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 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 Technology curriculum: Vocational links

Pedagogy

Effective teaching and learning will be achieved by Technology (TAS) 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 Technology (TAS) 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 TAS 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:
- Agriculture
- Design and Technology
- Engineering Studies
- Food Technology
- Information Processes and Technology
- Industrial Technology
- Software Design and Development
- Textiles and Design
- Marine Studies CEC
- Computing Applications CEC

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 these Stage 6 courses assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training. Teachers and students should be aware of these opportunities.

Through study of the following Stage 6 vocational education and training (VET) courses:
- Construction Curriculum Framework
- Hospitality Curriculum Framework
- Information Technology Curriculum Framework
- Metal and Engineering Curriculum Framework
- Primary Industries Curriculum Framework
- Tourism Curriculum Framework
- Electrotechnology CEC
- Furnishing CEC
- TAFE delivered VET courses

students will gain industry recognised AQF VET credentials and will also gain experience that can be applied to a range of contexts including work, study and leisure. Study within these frameworks and courses will also assist students in making informed career choices.

**Recognition of student achievement in HSC courses**

Wherever appropriate, the skills and knowledge acquired by students in their study of HSC courses should be 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:

Agriculture Stages 4-5, 1997
Computing Studies Years 7-10, 1987
Design and Technology Years 7-10, 1991
Food Technology Years 7-10, 1992
Technical Drawing Years 7-10, 1998
Technics Years 7-10, 1985
Textiles and Design Years 7-10, 1988

For example, the Design and Technology Stage 5 syllabus incorporates work related content as students are given opportunities to use and apply appropriate industry terminology and work practices.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge and understandings</strong></td>
<td></td>
</tr>
<tr>
<td>Develop knowledge and understanding about safe working environments, habits and procedures</td>
<td>• explain the principles underlying safe work practices&lt;br&gt;• describe mandatory occupational, health and safety standards&lt;br&gt;• explain the reasons for protective clothing and equipment in the working environment (Design and Technology Syllabus 7-10, 1991)</td>
</tr>
</tbody>
</table>

Within this syllabus and other Technology syllabuses students develop an awareness of the range of vocational opportunities available through various design projects. Students also develop highly valued workplace skills such as experience working in teams, effective communication skills, the ability to solve problems and acquire skills in a variety of Information and Communication Technologies.

Similarly there are clear links between the new Technology (TAS) Stage 5 syllabuses and the content of Work, Employment and Enterprise. The Textiles and Design syllabus includes “specific knowledge and understanding of current employment opportunities” (Draft Syllabus, Textiles Technology 7-10, 2002). The other draft Technology syllabuses support the preparation of students for lifelong learning and career opportunities in the study of Technology and related fields.

**Related processes**
Use of the logbook supports the following processes essential to the teaching of Technology subjects:

- designing
- problem-solving
- communicating
- critical thinking
- evaluating
- valuing
- making
- managing
- interacting
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>&lt;br&gt;<strong>(Tick)</strong> Are you teaching students to&lt;br&gt;... speak to a group confidently&lt;br&gt;... debate in front of a large audience&lt;br&gt;... speak and write another language&lt;br&gt;... work with other people to sort out a problem&lt;br&gt;... follow verbal instruction&lt;br&gt;... convey ideas confidently&lt;br&gt;...</td>
<td><strong>Social skills</strong>&lt;br&gt;<strong><em>(Tick)</em></strong> Are you teaching students to&lt;br&gt;... listen when others speak&lt;br&gt;... respect the point of view of others&lt;br&gt;...</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.

| Do Year 11 and 12 students develop any of these skills in your classroom? |
|------|---------------------------------------------------------------------|
| **Tick and/or add to the list below.**                                      |
| 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 by 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 - student brings 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.

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

What employment related skills have you acquired in this subject?
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></td>
<td></td>
</tr>
</tbody>
</table>

Date

Teacher initial

Date

Teacher initial
2.3 Examples of employment related skills developed in Technology 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 Technology subjects Stage 5.

Communication skills

- Communicate with team members to establish and achieve goals
- Use feedback on practical techniques to make improvements
- Document research methods and procedures used in the construction of projects
- Use a variety of techniques to communicate and present the development of a design project including oral, written, graphical and computer software
- Prepare graphs, plans, diagrams and/or construction drawings for the designing of projects
- Interpret a range of technical language and symbols
- Use storyboards to assist in the construction of practical tasks
- Access information and ideas through a range of written and oral media

Practical skills

- Conduct controlled experiments
- Follow manufacturers instructions to calculate usage rates of chemicals
- Demonstrate safe, cooperative and hygienic work practices
- Understand OH&S issues and implement these accordingly
- Draw and interpret scale drawings
- Safely use a variety of hand tools, portable and fixed equipment
- Identify a variety of materials and select most appropriate materials for a given purpose
- Demonstrate the importance of project management skills
- Experiment and select appropriate manufacturing techniques
- Interpret, modify and use commercial patterns for project items

ICT skills

- Word process documents for a specific target audience
- Use generic software applications to design, create, edit, format and evaluate databases and spreadsheets
- Create or import graphical images to be manipulated and displayed
• Access, manipulate and process information through Computer Aided Design (CAD)
• Use appropriate simulation modelling tools
• Locate, present and acknowledge relevant information from the Internet in developing a design brief
• Use multimedia applications to present the results of research
• Select and use appropriate computer hardware and software applications to assist in the planning, production and evaluation of projects
• Calculate the cost and quantity of projects using spreadsheets

**Social skills**
• Actively listen while others present their ideas
• Evaluate and respect the work of others
• Participate in group activities to share resources and to solve problems
• Negotiate and work cooperatively in a group
• Accept and act upon constructive advice
• Have respect for others privacy and intellectual property

**Creative skills**
• Suggest value adding ideas for a particular product
• Design and create information and software technology solutions for a variety of real world problems
• Design solutions to meet identified needs or wants
• Relate concepts of creativity and innovation to the work of designers
• Develop experiments which test ideas and solutions
• Use creativity and lateral thinking to avoid being predictable when designing
• Manipulate image enhancing software
• Demonstrate flexibility and adaptability in the development of projects
• Analyse the inspirational sources and creative approaches used by designers
• Present storyboards and collages to present ideas creatively

**Leadership skills**
• Effectively manage personal and physical resources
• Initiate, negotiate and organise group activities with others in the development of a design project
• Manage a project to completion
• Display sensitivity and tact in the allocation of roles in a group situation
• Provide guidance to and support for others in a group
• Negotiate the shared use of equipment and resources

**Resource Management**

• Manage and plan activities
• Create a work schedule and timeframe for projects
• Allocate resources to achieve desired goals effectively and efficiently

**Problem-solving**

• Develop solutions to meet identified needs and wants
• Continually assess the progress of design projects
• Determine physical problems that will need to be overcome to achieve a satisfactory final design
• Match final project outcomes with initial project proposal

**Numerical skills**

• Plan and price goods and services to markets
• Interpret information contained in a table or graph
• Estimate quantities of materials required for design projects
• Calculate the usage rates of different agricultural chemicals
• Use mathematical ideas and techniques when conducting calculations in databases and spreadsheets
• Calculate quantities and adjust proportions when modifying recipes
• Understand and apply the concept of scale in drawings
• Read standard measuring instruments such as rules, tapes, verniers and micrometers
• Calculate quantities and costing of materials required for the construction of a project
2.4 Examples of employment related skills developed in Technology 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 Technology courses Stage 6.

