TAFE delivered HSC VET courses (TVET)

Guidelines for schools and TAFE NSW Institutes

2015

January 2015

This document is under continuous review
Please ensure that you refer to the most recent version which can be downloaded from https://www.det.nsw.edu.au/vetinschools/vet/tvet/index.html
Acknowledgement

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

The Secondary Education, Senior Pathways acknowledges the support received in developing this document.

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# TAFE delivered HSC VET (TVET) Guidelines 2014

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1 Introduction

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

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

School students in TVET courses are concurrently entered for Stage 5 (years 9 and 10) and/or the HSC (Stage 6, years 11 and 12) with the Board of Studies, Teaching and Educational Standards (BOSTES, previously Board of Studies NSW) and enrolled in a nationally recognised Australian Qualifications Framework (AQF) qualification with TAFE NSW. These students must meet requirements which satisfy both the BOSTES and TAFE NSW.

Students must attend and be enrolled in a NSW school for courses other than TVET courses, and be entered with the BOSTES for study in Stage 5 (Year 9 or 10) or the Higher School Certificate (Stage 6), to be eligible to submit an Expression of Interest to Undertake a TVET Course or to undertake a TVET program.

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

The BOSTES develops and/or endorses courses for delivery to school students in the TVET Program. TAFE NSW Institutes deliver Industry Curriculum Framework courses and a diverse range of BOSTES endorsed courses. The breadth and depth of these courses give students a wide range of curriculum choices and transition to post-school pathways.

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

Students in Stage 5 may access VET courses while also completing the requirements of Stage 5. The BOSTES publishes the Guidelines for Access to Vocational Education and Training (VET) Courses by Students in Stage 5 for schools seeking to offer VET courses to students in Stage 5. The Guidelines set out guiding principles and important planning considerations for schools to make appropriate options available for their students in their local context. Schools will need to have the approval and support from the relevant school system authority to participate.

For information regarding BOSTES courses, course requirements, policies and procedures, refer to the following:

- BOSTES
  - Vocational Education and Training
  - Assessment and Examinations (ACE)
  - VET in Years 9 and 10 (Stage 5)
2 TVET Courses

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

- BOSTES developed Industry Curriculum Framework (ICF) courses
- BOSTES Endorsed Courses (BECs)

2.1 BOSTES developed Industry Curriculum Framework courses

Industry Curriculum Framework (ICF) courses are based on training package qualifications as identified in BOSTES syllabuses.

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

For information relating to ICF courses refer to the BOSTES website:

- VET Curriculum Frameworks

2.1.1 Assessment and credentialing of Industry Curriculum Frameworks

Competency based assessment is used for Industry Curriculum Framework courses and a record of the competencies achieved by the students is held by the TAFE NSW Institute as the RTO.

Assessment for Industry Curriculum Framework courses must meet training package requirements as described in the assessment schemes for each unit of competency. Students are assessed against the performance criteria set out in the elements of competency within each unit of competency.

Students who achieve the required competencies receive the relevant national AQF qualification.

Students who complete the TVET course will have that course reported on the relevant credential issued by the BOSTES.

This is either:

- a Record of Achievement where students complete all the requirements for an HSC
- a Record of School Achievement (RoSA) for students who leave school prior to completion of the HSC

Students are able to access the Result Summary Sheet, which details their BOSTES course enrolments and results, via the Students Online facility.

Refer to BOSTES Assessment Certification and Examinations (ACE):

- ACE 8093 Assessment of VET courses
- ACE 8032 Credentialing HSC VET courses
- ACE 8094 HSC assessment of VET courses: competency-based assessment
- ACE 8096 HSC assessment: VET Industry Curriculum Frameworks HSC examination
- plus relevant “Related Topics” listed beneath

2.1.2 Optional HSC examinations

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

Students who wish to be permitted to sit for the optional examination without having completed a 240 hour course as part their preliminary or HSC program of study must apply through their school principal to the Director of Assessment and Examinations at the BOSTES.

