates using words that you are comfortable with and information from your My Personal Attributes Summary Sheet.

2. Read out your information to a class member who can give you useful feedback.

3. Present to the class the big picture of you and your personal attributes.

Hi my name is: __________________________________________________________

I'm _____________________________________________________________________
________________________________________________________________________

(Give some appropriate physical and personal characteristics.)

I’m looking for work in the area of: _________________________________________

(Choose from your vocational interest list.)

I bring my personal values to this vocational area. I believe that: _______________
________________________________________________________________________
________________________________________________________________________

(Write a statement here based on the “qualities and characteristics I value” handout.)

I am talented and have skills that may contribute to this vocation. My skills and include:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

(Write a statement here based on the “talents and skills” handout.)

My personal qualities and characteristics that will support my application include:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Thank for your time.
STUDENT HANDOUT 6
STUDENT HANDOUT 7

Personal choice: PDHPE jobs research

ACTIVITIES

- **Research** a job/position associated with PDHPE that has been advertised in the newspaper.
- **Interview** a person currently employed in a sporting, health, outdoor recreation, or fitness industry.
- **Present** written reports on this job/position.
- **Map** a pathway from school to work in a career related to PDHPE.
- **Communicate** in a short speech to the class, information and advice about getting into a career relating to PDHPE (use the information you have gathered from the tasks listed above).

Your research should follow the Checklist for Success below.

### CHECKLIST FOR SUCCESS

<table>
<thead>
<tr>
<th>Research information</th>
<th>☑ (✓) YES I HAVE INFORMATION ON... (when completed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job description</td>
<td>Tasks performed, Services provided, Other</td>
</tr>
<tr>
<td>Education and training qualifications required</td>
<td>TAFE, University, Apprenticeship, Traineeship, Vocational programs available in Years 11/12, Credit transfers available, Other</td>
</tr>
<tr>
<td>Specific skills/competencies required - transferable skills</td>
<td>Communication, Critical thinking, Social, Leadership, Decision making, Numerical, Technological, Creative, Physical (transferable)</td>
</tr>
<tr>
<td>Wages/salaries</td>
<td>Range of wages and salaries, Special conditions for overtime work, Contract, Part-time</td>
</tr>
<tr>
<td>Working conditions and environment</td>
<td>Location of work, Uniform/dress, Trade unionism, Indoor/outdoor work, Safety requirements, Special conditions</td>
</tr>
<tr>
<td>Technology</td>
<td>Has it improved working conditions and productivity?, Has it created/destroyed positions?</td>
</tr>
<tr>
<td>Advantages/disadvantages of this position</td>
<td>Good pay, Permanent/Part-time, Uncertainty of employment, Poor hours, Seasonal work, Chances of promotion, Contract work only</td>
</tr>
<tr>
<td>My suitability for the position</td>
<td>Capability, Chances of employment, Transferable skills/competencies</td>
</tr>
<tr>
<td>Resources</td>
<td>Personal interview, HSC/TAFE credit transfer guide, Library, Internet, Job information centre, Newspapers/journals</td>
</tr>
</tbody>
</table>

Note the recommended resources in the back of this booklet. You need to demonstrate you have gathered information from a range of sources.
STUDENT HANDOUT 7 cont’d

RESEARCH ACTIVITY

1. Select an advertised position for a job/career associated with PDHPE
2. Complete the job data sheet below for this advertised position
3. 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: __________________________________________________________

   1. Level of training required:

      education/training courses required (✓) tick
      ✓ University ✓ TAFE ✓ Private provider
      ✓ Traineeship ✓ On the job training ✓ Other

      Length of course: ______________ Cost of course: ______________________________
      Entry requirements: __________________________________________________________

   2. Employment conditions:

      Salary range: $ ______________ to $ ______________
      Other conditions: ____________________________________________________________
      ________________________________________________________________________
      ________________________________________________________________________

   3. What employment related skills do I have to transfer to this position?:

      ________________________________________________________________________
      ________________________________________________________________________
      ________________________________________________________________________

      (Use your School to Work Planning Employment Related Skills Logbook for the above.)
Job data sheet (page 2)

4. What other skills and qualifications can I transfer to the job?
   - First Aid
   - OH&S Induction training Certificate No:
   - Peer Mediation Training
   - Peer Tutoring
   - Peer Support
   - CPR
   - EAR Training
   - Royal Life Saving Award
   - Level 2 Coaching Certificate
   - Aus Swim Certificate
   - Referees Badge
   - Red Cross Child Care Training
   - Sports representative at knockout competition
   - Zone
   - District
   - State

5. Job assessment:

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

Note: Refer to your CHECKLIST FOR SUCCESS to complete your job assessment.

6. Evaluation of likely success in this job: __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

7. Additional information:
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
STUDENT HANDOUT 7 cont’d

ACTIVITY: Personal Choice - PDHPE jobs research

Interview someone who has a career in the sporting, health, fitness or outdoor recreation industry.

Hint: Use your Career Research Checklist For Success as a guide for the content of your questions and answers.

“Good Morning,

I am ________________ from ________________ High School

I am researching a career associated with my school studies in Personal Development, Health and Physical Education. Would you mind if I ask you some questions about your job/career?”

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.
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 PDHPE. 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 PDHPE subjects and HSC courses to careers and tertiary courses.

- www.tdd.nsw.edu.au/schooltowork
  Designed for teachers, this website supports the NSW Government’s Ready for Work, School to Work Program.

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

- www.newapprenticeships.gov.au
  A national website for traineeships and apprenticeships, this site 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
  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 ‘Health and Physical Education’ as keywords and discover a plethora of jobs available requiring PDHPE 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 PDHPE 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)

•
•
•
•