Communicating ideas and information
- Tabulate, graph and report on experimental results
- Present ideas in written, graphic and oral forms using a variety of computer hardware and software
- Give a PowerPoint presentation to communicate ideas and information
- Present ideas in a contemporary manner
- Use appropriate standards and conventions for drawings and diagrams
- Use electronic communication techniques across a computer network and via the Internet
- Communicate effectively with personnel and potential users at all stages of a project to ensure that it meets their requirements

Collect, organise and analyse
- Collect and organise results of experimental work
- Analyse results of experimental work and make recommendations
- Use a range of qualitative and quantitative research methods
- Plan and organise related documentation of folios
- Critically analyse the results of research and apply to the development of a project
- Use computer software to integrate data from a number of sources
- Plan, implement and evaluate a sequence of operations for the completion of a project

Generate, identify and assess opportunities
- Identify a design problem that may be worthy of further exploration in relation to developing a project proposal
- Explore the characteristics of an identified need relevant to a design project
- Identify opportunities to increase consumer demand and products in niche markets
- Investigate a range of careers in technology and identify their tertiary study requirements
- Critically analyse current innovations
- Conduct a SWOT analysis on products
• Develop a product that meets a specific consumer need
• Generate creative ideas from inspirational sources

Identify, assess and manage risks
• Identify the risks associated with practical work and be able to manage any risk through appropriate work habits
• Apply specific safety rules and OH&S practices
• Develop an awareness of time management in terms of effective project completion
• Identify appropriate equipment for the preparation of material specimens
• Conduct a feasibility study to identify opportunities and assess the feasibility of a proposed solution

Generate and use creative ideas and processes
• Develop value adding ideas for different products
• Think laterally when considering possible materials, tools and techniques for use in a design project
• Use a range of information systems in an interactive way
• Experiment with and apply materials to the construction of appropriate models
• Use collaborative and creative thought processes to generate ideas
• Style projects for photography
• Generate ideas from inspirational stimuli

Solve problems
• Use a computer to simulate problems and to test solutions
• Apply problem-solving techniques to identified problems at any stage of a project
• Use specialised graphical and mathematical techniques to solve related problems
• Modify designs and patterns
• Apply problem-solving techniques to ensure a quality end product
• Experiment with a variety of materials, tools and techniques
• Consider social and ethical issues
Recruit and manage resources

- Consider and select a range of possible tools, materials and techniques that could be used in the construction of a design project and experimental work
- Organise resources so that the project runs smoothly
- Demonstrate budgeting skills in the financial planning for a design project
- Make appropriate decisions in the selection of materials and in the allocation of time for the construction of a project
- Source outside expertise if necessary to complement skills
- Consider copyright laws and acknowledge all sources in recognition of the intellectual contribution of authors

Match personal goals and capacities to undertakings

- Develop projects in relation to interests and abilities
- Plan project and trial work within resource and time constraints
- Develop a statement of intent and conduct ongoing evaluation to determine that the undertaking matches the goal

Work with others and in teams

- Work cooperatively to share resources and to solve design problems
- Collaboratively brainstorm solutions
- Establish priorities with team members when conducting experiments
- Demonstrate team building strategies
- Demonstrate skills in management, communication and teamwork in relation to individual and group activities

Be flexible and deal with change

- Evaluate experiments to ensure changes to products are justified
- Make adjustments to designs and patterns as required
- Identify where specific new technologies may be used in current production systems
- Appreciate the importance of providing training opportunities for people within a changing environment
- Adapt ideas as project progresses and as changes become necessary due to change in time allocations or material availability
Use initiative and drive

- Initiate a design concept and follow it through to completion
- Develop experiments in relation to course topics
- Source materials, tools and technologies from alternative sources
- Develop confidence in approaching others who may act as an important resource
- Demonstrate the ability to be self-reliant and motivated to undertake tasks
- Design and develop a prototype and a range of solutions for an identified need
- Negotiate with suppliers to determine costs and to meet budget proposals

Negotiate and influence

- Negotiate with peers, teacher and other resource people in relevant areas of a design project
- Justify the choice of materials, tools and techniques
- Consult with other students regarding the use of resources and materials for the testing of samples
- Negotiate project selection

Plan and organise

- Understand the need for a logical sequence in solving problems
- Develop a structure and series of activities to enable a problem to be solved
- Organise trial data into tables and graphs
- Organise the steps involved in the development and realisation of a design project
- Develop an awareness of the timeframe involved in a design project then implement accordingly
- Plan the solution to a problem by selecting the most appropriate problem-solving technique
- Provide technical production plans
- Organise folios in a logical sequence
- Use a logbook or diary to document the progress of a group or independent project
2.5 Teacher activities: Employment related skills in the classroom

Agriculture 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 AGRICULTURE. Using the examples as a guide, develop your own list of employment related skills 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>
<tbody>
<tr>
<td>Propagating and growing plants</td>
<td>• work cooperatively in a group&lt;br&gt;• follow instructions&lt;br&gt;• use and maintain equipment in the correct manner&lt;br&gt;• follow and demonstrate safe work practices&lt;br&gt;• collect data on plant growth&lt;br&gt;• demonstrate personal responsibility and initiative&lt;br&gt;• use a computer to record data and to tabulate and graph results&lt;br&gt;• interpret data in relation to agricultural situations and problems&lt;br&gt;• communicate results in graphic and written forms&lt;br&gt;• calculate the profitability of plant production&lt;br&gt;• write a ‘procedure’ and a ‘recount’ for propagating plants using a word processor</td>
</tr>
<tr>
<td>Drenching sheep</td>
<td>• demonstrate safe work practices and work cooperatively in a group&lt;br&gt;• follow instructions&lt;br&gt;• calculate dose rate of drench from manufacturers instructions&lt;br&gt;• identify potential hazards and risks to humans and animals&lt;br&gt;• demonstrate correct use and maintenance of equipment&lt;br&gt;• write a ‘procedure’ and a ‘recount’ for drenching sheep using a word processor</td>
</tr>
</tbody>
</table>