Refer to:
- Recognition of prior learning (RPL) and credit transfer within VET courses

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

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

Refer to BOSTES Assessment Certification and Examinations (ACE):
- ACE 8097 HSC Assessment: VET Industry Curriculum Frameworks HSC estimated examination mark
- plus relevant “Related Topics” listed beneath

2.1.3 Trial HSC examination

Where a TAFE NSW Institute is delivering a 240 hour Industry Curriculum Framework course, the Institute is responsible for organising a trial examination, in order to:
- prepare students for the HSC examination
- provide an estimate to the BOSTES

The estimate may be used if the student submits an illness/ misadventure appeal in relation to the HSC examination.

The trial examination paper should examine the same areas as the HSC examination paper, including:
- mandatory units of competency identified in the relevant framework syllabus
- minimum prescribed learning for each unit of competency, including the underpinning knowledge as detailed in the syllabus

Refer to BOSTES Assessment Certification and Examinations (ACE):
- ACE 8095 HSC assessment of VET Industry Curriculum Frameworks
- plus relevant “Related Topics” listed beneath

2.1.4 HSC examination venue

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

2.1.5 Repeating HSC VET examinations

Students wanting to repeat an HSC VET Industry Curriculum Framework examination, whether the course is studied at school or TAFE, must apply through their school principal to the Director of Assessment and Examinations at the BOSTES for approval to resit the examination.

Refer to BOSTES Assessment Certification and Examinations (ACE):
• ACE 8042 Repeating an HSC VET course and/or VET HSC Examination

plus relevant “Related Topics” listed beneath

2.1.6 Illness/misadventure appeals

Students may lodge an illness/misadventure appeal if they believe that circumstances occurring immediately prior to or during the HSC examination which were beyond their control, diminished their examination performance.

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

A student, who is entered to sit for an HSC VET examination, who does not attend and who does not have an illness/misadventure appeal upheld, will have absent recorded in BOSTES systems and will be reported on the Student Result Summary report accessible via Students Online. The examination will not be listed on the HSC Record of Achievement.

Refer to BOSTES Assessment Certification and Examinations (ACE):

• ACE 11002 Higher School Certificate illness/misadventure appeals

plus relevant “Related Topics” listed beneath

2.1.7 Work Placement in Industry Curriculum Framework (ICF) courses

Work placement is a mandatory component within each ICF. The minimum hours for work placement vary according to the course duration and the course requirements.

<table>
<thead>
<tr>
<th>Indicative course hours</th>
<th>Minimum work placement hours</th>
</tr>
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<tbody>
<tr>
<td>60</td>
<td>14</td>
</tr>
<tr>
<td>120</td>
<td>35</td>
</tr>
<tr>
<td>180</td>
<td>49</td>
</tr>
<tr>
<td>240</td>
<td>70</td>
</tr>
<tr>
<td>360 or more</td>
<td>varies – refer to relevant syllabus</td>
</tr>
</tbody>
</table>

(NB: not all frameworks have a 180 hour course)

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

• Information and Digital Technology may be undertaken in a simulated work placement program for fifty per cent of the placement requirements

• Entertainment Industry can take place in productions intended for public performance, such as school productions.

Refer to the relevant Industry Curriculum Framework syllabus for additional information:

• VET Curriculum Frameworks

Resources to support work placements for HSC Industry Curriculum Framework VET students

Work Placement Readiness

Teachers are responsible for ensuring that students are thoroughly prepared before starting their work placement. To complement the work placement readiness programs already being
implemented in schools and TAFE classrooms, an online resource, Go2WorkPlacement assists students enrolled in HSC ICF VET courses to get the most out of their work placement.

Go2WorkPlacement - www.go2workplacement.com

Students complete four modules and identify specific skills and competencies that they want to focus on during their work placement. On completion of the modules, students are awarded a Work Placement Ready Certificate which informs the host employer that they have prepared for work placement. The resource can be either utilised as a classroom activity allowing the opportunity for discussion, or alternatively, students can complete the task in their own time.

Construction Industry Work Placements
To reinforce important messages about safety, a range of resources have been developed to assist construction teachers prepare students for work placements on construction sites.

In addition to posters for classrooms, workshops and employers and a safety and emergency procedures card for students to take with them to work placement, an online video resource, Go2 Construction Work Health & Safety can be used to facilitate discussion about appropriate responses to common situations which students may encounter on construction sites.

To reinforce important messages about safety, a range of resources have been developed to assist construction teachers prepare students for work placements on construction sites.