Date: 
Teacher initial:
Computing Studies 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 COMPUTING STUDIES. 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>
<tbody>
<tr>
<td>Computer solutions</td>
<td>• determine a problem&lt;br&gt;• identify types of data required to solve a problem&lt;br&gt;• structure data in an appropriate format ensuring the elimination of data bias&lt;br&gt;• sequence a process in general terms&lt;br&gt;• complete a project within the specified timeframe&lt;br&gt;• identify a range of sources to solve a problem&lt;br&gt;• plan test cases&lt;br&gt;• evaluate a solution on the effectiveness of interface criteria&lt;br&gt;• design appropriate solutions and document</td>
</tr>
<tr>
<td>Communication systems</td>
<td>• effectively operate and use a variety of different types of communication systems&lt;br&gt;• identify different types of links and suggest suitable links&lt;br&gt;• understand the scale of communication – local, national and global&lt;br&gt;• display an understanding of the use of communication systems in different settings including business, government and individuals&lt;br&gt;• develop and appreciate a variety of communication systems and networks&lt;br&gt;• explain the transfer of data from one location to another</td>
</tr>
</tbody>
</table>

Date:                       Teacher initial:
Design and Technology 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 DESIGN AND TECHNOLOGY. 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>
<tbody>
<tr>
<td><strong>Design, construct and market a toy or game for a child with a disability</strong></td>
<td>Students can .../Students are able to.../Students know how to ...</td>
</tr>
</tbody>
</table>
| Design, construct and market a toy or game for a child with a disability | • identify needs clearly  
• utilise tools, resources and systems to solve problems  
• use graphics to communicate design ideas and a solution  
• investigate ideas, relationships and issues by gathering information from a range of sources  
• critically compare a range of design ideas  
• appreciate design and quality production  
• demonstrate safe and cooperative work practices  
• display creativity in design ideas  
• establish an effective time plan  
• use ongoing processes of evaluation to overcome problems  
• implement management strategies |

Date: [ ]
Teacher initial: [ ]

<table>
<thead>
<tr>
<th>Jewellery design</th>
<th>Employment Related Skills</th>
</tr>
</thead>
</table>
| Jewellery design | • investigate and justify a range of design concepts and processes  
• generate creative ideas using a variety of methods  
• select and use a variety of research methods  
• make and use models to evaluate design ideas  
• explain OH&S principles and apply safe work practices  
• practice ethical and responsible design  
• reflect on the design process used |

Date: [ ]
Teacher initial: [ ]
Food Technology 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 FOOD TECHNOLOGY. 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>
| **Design, create, package and market a new food product** | • analyse, discuss and clearly understand the requirements of a specific design brief  
• conduct market research in order to adequately meet the needs identified in a specific design brief  
• demonstrate safe, competent and hygienic work practices  
• plan, conduct and draw conclusions from a series of experiments aimed at developing a prototype for a new product  
• modify an existing recipe in accordance with the design brief, and develop a prototype  
• develop a set of criteria to evaluate new food products and assess a range of existing new food products  
• manage the development of a design project  
• assess a range of packaging materials in terms of their suitability for the new food product and their environmental impact  
• plan a marketing strategy for the launch of a new food product |
| **Food for special occasions** | • research special occasions celebrated in the local community  
• plan a menu for a special occasion  
• cater for and host a function to celebrate a special occasion  
• present food for a variety of situations – formal and informal  
• communicate traditions related to special occasions |

Date: ___________________________  
Teacher initial: ___________________
Technical Drawing 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 TECHNICAL DRAWING. 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>
| Student negotiated project- engineering drawing | • communicate ideas and information by neat freehand sketching, drawing to AS1100, word processing, and multi-media presentations, CAD-based software  
• access and analyse information from a variety of sources such as libraries and the Internet  
• apply skills in graphical and electronic presentation  
• research classical and contemporary models of engineering design  
• interpret scale drawings, drawing to scale and applying arithmetical operations in calculations |
| Landscape drawing | • communicate ideas and information by neat freehand sketching, drawing to AS1100, word processing, and multi-media presentations such as PowerPoint  
• access and analyse information from a variety of sources such as trade and consumer magazines  
• work collaboratively to achieve individual goals  
• present a project as an example of individual creative expression  
• make socially justifiable decisions in the design of the project |
Technics 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 TECHNICS. 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>Major project-Timber products</td>
<td>• produce sketches and drawings to communicate details of a project</td>
</tr>
<tr>
<td></td>
<td>• research the type and availability of appropriate timbers</td>
</tr>
<tr>
<td></td>
<td>• use a variety of techniques and resources to seek out a range of design options</td>
</tr>
<tr>
<td></td>
<td>• plan and organise for the purchase and delivery of materials</td>
</tr>
<tr>
<td></td>
<td>• determine the sequence of operations for the overall construction of a project</td>
</tr>
<tr>
<td></td>
<td>• demonstrate skills in the manipulation of hand and power tools</td>
</tr>
<tr>
<td></td>
<td>• wear the correct safety gear and be aware of safe procedures in a workshop</td>
</tr>
<tr>
<td></td>
<td>• cooperate with other students and respect their need to share resources</td>
</tr>
<tr>
<td></td>
<td>• be flexible and be prepared to modify designs</td>
</tr>
<tr>
<td></td>
<td>• arrange for periodic evaluation</td>
</tr>
<tr>
<td></td>
<td>• document the progress of a project</td>
</tr>
</tbody>
</table>

Date: ____________________________  Teacher initial: ____________________________
Technics 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 TECHNICS. 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>
</table>
| Design and construct an ornamental model cannon | • prepare working drawings for proposed model using appropriate computer software  
• analyse a range of materials suitable for the construction of the project  
• develop a materials list and costing of the project  
• document steps of construction for the project  
• read and interpret drawings and specifications  
• safely use portable power tools and machine tools, including lathes and grinders  
• document skills and techniques to prepare materials  
• evaluate the end project and its effectiveness |

Date: Teacher initial:
Textiles and Design 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 TEXTILES AND DESIGN. 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

| Design and construction | • interpret directions for constructing textiles  
| | • select appropriate textiles for clothing and textile articles  
| | • present and organise ideas in a folio  
| | • manufacture a textile item to completion  
| | • practice safe work habits in practical rooms  
| | • exercise creativity by designing with textiles  
| | • use textile equipment competently  
| | • manage personal and physical resources relevant to practical experiences with textiles  
| | • apply the elements of design  
| | • colour and decorate with textiles  
| | • use appropriate construction techniques for fibres, yarns and fabrics suitable to end-use applications  
| | • select and adapt commercial patterns for textile items  
| | • apply functional and aesthetic criteria when designing |

Date: ____________________________  
Teacher initial: __________________

Structures and properties | • design and produce care labels that meet industry standards  
| | • interpret and communicate written and verbal instructions  
| | • analyse and evaluate textile structures  
| | • identify properties of fibres, yarns and fabrics in relation to end-use  
| | • perform simple textile experiments  
| | • investigate and apply colour to textiles |

Date: ____________________________  
Teacher initial: __________________
## Agriculture Stage 6

The following examples show some of the employment related skills developed by students as a result of their participation in activities or topics in AGRICULTURE. Using the examples as a guide, develop your own list of employment related skills 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>
<tbody>
<tr>
<td>Designing and conducting an experiment</td>
<td>- develop an experiment using the principles of experimental design</td>
</tr>
<tr>
<td></td>
<td>- select appropriate resources for experimental work</td>
</tr>
<tr>
<td></td>
<td>- plan the steps necessary to conduct and complete an experiment</td>
</tr>
<tr>
<td></td>
<td>- identify and apply safe working practices in relation to experimental work</td>
</tr>
<tr>
<td></td>
<td>- demonstrate personal responsibility and initiative</td>
</tr>
<tr>
<td></td>
<td>- work within the boundaries of animal welfare</td>
</tr>
<tr>
<td></td>
<td>- collaborate with team members</td>
</tr>
<tr>
<td></td>
<td>- collect, organise and present results in an appropriate form to clearly communicate results</td>
</tr>
<tr>
<td></td>
<td>- analyse information using appropriate mathematical techniques</td>
</tr>
<tr>
<td></td>
<td>- draw accurate and relevant conclusions from data analysis</td>
</tr>
<tr>
<td></td>
<td>- communicate conclusions to peers</td>
</tr>
</tbody>
</table>

Date: [ ]

Teacher initial: [ ]

<table>
<thead>
<tr>
<th>Marketing a farm product</th>
<th>Employment Related Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- identify and assess a range of marketing opportunities for farm products</td>
</tr>
<tr>
<td></td>
<td>- analyse and evaluate product market information</td>
</tr>
<tr>
<td></td>
<td>- recognise the problems that may occur in meeting market specifications and suggest possible solutions</td>
</tr>
<tr>
<td></td>
<td>- generate potential ways to value add to a farm product</td>
</tr>
</tbody>
</table>

Date: [ ]

Teacher initial: [ ]
### Design and Technology Stage 6

The following examples show some of the employment related skills developed by students as a result of their participation in activities or topics in DESIGN AND TECHNOLOGY. 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>
<tbody>
<tr>
<td>Developing the project</td>
<td><strong>Students can .../Students are able to.../Students know how to ...</strong></td>
</tr>
<tr>
<td>Proposal for the major design project</td>
<td>• use a variety of communication techniques eg computer software, PowerPoint presentation</td>
</tr>
<tr>
<td></td>
<td>• identify design opportunities and /or a solution to a problem</td>
</tr>
<tr>
<td></td>
<td>• plan and evaluate a proposed sequence of operations for the completion of the project</td>
</tr>
<tr>
<td></td>
<td>• identify and justify areas of investigation for the project</td>
</tr>
<tr>
<td></td>
<td>• identify and justify criteria to evaluate success of the project</td>
</tr>
<tr>
<td></td>
<td>• create and justify proposed finance, action and time plans for a major design project</td>
</tr>
<tr>
<td></td>
<td>• select a range of proposed materials, tools and techniques based on the results of research</td>
</tr>
<tr>
<td></td>
<td>• identify possible safety hazards and risks that the proposal could generate</td>
</tr>
<tr>
<td></td>
<td>• use creativity and innovation in the development of design ideas</td>
</tr>
<tr>
<td></td>
<td>• identify project limitations and be realistic about financial and time restrictions</td>
</tr>
<tr>
<td></td>
<td>• identify personal qualities and match these with the scope of the project</td>
</tr>
</tbody>
</table>

**Date:** 

**Teacher initial:**

<table>
<thead>
<tr>
<th>Activity/Topic</th>
<th>Employment Related Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project development and realisation</td>
<td>• apply the design factors relevant to the major design project</td>
</tr>
<tr>
<td></td>
<td>• use appropriate standards and conventions for diagrams</td>
</tr>
<tr>
<td></td>
<td>• apply OH&amp;S practices in the creation of the major project</td>
</tr>
<tr>
<td></td>
<td>• develop and apply practical skills to produce a quality project</td>
</tr>
</tbody>
</table>

**Date:** 

**Teacher initial:**
## Engineering Studies Stage 6

The following examples show some of the employment related skills developed by students as a result of their participation in activities or topics in ENGINEERING STUDIES. 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>
<tbody>
<tr>
<td><strong>Water powered model rocket</strong></td>
<td>Students can .../Students are able to.../Students know how to ...</td>
</tr>
<tr>
<td>• present freehand drawings and sketches to convey ideas</td>
<td>• discuss benefits of certain design features</td>
</tr>
<tr>
<td>• discuss benefits of certain design features</td>
<td>• use initiative to research and collect materials for the construction of models</td>
</tr>
<tr>
<td>• use initiative to research and collect materials for the construction of models</td>
<td>• analyse the suitability of materials</td>
</tr>
<tr>
<td>• analyse the suitability of materials</td>
<td>• coordinate workspace and tools to manufacture models</td>
</tr>
<tr>
<td>• coordinate workspace and tools to manufacture models</td>
<td>• understand the need to maintain time constraints for the completion of a project</td>
</tr>
<tr>
<td>• understand the need to maintain time constraints for the completion of a project</td>
<td>• organise and negotiate an appropriate venue for the testing of models</td>
</tr>
<tr>
<td>• organise and negotiate an appropriate venue for the testing of models</td>
<td>• recruit other students to assist in the filming and recording of test flights</td>
</tr>
<tr>
<td>• recruit other students to assist in the filming and recording of test flights</td>
<td>• be aware of safety issues when testing models</td>
</tr>
<tr>
<td>• be aware of safety issues when testing models</td>
<td>• be adaptable and modify designs to suit conditions</td>
</tr>
<tr>
<td>• be adaptable and modify designs to suit conditions</td>
<td>• show an appreciation of other students’ designs</td>
</tr>
<tr>
<td>• show an appreciation of other students’ designs</td>
<td>• consider and evaluate the features that contribute to a successful model and test flight</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity/Topic</th>
<th>Employment Related Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Testing of materials used in lifting devices</strong></td>
<td>Students can .../Students are able to.../Students know how to ...</td>
</tr>
<tr>
<td>• work with others in teams to collect sample materials</td>
<td>• use appropriate techniques to prepare materials for testing procedures</td>
</tr>
<tr>
<td>• use appropriate techniques to prepare materials for testing procedures</td>
<td>• draw graphs and diagrams to represent information</td>
</tr>
<tr>
<td>• draw graphs and diagrams to represent information</td>
<td>• analyse information to make recommendations as to appropriate uses of various materials</td>
</tr>
</tbody>
</table>