In addition to posters for classrooms, workshops and employers and a safety and emergency procedures card for students to take with them to work placement, an online video resource, Go2 Construction Work Health & Safety can be used to facilitate discussion about appropriate responses to common situations which students may encounter on construction sites.
Financial Services
In partnership with the Northern Sydney Institute TAFE, Senior Pathways has developed two resource packages to support work placements for students enrolled in Financial Services courses. The packages are available at http://workplacement.nsw.edu.au/fsr.php

- **Work Placement Simulation Kit.**
  This package includes everything needed for teachers to provide students with a meaningful, structured learning experience in a simulated, functioning financial services office environment. The simulation can be run over an extended period of time or across 5 consecutive days. Guidelines for both teachers and students to support the simulation are included in the program which has been designed to reinforce employability skills as specified in syllabus documents.

- **Work Placement – Support for Host Employers Kit.**
  This ‘take to work’ package includes guidelines, suggested activities, resources and templates which can be used by employers hosting a student undertaking a financial services work placement for 35 hours. Work place activities in the package, including process accounting transactions; preparing petty cash book and depreciation schedules on Excel; preparing simple tax returns and Business Activity Statement do not require students to access client data as simulated data is provided. The activities are easy to use with notes for the supervisor and can be readily adapted to suit any workplace in the industry. Detailed guidelines for employers and students are included in the package.

For more information about any of these resources contact National Partnership Youth Attainment & Transitions Coordinator, Secondary Education - Senior Pathways. Ph. 9266 8260

Work Placement Coordination Programs
Work placement coordination programs are in place across NSW to support mandatory work placements for students undertaking HSC ICF VET courses from government schools, TAFE NSW Institutes, catholic and independent schools.

Currently, 24 Work Placement Service Providers (WPSPs) coordinate the placement of approximately 60,000 students each year across thirty NSW service regions. Local management committees comprising WPSPs and representatives from all education sectors, business, industry and relevant local community organisations, parents and caregivers ensure that programs are responsive to ongoing local needs.

Utilising HSC ICF VET enrolment data provided by schools and TAFE NSW Institutes, WPSPs manage the demand for work placements across courses each year and recruit employers to provide quality work placements for students.

WPSPs do not match students to individual employers and work placements – this is the role of teachers who best understand the needs of the students in their classes. Teachers from TAFE and schools need to have ongoing communication with WPSPs to discuss work placement requirements and also, importantly to provide feedback on the suitability of work places.

Duty of care for students undertaking work placement remains the responsibility of teachers from schools and TAFE NSW Institutes. Work Placement Service Providers are not responsible for monitoring attendance or supervision of students on work placement.

For further information about work placement coordination programs contact:

- TAFE NSW Institute consultants
- DEC local school network Senior Pathways advisers

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2.2 VET Board Endorsed Courses (BECs)

The term Board Endorsed Course refers to any course not developed by the BOSTES which it has been endorsed for the Higher School Certificate (Stage 6) or Stage 5.

Courses will be reported on the student’s RoSA or HSC Record of Achievement with a reference to separate vocational documentation. Board endorsed courses do not contribute to the calculation of the ATAR.

Board Endorsed Courses are available for students in all schools and colleges in NSW. VET Board Endorsed Courses may be delivered by TAFE NSW, school system RTOs and private providers.

These courses are based on either National Training Package qualifications, with units/modules being delivered aligned with units of competency from these packages, or nationally accredited courses.

All Board Endorsed TVET Courses must meet BOSTES indicative hour requirements for the number of units of study undertaken in a single year.

Refer to:
- VET Board Endorsed Courses
- TAFE Delivered VET (TVET)

2.2.1 VET Locally Designed Board Endorsed Courses

Where a school identifies a need for a VET course that cannot be met by a Board developed Industry Curriculum Framework or a VET Board Endorsed Course an application will need to be submitted.

BOSTES guidelines indicate that locally designed course proposals must originate in schools. However applications will generally need to be developed jointly by TAFE NSW staff and school staff.

Refer to VET Board Endorsed Courses:
- Guidelines for Stages 5 and 6 Board Endorsed VET Courses
- Application for a NEW Stage 5 or 6 Board Endorsed VET Course
- Stage 6 Application for a NEW Board Endorsed VET Course for school-based apprentices/trainees

Refer to BOSTES Assessment Certification and Examinations (ACE):
- ACE 6012 Board Endorsed VET courses (HSC)
- ACE 2005 VET Board Endorsed courses (Stage 5)
- ACE 8099 HSC Assessment of VET Board Endorsed courses
- ACE 6014 VET Locally Designed Board Endorsed Courses
- plus relevant “Related Topics” listed beneath

2.2.2 Assessment and credentialing of BECs

Refer to:
- BOSTES Assessment Certification and Examinations (ACE)
  - HSC assessment of VET Board Endorsed Courses
  - plus relevant “Related Topics” listed beneath
- VET Board Endorsed Courses
  - Stage 6 VET Board Endorsed Course Descriptions
  - Stage 5 VET Board Endorsed Course Descriptions
2.2.3 Work placement in VET Board Endorsed Courses (BECs)

Work placement is not a mandatory component of most TAFE delivered Board endorsed courses. Where work placement is mandatory for the Board endorsed course, recording of work placement hours must be in the relevant TAFE NSW enrolment system/roll book.

There is no work placement coordination program for BECs.
3 TAFE NSW work placement responsibilities

Work placement can be scheduled in various ways depending on the needs of the employer, the organisation of schools, TAFE NSW Institutes and student commitments.

For Industry Curriculum Frameworks, TAFE NSW Institutes may access the services of a work placement coordination provider to assist in the placement of students in courses for which work placement is mandatory.

Where TAFE NSW delivers a complete course the Institute is responsible for coordinating work placements.

- TAFE NSW colleges/campuses have responsibility for ensuring that mandatory DEC requirements are met, including duty of care, child protection and incident reporting as described in the Workplace Learning Policy for Secondary Students in Government Schools and TAFE NSW Institutes, and in the related Workplace Learning Procedures and Standards and associated documents and forms available at: https://www.det.nsw.edu.au/vetinschools/worklearn/worklearnpolicy.html. These documents were revised in 2014 and replace all previous versions
- consulting with schools, and for ICFs, work placement coordination providers, to ensure that work placements are timely, appropriate and accessible for students’ learning needs and well being
- negotiating the program or approving the activities to be undertaken by the student
- preparing the students for work placement
- monitoring the student during the placement
- conducting on the job competency assessments where appropriate
- following up with the students post placement to review the experience and optimise the students’ learning and safety
- maintaining and archiving relevant records

TAFE NSW Institutes retain operational responsibility for students, with reference to the Workplace Learning Policy for Secondary Students in Government Schools and TAFE NSW Institutes, during the work placement. TAFE NSW teachers must be satisfied that students will not be exposed to unacceptable risks, that they are able to undertake safely the agreed program or activities in the workplace and that the host employer can provide competent and ongoing supervision.

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

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

The Workplace Learning Policy for Secondary Students in Government Schools and TAFE NSW Institutes provides detailed information about the requirements of mandatory work placements. This policy, as well as mandatory associated documents and forms, can be accessed:

- through the A-Z list of policies of the DEC website;
- by contacting the Vocational Learning Adviser, Senior Pathways (02) 9244 5425.
3.1 Work placement for students with disability

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

Students with disability may participate in work placement:

- in a staggered arrangement
- in the same time frame as the cohort
- when the student is work ready and not necessarily when other students are undertaking work placement
- by other individual arrangements

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

To assist in the planning process, refer to:

- Students with disabilities: a work readiness guide for teachers
4 Reporting to the BOSTES

4.1 Course completion criteria

To be deemed to have satisfactorily completed a course, students must have:

- followed the course developed or endorsed by the BOSTES
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course
- achieved some or all of the course outcomes
- where appropriate, made a genuine effort at assessment tasks that contribute in excess of 50% of available marks
- completed the mandatory work placement component for Industry Curriculum Framework courses

If a student has not satisfactorily completed an HSC course, the TAFE NSW college/campus manager, faculty director or head of studies must follow BOSTES processes to issue an issue an ‘N’ (Non-completion of course requirements) determination. An ‘N’ determination means that the course cannot contribute to the HSC, perhaps rendering the student ineligible for an HSC.