Date: [ ]  
Teacher initial: [ ]
Information Processes and Technology Stage 6

The following examples show some of the employment related skills developed by students as a result of their participation in activities or topics in INFORMATION PROCESSES AND TECHNOLOGY. 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>
<tbody>
<tr>
<td><strong>Multimedia systems</strong>- newsletter versus website</td>
<td>• create a newsletter for publication in printed form and create a multimedia version (website) with similar content</td>
</tr>
<tr>
<td></td>
<td>• create a multimedia system including combinations of text, hypertext, numbers, audio, images and/or animations and video</td>
</tr>
<tr>
<td></td>
<td>• capture and digitise analog data to use in the construction of the newsletter and website</td>
</tr>
<tr>
<td></td>
<td>• consider copyright laws and acknowledge all sources in recognition of the intellectual contribution of authors</td>
</tr>
<tr>
<td></td>
<td>• compare and contrast printed and multimedia versions with similar content</td>
</tr>
<tr>
<td></td>
<td>• identify how multimedia systems control the presentation of information</td>
</tr>
<tr>
<td></td>
<td>• analyse and describe a multimedia system in terms of the information processes involved</td>
</tr>
<tr>
<td></td>
<td>• evaluate the effect of multimedia on the individual, society and the environment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity/Topic</th>
<th>Employment Related Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group project</strong></td>
<td>• demonstrate effective project management in a group situation</td>
</tr>
<tr>
<td></td>
<td>• effectively use team-building strategies and collaborative work practices</td>
</tr>
<tr>
<td></td>
<td>• communicate using active listening and seek clarification to understand a problem</td>
</tr>
<tr>
<td></td>
<td>• present thoughts for discussion and debate</td>
</tr>
<tr>
<td></td>
<td>• document the development of a group project</td>
</tr>
</tbody>
</table>

Date: Teacher initial:
Industries and/or Metals and Engineering Industries Stage 6

The following examples show some of the employment related skills developed by students as a result of their participation in activities or topics in INDUSTRIAL TECHNOLOGY - TIMBER AND FURNITURE INDUSTRIES and/or METALS AND ENGINEERING INDUSTRIES. 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>
<tbody>
<tr>
<td>Design and management-folio presentation</td>
<td>• communicate ideas and information by neat freehand sketching, drawing to AS1100, word processing, tables, spreadsheets and oral presentations</td>
</tr>
<tr>
<td></td>
<td>• research options for the project by collecting brochures and catalogues, visiting shops, showrooms and manufacturers</td>
</tr>
<tr>
<td></td>
<td>• analyse and select a final project and its materials and construction techniques</td>
</tr>
<tr>
<td></td>
<td>• assess and manage risk through documentation of OH&amp;S factors relevant to project</td>
</tr>
<tr>
<td></td>
<td>• match personal goals and the undertaking through ongoing and final evaluation</td>
</tr>
<tr>
<td></td>
<td>• solve problems to formulate original design or modify an existing one</td>
</tr>
<tr>
<td></td>
<td>• manage monetary and human resources</td>
</tr>
<tr>
<td></td>
<td>• work in teams through group project</td>
</tr>
<tr>
<td></td>
<td>• show flexibility and deal with change</td>
</tr>
<tr>
<td></td>
<td>• demonstrate initiative and negotiation skills through working with others</td>
</tr>
</tbody>
</table>

| Electric arc welding practical exercise           | • identify any potential risks or hazards in the vicinity of the welding area            |
|                                                   | • use initiative to ascertain the best position for welding                               |
|                                                   | • organise the appropriate range of consumables                                            |
|                                                   | • assess the quality of the finished weld                                               |

Teacher initial:
Software Design and Development Stage 6

The following examples show some of the employment related skills developed by students as a result of their participation in activities or topics in SOFTWARE DESIGN AND DEVELOPMENT. 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>
| Introduction to software development         | • develop a clear understanding of what the given problem involves and develop a suitable approach or strategy to solve the problem  
• select a method of algorithm description – pseudocode or flowchart  
• identify inputs, processes, outputs and data structures  
• develop a structured algorithm using appropriate structures – sequence, selection, repetition, sub-programs, searches, sorts  
• select and use appropriate testing procedures  
• modify and maintain algorithm based on results and feedback provided through documentation and evaluation |

<table>
<thead>
<tr>
<th>Activity/Topic</th>
<th>Employment Related Skills</th>
</tr>
</thead>
</table>
| Software development cycle                    | • interpret a system and represent it diagrammatically  
• identify the elements within a given context – external entities, processes and storage  
• use appropriate standards and conventions for drawing data flow diagrams  
• construct an appropriate data flow diagram using appropriate information technologies  
• use the data flow diagram to communicate and convey meaning to others |

Date: Teacher initial:
Textiles and Design Stage 6

The following examples show some of the employment related skills developed by students as a result of their participation in activities or topics in TEXTILES AND DESIGN. 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>
<tbody>
<tr>
<td>Students can … / Students are able to… / Students know how to …</td>
<td></td>
</tr>
<tr>
<td>Major textiles project</td>
<td>• produce quality projects suitable to their end-use</td>
</tr>
<tr>
<td></td>
<td>• manage resources such as time and money effectively</td>
</tr>
<tr>
<td></td>
<td>• communicate ideas in various graphical forms</td>
</tr>
<tr>
<td></td>
<td>• use the Internet as a research tool</td>
</tr>
<tr>
<td></td>
<td>• experiment and select appropriate techniques and equipment</td>
</tr>
<tr>
<td></td>
<td>• analyse the functional and aesthetic criteria of projects</td>
</tr>
<tr>
<td></td>
<td>• work safely in a textiles environment</td>
</tr>
<tr>
<td></td>
<td>• justify the selection of techniques and equipment</td>
</tr>
<tr>
<td></td>
<td>• provide accurate measurements and labelling on production drawings</td>
</tr>
<tr>
<td></td>
<td>• select materials appropriate to the end use application</td>
</tr>
<tr>
<td></td>
<td>• generate creative ideas from inspirational sources</td>
</tr>
<tr>
<td></td>
<td>• plan and organise related documentation in a folio</td>
</tr>
<tr>
<td></td>
<td>• proficiently manufacture a textile item</td>
</tr>
</tbody>
</table>

Properties and performance of textiles

| • use the Internet as a research tool |
| • select suitable fabrics for textile products |
| • appreciate and assess the impact new textile technologies have on consumers and the environment |
| • access industry resources |

Date: Teacher initial:
Your Examples of employment related skills developed in Stage 5 and Stage 6 Technology subjects and courses

Using the previous examples as a guide, use these blank templates to develop your own examples of employment related skills that students may gain in a Technology subject/course activity or topic.

<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:

Date: Teacher initial:
Technology and vocational learning

This section contains vocational information and activities for teachers and students of Technology subjects and courses.

3.1 Enterprise education

Enterprise education is action learning, involving students, usually in teams, 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 Technology subjects and courses could include students:

- planning, organising and running events such as exhibitions of works, objects and goods produced from Textiles and Design, Design and Technology or Industrial Design
- undertaking the Young Achievement Australia program, Business Enterprise, which involves student teams forming companies to market goods, eg choosing businesses that produce, package and retail an unusual or novelty food product
- operating an ongoing school based business with a product arising from Food Technology or Design and Technology
- planning and operating a commercial spin-off from Agriculture such as produce sales or preparing cattle for showing
- operating a practice firm within the Australian Network of Practice Firms, selling virtual products eg fashion items, or virtual services eg indoor plant hire
- setting up and operating a school based business producing steel security grills
- conducting a fund raising exercise, eg auction, with products from Industrial Technology, Food Technology, Textiles and Design, Design and Technology or Agriculture.
Examples of enterprise education in *Information Processes and Technology* and *Software Design and Development* could include students:

- planning, organising and running events such as team participation in the State-wide Web Page Design competition
- organising and running a regular Computer Club
- organising a fund-raising activity by setting up the school computer network for students to compete against each other playing computer games
- organising and publishing school publications including newsletters, student magazine, Year 10 Booklet, Year 12 Booklet
- planning, designing and implementing a computerised system for data collection for use at sports carnivals
- undertaking the Young Achievement Australia program *Business Enterprise*, involving student teams forming companies to market goods and services related to the design and construction of web pages
- designing and constructing web pages for local community businesses and educational organisations
- establishing and running a computer repair service for school and community members
- establishing and running an in school Help Desk to assist teaching and administrative staff with computer related software and hardware problems

What examples of enterprise education are taking place in Technology subjects and courses 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:

**Automotive** - automotive manufacturing, heavy vehicle brakes, mechanical - air conditioning, vehicle body - detailing, outdoor power equipment (services).

**Building and Construction** - bridge/marine construction, tunnel construction, railway construction and maintenance.

**Manufacturing Engineering** - aeroskills, engineering production, engineering technician.

**Communications** - information technology, printing and graphic arts, telecommunications.

**Food Industry** - food processing, laboratory skills, meat processing, seafood industry.
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 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 the Design and Technology course 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
- 3D Modelling, Animation and Digital Effects
- Aboriginal Arts and Cultural Practices
- Aboriginal Cultural Site Conservation
- Aboriginal Studies
- Access to Work and Educational Opportunities
- Administration/Information Technology
- Agriculture
- Animal Management
- Animal Technology
- Applied Science (Environmental Technology)
- Architectural Technology
- Asia-Pacific Marketing
- Asset Maintenance
- Australian and International Trade Facilitation
- Banking
- Building Studies
- Business
- Call Centre Management
- Career Education and Employment for Women (CEEW)
- Ceramics
- Civil Engineering
- Clothing Production
- Communication Skills
- Construction Management
- Dental Assisting
- Dental Technology
- Design and Illustration Skills
- Design Fundamentals
- Detail Drafting
- Education Support - School Assistant
- Electrical Engineering
- Electrical Technology
- Electrical Wholesaling
- Electronic Commerce
- Engineering
- Environmental Health and Building
- Environmental Practice Surveying
- Equine Massage Therapy
- Events and Entertainment Design
- Fashion Design
- Fire Technology
- Firefighting Management
- Firefighting Operations
- Fishing Industry, Recreational Services
- Food and Hospitality
- Food Processing (Rice Processing)
- Foundation and Vocational Education
- General and Vocational Education
- Geographic Information Systems
- HVAC - Refrigeration Engineering
- Horse Industry Management
- Horse Industry Supervision
- Horticulture
- Hospitality
- Hospitality Management
- Hydrology and Environmental Management
- Information Technology (Website Production)
- Instructional Interactive Media
- International Business Studies
Students who successfully complete the **Textiles and Design** course and meet the conditions for credit, will be eligible to receive credit for specified modules in **TAFE NSW** courses such as:

- Access to Work and Educational Opportunities
- Career Education and Employment for Women (CEEW)
- Clothing Production
- Fashion Design
- Foundation and Vocational Education
- General and Vocational Education
- Textile Design and Printing
- Textiles Clothing and Footwear
- Work Skills
HSC credit transfer arrangements to TAFE NSW courses (continued)

Students who successfully complete the VET Information Technology Curriculum Framework (240 Hour) course and meet the conditions for credit, may be eligible to receive credit in the following TAFE NSW courses:

- Software Applications
- Network Administration
- Database Administration
- Client Support
- Network Management
- Technical Support
- Programming
- Systems Analysis & Design
- Systems Administration
- Network Engineering

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

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.

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.

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.

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.

This section provides information about available traineeships and useful contacts.

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 the course teacher:

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

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

An example is displayed below.

<table>
<thead>
<tr>
<th>Option Studied</th>
<th>Teacher's Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decision Support Systems</td>
<td></td>
</tr>
<tr>
<td>Multimedia Systems</td>
<td></td>
</tr>
</tbody>
</table>

The abovementioned student has completed a total of __________ options/topics or strand for this HSC subject.