The appropriate forms relating to ‘N’ determinations must be submitted to the BOSTES by the dates specified in the BOSTES Date and Events

Although attendance itself is not a criterion for course completion, it is possible that a student with irregular attendance may not meet course completion criteria. This includes a student missing an assessment event or a mandatory work placement without a reasonable explanation.

If at any time it appears that a student is at risk of receiving an ‘N’ determination (non-completion of course requirements) in any course, TAFE NSW college/campus manager, faculty director or head of studies must:

- advise the student of the tasks or actions to be undertaken in time for the problem to be corrected and alert the student to the possible consequences of an ‘N’ determination;
- advise the parent or guardian in writing (if the student is under the age of 18);
- request from the student/parent/guardian a written acknowledgement of the warning;
- issue at least one follow-up warning letter if the first letter is not effective; and
- retain copies of all relevant documents.

It is strongly recommended that written warnings are issued as soon as possible and regularly where required.

Refer to BOSTES Assessment, Certification and Examinations (ACE):

- ‘N’ determinations – warnings of non-completion of course requirements
- plus relevant “Related Topics” listed beneath

Note, that due to the differences in course completion criteria for TAFE NSW and the BOSTES, it is possible for a TVET student to fail a unit of competency/module or be deemed not yet competent in one or more competencies, and still have the unit value of the course counted towards their preliminary or HSC pattern of study.

4.2 School responsibilities

The home school must:

- advise the BOSTES when a student is studying an HSC VET course at a TAFE NSW college/campus by entering the college/campus as the outside school for the specific HSC VET course
- enter students for the optional HSC examination, where relevant
• submit student entries to the BOSTES by mid-March each year

Once the home school has entered the student as studying a course (and the optional HSC examination, if appropriate) at an outside school, the BOSTES requires no further information from the home school unless the student withdraws from the course or the examination. In this situation, the school is required to make amendments to student entries. The BOSTES deadline for variations to student enrolments, including entry into the VET examinations, is September each year.

Refer to section 6.2 concerning requirements for student involved in the shared delivery of a qualification.

### 4.3 TAFE NSW responsibilities

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

TAFE NSW Institutes **are required** to provide advice directly to the BOSTES on the following information for individual students:

- work placement hours completed
- HSC examination estimated marks

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

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

Students **must not** be given their estimated HSC examination mark under any circumstances, as it is subject to adjustment by the BOSTES.

Refer to BOSTES Assessment, Certification and Examinations (ACE):

- plus relevant “Related Topics” listed beneath

A student, who has not met course requirements, including the completion of work placement, must be issued with an N determination.

Refer to BOSTES Assessment, Certification and Examinations (ACE):

- ACE 8028 Satisfactory completion of an HSC Vocational Educational Training (VET) course
- plus relevant “Related Topics” listed beneath

Estimated examination marks and N determinations should be submitted to the BOSTES by TAFE NSW Institutes through methods notified by Senior Pathways. Alternate arrangements can be made with the BOSTES Student Records Section. For information on deadlines for notifying an N determination please refer to the current **TVET Assessment and Reporting Guidelines**, published annually on the Senior Pathways TVET site.

TAFE NSW is also required to provide the BOSTES with RTO details, competencies to be delivered and competency outcomes for each student and the AQF VET credential achieved. This information is provided centrally to the BOSTES.
5 School Student Access to TVET Courses

5.1 All students

School students in Stages 5 and 6 (refer to Section 8.1) may be eligible to express interest in undertaking a TVET course. Consistent with these guidelines, school students should be able to demonstrate how their desire to undertake a TVET course is linked to their school to work plan (or learning and support plan in the case of students with additional needs), in accordance with the requirements of their school sectors.

Refer to:

- Enrolment Policy – TAFE NSW
  Sets out the requirements, accountabilities and procedures for the enrolment of students in TAFE NSW
- Curriculum planning and programming, assessing and reporting to parents K-12
  Gives procedures for government schools to plan curriculum, develop teaching programs and report to parents as required by various regulations

Students and parents/caregivers should be aware of the conditions of enrolment at TAFE NSW and in particular those conditions relating to Student Privacy (refer to Section 8.2) and Management of Risk of Harm to Students and Staff (refer to Section 8.4).

5.1.1 Selection criteria

Places in courses are offered to students on the basis of satisfying the selection criteria listed below.

The decision for a student to express interest in undertaking a TVET course should be based on collaborative curriculum planning that involves the student, parents/carers, teachers and, for students with disabilities, TAFE NSW teacher/consultants, where appropriate.

It is preferable that students consider a course which:

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

Students should consider how they could demonstrate the following:

- a well-developed school to work plan, in accordance with the requirements of their school sector, which indicates that he/she has a career interest in the industry associated with the specific TVET course
- an understanding and knowledge of that industry
- a high level of interest in the specific TVET course through, for example, interests and hobbies or career interest and future study plans
- prerequisite skills and ability which indicates a capacity to succeed in the specific TVET course
- the suitability of the specific TVET course for the school student
- a commitment to completing the specific TVET course
- application to studies, maturity, behaviour and suitability for an adult learning environment
- a good school attendance record

5.1.2 Placement in course

Additional selection criteria may apply to high demand courses. These criteria will be negotiated at the local level and made available through the school’s TVET contact person.

The number of places available in some courses may be limited by restricted facilities or the availability of work placements.
The decisions about school and/or TAFE NSW delivery should be made on the basis of the most appropriate options for students and the availability of qualified teachers and well equipped facilities.

Some students may require additional collaboration and negotiation during the curriculum planning process. These delivery opportunities align with the New South Wales Government’s social justice strategy which reflects the NSW Charter for Equity in Education and Training (1997), the Disability Discrimination Act (1992), the Disability Standards for Education (2005), the NSW Department of Education and Communities People with Disabilities – Statement of Commitment and the NSW DEC Disability Action Plan 2011-2015.

Please be aware that students should be responsible for arranging own transport to and from the TAFE NSW college/campus and that travel out of school hours may be necessary.

5.2 Gender equity

All school students should have the opportunity to access and participate in TVET courses across a broad range of industry sectors. Students’ choice of TVET course should reflect their individual interests and aptitudes, and should not be based on gender. Schools should ensure that the student counselling and expression of interest processes avoid gender stereotyping.

Refer to the following website:
- Boys’ and Girls’ Education (DEC Intranet)

5.3 Students from Aboriginal and Torres Strait Islander background

Aboriginal and Torres Strait Islander background students expressing an interest in undertaking a specific TVET course are to be given absolute preference in enrolment in that course if they meet TAFE NSW course and unit/module prerequisites.

5.4 Students from non-English speaking backgrounds

The primary responsibility for providing language support to school students undertaking TVET courses, who are from a non-English speaking background remains with the relevant school or system authorities.

5.5 Students with literacy/numeracy learning and support needs

It is important that students have the underpinning literacy and numeracy skills required to undertake a specific TVET course. Students with literacy or numeracy learning and support needs should be carefully counselled by schools in relation to TVET course selection.

5.6 Students with disability

Students with disability or additional learning and support needs have the same access to Board developed and Board endorsed VET courses as other students.

Further information:
- The Disability Standards for Education – Australian Government, Department of Education clarifies the obligations of education and training providers and seek to ensure that students with disability can access and participate in education on the same basis as other students. The Standards were formulated under the Disability Discrimination Act 1992 and came into effect in August 2005
- Students with a Disability Policy – TAFE NSW
  TAFE NSW aims to ensure that the needs of students with disabilities are met in all aspects of
vocational education, training and services offered by the NSW TAFE Commission and that all students have equal education opportunity.

- Disability, learning and support - NSW Department of Education and Communities
  Information on disability programs and services in public education and training in NSW, with links to employment and related disability services

5.6.1 Course selection

For students with disability seeking placement in a specific TVET course, consultation between the student, parent and carer, relevant TAFE NSW Institute and school staff is required to make decisions about support required to meet the needs of individual students based on:

- the adjustments required for the student to undertake the course, including the work placement component
- the possible funding required for adjustments and support
- the type of class, either mainstream or TVET
- the units of competency/modules to be undertaken

5.6.2 Delivery options

Students with disability may enrol in a TVET course or a discrete customised course as a result of the planning process. These students may require additional support.