Principal's signature: __________________________

Date: __________________________

School Stamp
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>3188 Diploma of Applied Science (Aeronautics)</td>
<td>Newcastle</td>
<td>Bachelor of Science (Aviation)</td>
<td>Up to 80 credit points including some in year one and some in year two of the degree (80 credit points are equivalent to a full year)</td>
</tr>
<tr>
<td>2992 Diploma of Structural Engineering</td>
<td>University of Technology Sydney</td>
<td>Bachelor of Engineering (Civil) Bachelor of Engineering (Civil and Environmental)</td>
<td>24 to 48 credit points depending on grades obtained in the diploma. To qualify for 48 credit points, all subjects would need to be ‘A’ passes (48 points corresponds to two semesters or one year of the degree course)</td>
</tr>
<tr>
<td>Newcastle</td>
<td>Bachelor of Engineering (Civil)</td>
<td>Up to 90 credit points including some in year one and some in year two of the degree (80 credit points are equivalent to a full year)</td>
<td></td>
</tr>
<tr>
<td>Wollongong</td>
<td>Bachelor of Engineering</td>
<td>Up to one year credit for students with a good average grade. Credit may be given for subjects in any year</td>
<td></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>8052 Diploma of Civil Engineering</td>
<td>University of Technology Sydney</td>
<td>Bachelor of Engineering (Civil) Bachelor of Engineering (Civil and Environmental)</td>
<td>24 to 48 credit points depending on grades obtained in the diploma. To qualify for 48 credit points, all subjects would need to be ‘A’ passes (48 points corresponds to two semesters or one year of the degree course)</td>
</tr>
<tr>
<td>Newcastle</td>
<td>Bachelor of Engineering (Civil)</td>
<td></td>
<td>Up to 90 credit points including some in year one and some in year two of the degree (80 credit points are equivalent to a full year)</td>
</tr>
<tr>
<td>Wollongong</td>
<td>Bachelor of Engineering</td>
<td></td>
<td>Up to one-year credit for students with a good average grade. Credit may be given for subjects in any year</td>
</tr>
<tr>
<td>2951 Diploma of Surveying</td>
<td>Newcastle</td>
<td>Bachelor of Surveying</td>
<td>Up to 100 credit points including some in year one and some in year two of the degree (80 credit points are equivalent to a full year)</td>
</tr>
<tr>
<td>4293 Advanced Diploma of Mechanical Technology</td>
<td>Wollongong</td>
<td>Bachelor of Engineering</td>
<td>Up to one-year credit for students with a good average grade. Credit may be given for subjects in any year</td>
</tr>
<tr>
<td>Newcastle</td>
<td>Bachelor of Engineering (Mechatronics)</td>
<td></td>
<td>Up to 65 credit points (80 credit points are equivalent to a full year)</td>
</tr>
<tr>
<td>6788 Advanced Diploma of Electrical Technology</td>
<td>Newcastle</td>
<td>Bachelor of Engineering (Electrical)</td>
<td>Up to 125 credit points including some in year one and some in year two of the degree (80 credit points are equivalent to a full 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>6788 Advanced Diploma of Electrical Technology</td>
<td>Newcastle</td>
<td>Bachelor of Engineering (Mechatronics)</td>
<td>Up to 90 credit points (80 credit points are equivalent to a full year)</td>
</tr>
<tr>
<td>6788 Advanced Diploma of Electrical Technology</td>
<td>Newcastle</td>
<td>Bachelor of Engineering (Telecommunications)</td>
<td>Up to 100 credit points including some in year one and some in year two of the degree (80 credit points are equivalent to a full year)</td>
</tr>
<tr>
<td>6788 Advanced Diploma of Electrical Technology</td>
<td>Newcastle</td>
<td>Bachelor of Engineering (Computer)</td>
<td>Up to 100 units including some in year one and some in year two of the degree (80 units are equivalent to a full year)</td>
</tr>
<tr>
<td>6790 Advanced Diploma of Electrical Technology (Computer Technology)</td>
<td>Newcastle</td>
<td>Bachelor of Engineering (Mechatronics)</td>
<td>Up to 70 credit points (80 credit points are equivalent to a full year)</td>
</tr>
<tr>
<td>6790 Advanced Diploma of Electrical Technology (Computer Technology)</td>
<td>Newcastle</td>
<td>Bachelor of Engineering (Electrical)</td>
<td>Up to 125 credit points including some in year one and some in year two of the degree (80 credit points are equivalent to a full year)</td>
</tr>
<tr>
<td>6790 Advanced Diploma of Electrical Technology (Computer Technology)</td>
<td>Newcastle</td>
<td>Bachelor of Engineering (Computer)</td>
<td>Up to 100 credit points including some in year one and some in year two of the degree (80 credit points are equivalent to a full year)</td>
</tr>
<tr>
<td>3664 Diploma of Information Technology (Network Engineering)</td>
<td>Newcastle</td>
<td>Bachelor of Information Science</td>
<td>Up to 90 credit points made up of subjects from year one and year two (80 credit points are equivalent to 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>3635 Diploma of Information Technology (Web Site Production &amp; Management)</td>
<td>Western Sydney</td>
<td>Bachelor of Technology (Information Technology Support)</td>
<td>8 units (80 credit points). This is equivalent to one full year though may not all be given in same year</td>
</tr>
<tr>
<td></td>
<td>Macquarie</td>
<td>Bachelor of Computing and Information Systems</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). Students must also have a strong background in Mathematics</td>
</tr>
<tr>
<td></td>
<td>Newcastle</td>
<td>Bachelor of Applied Information Technology</td>
<td>Up to 90 credit points made up of subjects from year one and year two (80 credit points are equivalent to one year)</td>
</tr>
<tr>
<td></td>
<td>New England</td>
<td>Bachelor of Commerce Bachelor of Commerce/Bachelor of Laws</td>
<td>Up to 12 subjects (8 subjects are equivalent to one full year)</td>
</tr>
<tr>
<td>523 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></td>
<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>
</tr>
<tr>
<td></td>
<td>Western Sydney</td>
<td>Bachelor of Business (Hospitality Management)</td>
<td>Up to 8 subjects (equivalent to one year)</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 Technology at university: Areas of study

Some *areas of study* at university that may be of interest to students who study Technology subjects and courses at school include:

- **Agricultural and Rural Studies**
- **Architecture and Building**
- **Biological Sciences**
- **Chemistry**
- **Communication** (Advertising, Film and Video, Media, Multimedia, Television and Radio)
- **Conservation Studies**
- **Creative and Performing Arts**
- **Education** (Educational Studies)
- **Environmental Science and Management** (Earth and Environmental Science, Ecological Studies, Environmental Biology Chemistry/Microbiology/Technology)
- **Food Science and Technology** (Food Microbiology, Food Process Control, Food Service Operations, Nutrition and Dietetics)
- **Health Sciences** (Community Health/Studies, Environmental Health, Health Education Promotion, Health Information Management, Health Science, Health Services Management)
- **Information Science, Management and Librarianship**
- **Information Technology**
- **Management** (Enterprise Management, Management, Operations Management, Quality Management)
- **Mathematics**
- **Medical Sciences**
- **Medicine**
- **Nursing**
- **Pathology**
- **Physiology**
- **Physics**
- **Science**
- **Social Work and Welfare Work**
- **Sports Science**
- **Statistics**
- **Surveying**
- **Teaching** (including Early Childhood, Primary/Infants, Secondary: Agriculture, Art, Design and Technology, PD/H/PE, Science, Technological and Applied Studies)
- **Tourism and Leisure Studies** (Ecotourism, Hospitality Management, Leisure Studies, Sport Tourism, Tourism Management/Tourism Planning)
- **Veterinary Science**

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.
3.9 Student vocational learning activities

**STUDENT HANDOUT: TAFE NSW credit transfer**

**ACTIVITY 1**

Visit the website at [http://www.det.nsw.edu.au/hstafe](http://www.det.nsw.edu.au/hstafe) to find out about the credit transfer arrangements between HSC courses and specific TAFE NSW 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 **Agriculture** or **Design and Technology** or **Engineering Studies** or **Food Technology** or **Information Processes and Technology** or **Industrial Technology** or **Software Design and Development** or **Textiles and Design**
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...

<table>
<thead>
<tr>
<th>HSC credit transfer arrangements with this course</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be eligible for an exemption, students must:</td>
</tr>
<tr>
<td>• have studied Stage 6 ...</td>
</tr>
<tr>
<td>• provide evidence of ...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TAFE NSW module number</th>
<th>Name</th>
<th>Hours</th>
</tr>
</thead>
</table>
**Technology subjects and courses include:**

- Agriculture
- Industrial Technology
- Computing Studies
- Software Design and Development
- Design and Technology
- Technical Drawing
- Engineering Studies
- Technics
- Food Technology
- Textiles and Design
- Information Processes and Technology

**ACTIVITY 2: Career quiz**

Do you know what you are good at and really like? Go to the website given below and complete the on-line career quiz to get some answers!!


Completing the checklist helps find types of work you like most, and will only take a few minutes to complete.

**ACTIVITY 3: Careers in Technology**

Occupations and careers that use the skills obtained in Technology courses are varied. Log on to the website given and use this site to answer the questions below.


1. How many different job categories are listed on this page?

2. List the job categories that interest you most.

3. Choose two occupations in each category and answer these questions:
   
   a. What are the weekly earnings (before tax)?
   b. What job prospect is given?
   c. What is the main employing industry?
   d. What is the main age group of workers in this occupation?
   e. What is the unemployment rate in this field?
   f. What is the gender breakdown of Males/Females in this occupation?
   g. List the tasks that may be included in this type of occupation.
   h. What skill level is required for this occupation?
   i. List some of the other occupations associated with this occupation.
Careers in IT

IT supports every industry in the world - from finance to film and television, law, health, sport, education, government or science. Whatever area catches your eye, there is an IT career waiting for you.

Some IT career choices include:
Multimedia development, web design, interactive design, instructional design, audio and video production, management, marketing and training, software development, systems analyst, information systems design, programming, multimedia production and development, network development/management/implementation, computer operations, technical support, desktop publishing, business analysis and re-engineering with IT, sales and consulting.

Information on a range of IT occupations can be found at the website:

ACTIVITY 4: Research careers in IT

On the website listed above go to the graph titled IT Support Main Employing Industries (% share). It shows some information on one of the many jobs available in the IT field. Use this graph to answer the following questions.

1. What area of IT is the graph describing?

2. How many industries are shown that employ this type of IT personnel?

3. What are the main employing industries?

4. What does this graph tell you about the use of technology in the work place?

5. Which industry employs most IT support personnel?

6. What is the difference between the percentage of IT support personnel employed by Property and Business Services and the percentage of All Personnel employed by this employer?
Vocational Learning in Food, Hospitality and Tourism

Occupations in this category include:

- Baking and Pastry Cooks
- Butchers and Slaughterers
- Cooks
- Hotel and Gaming Workers
- Kitchen Hands
- Waiters
- Bar Attendants
- Chefs and Wine Makers
- Flight and Travel Attendants
- Hotel, Motel, Club and Restaurant Managers
- Travel Agents and Tour Guides

A variety of important and useful information on the occupations listed above can be found at the website:


ACTIVITY 5: Research the Food, Hospitality and Tourism industries

Log on to the above website and answer the questions below:

1. Click on the Baking and Pastry Cooks link.
   a. What is the general description given to this occupation?
   b. Write down the before-tax earnings for this occupation.
   c. What is the age range of the main age group that make up this occupation?
   d. What percentage of workers are in this age group?

2. Click on the link to the Chefs and Winemakers.
   a. What is the general description given to this occupation?
   b. Write down the before-tax earnings for this occupation. How does this compare with the salary for Baking and Pastry Cooks?
   c. What is the age range of the main age group that makes up this occupation?
   d. What percentage of workers are in this age group?

3. Which occupation has the better job prospect? Why?

4. What skill level is needed in each of these occupations?

5. How do the tasks involved in each occupation differ?
ACTIVITY 6: A technology career pathway

Interview someone who has a career in one of the many Technology areas.

Name: ____________________________

Ask this person to tell you their personal history in the world of work.

Some suggested questions are listed here.

1. How old were they when they got their first job in a Technology related area?

2. Who have they worked for?

3. Has the industry changed much since they started?

4. What is their experience and career path in this industry?

5. What training have they undertaken?

6. Why did they want to get into this job?

7. What interests them most in the industry?

8. What general comments or opinions do they have about a career in ________________?
ACTIVITY 7: Looking at your own career

As you are probably aware, careers are often a combination of hard work, training and opportunity.

It is always important to have some goals and focus in your career. This not only will reward you in the long term, but can also make your current schooling more purposeful.

Describe a job in a Technology related area that would most suit you.

Use the space provided below.

The title of the job is: ___________________________________

The main things that I would do in this job are:

________________________________________________________________________

________________________________________________________________________

I would have to develop the following knowledge and skills to be able to do this job:

________________________________________________________________________

________________________________________________________________________

Look at the list of units or topics in the course overview of the Technology subject/s you are currently studying:

Agriculture
Design and Technology
Engineering Studies
Food Technology
Information Processes and Technology
Industrial Technology
Software Design and Development
Textiles and Design

List the units or topics that will help you to get the job of your dreams:

________________________________________________________________________

________________________________________________________________________

List any other knowledge or skills that you will need to develop:

________________________________________________________________________

________________________________________________________________________
ACTIVITY 8: CAREER GAME

Do you know what career you want to pursue after school?
Do you know what your strengths and skills are?
Access the following website and the career game. This game is designed to help you gain an understanding of yourself and the career planning process.


Play the game

ACTIVITY 9: 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 three characters to make the daily dash.
ACTIVITY 10: Find a job

Visit the website http://www.worksite.actu.asn.au and use the Job Union Match section to answer the following questions.

1. List a job that belongs to one of the following industries.

<table>
<thead>
<tr>
<th>Industry</th>
<th>Sample job</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retail</td>
<td></td>
</tr>
<tr>
<td>Media</td>
<td></td>
</tr>
<tr>
<td>Finance</td>
<td></td>
</tr>
<tr>
<td>Tourism</td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td></td>
</tr>
<tr>
<td>Information Technology</td>
<td></td>
</tr>
<tr>
<td>Mining</td>
<td></td>
</tr>
<tr>
<td>Rural</td>
<td></td>
</tr>
<tr>
<td>Government</td>
<td></td>
</tr>
<tr>
<td>Public Safety</td>
<td></td>
</tr>
<tr>
<td>Sport and Recreation</td>
<td></td>
</tr>
</tbody>
</table>

2. Which industry would you like to work in? Please explain your answer.

3. Give a brief description of the following Technology occupations.

Animal Attendant

Architect

Bar Attendant
Boilermaker

Carpenter / Joiner

Computer Programmer

Dietician

Draftsperson

Environmental Health Officer

Fashion Designer

Horticulturalist

Graphic Designer

Surveyor
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 TAS (Technology). 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

  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](http://www.myfuture.edu.au)
  Australia’s electronic career information service has an ‘assist others’ link from school Technology subjects and HSC courses to careers and tertiary courses.

  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/schooltowork/index.htm](http://www.det.nsw.edu.au/vetinschools/schooltowork/index.htm)).

  This is a website with a career interest test.

- [www.newapprenticeships.gov.au](http://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](http://apprenticeship.det.nsw.edu.au)
  The Department of Education website lists up-to-date information and statistics on traineeships and apprenticeships in NSW.

  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 Technology subject or course as a keyword and discover a plethora of jobs available requiring Technology skills.


- [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)
  This website includes details of the Board of Studies Technology curriculum.

- [www.det.nsw.edu.au](http://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)

- 
- 
- 
- 
- 
-