All students are entered for the HSC under the BOSTES course number. When enrolled in a TVET course, students with disability may undertake:

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

A student with disability may achieve:

- all course competencies within the indicative course hours
- only one or two competencies
- partial completion of a unit of competency

This requires collaborative consultation with the student, parent/carer, school personnel who have responsibility for TVET students, the support teacher transition, the TAFE head teacher and the TAFE teacher/consultant for students with disability. This collaborative process should determine appropriate competencies, identify adjustments for course participation, and to support mandatory work placement.

If additional adjustments are required for TVET students with disability, there may be additional funds available to support these adjustments, through the locally managed allocation committee.

Department of Education and Communities (DEC) schools should refer to Supporting TVET students with disability guidelines for local reference groups

Non-government schools are advised to seek advice from relevant school sector personnel.

5.6.3 Additional support

For students with disability who require adjustment to participate in a TVET course, including mandatory work placement, the collaborative planning process should determine the adjustments for each student.

Personnel providing support can include the TAFE teacher, TAFE teacher support, TAFE Disability Assistant (personal/mobility), TAFE Disability Assistant (note taker/reader) and Sign Language Interpreter, or the school learning support officer from the home school if identified as the most appropriate support person.

The additional support required may include the following adjustments:

- alternative teaching and learning strategies
• Sign Language Interpreters
• Brailled content
• Reader
• Scribe
• access to assistive technology
• modifications to equipment, furniture and learning spaces
• personal care

Applying for additional support for students with disability

In applying for additional support schools should note the advice and complete the relevant sections of the Provision of Additional Support for TVET Students with a Disability, which can be found at Appendix 3. The form has been customised to meet the needs of all school systems.

The completion of this form should involve the relevant vocational and special education personnel from the Department, the diocese, the school representative for Catholic Congregational and AIS schools and the TAFE NSW Institute in particular the Teacher/Consultant for students with disability.

A separate form is required for each TVET course for which a student is expressing interest.

Completed forms should be forwarded to the relevant TAFE Institute Consultant – TVET.

• All students must meet the following criteria:
  – be undertaking a BOSTES endorsed pattern of study
  – have an endorsed VET course identified within their proposed pattern of study

Appropriate school personnel with responsibility for TVET students with disability should liaise with TAFE NSW Institute personnel to prioritise and process expressions of interest. The level of additional support must be endorsed by the relevant person in the school network with appropriate budgetary authority.

Consideration should be given at this point to students who are expressing interest to study courses outside of their school network, as the funding is allocated by the Institute where the student is studying.

Additional support: government school students

Government school students must have a current disability confirmation sheet.

Refer to Appendix 3 Guidelines and the Provision of Additional Support for TVET Students with a Disability.

Additional support: non-government school students

School sectors in NSW receive an annual grant for the delivery of externally delivered VET courses. The non-government sector agencies (Catholic Education Commission and Association of Independent Schools) may use this grant to meet costs associated with the provision of additional support for students with disabilities in TVET courses. Schools should contact sector authorities to confirm subsidy levels and conditions.

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

Negotiations for students attending:

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

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

5.6.4 Assistance for School Based Apprentices and Trainees with Disabilities

Disabled Australian Apprentice Wage Support and Assistance for Tutorial, Mentor and Interpreter Services formerly known as Australian Disabled Apprentice Wage Subsidy (DAAWS) is an Australian Government Wage Support Program available to employers who employ apprentices and trainees assessed as having a disability. It is also available to employers who currently employ an Apprentice or Trainee who has become disabled during his/her Apprenticeship or Traineeship and assessed as requiring assistance.

Two types of assistance are available in relation to School Based Apprentices and Trainees with disability:

• Disabled Australian Apprentice Wage Support
• Assistance for Tutorial, Interpreter and Mentor Services

For further details see http://pubsites.uws.edu.au/ndco/employment/programs/disabled.htm

For further information on how to access Australian Government financial assistance and incentives for school based apprenticeships and traineeships:

• Search for an Australian Apprenticeship Centre – Australian Apprenticeships
• Refer to Support for Australian Apprentices with disability – Australian Apprenticeships

Refer to section 6.7 School based apprenticeships and traineeships for further information.

5.7 TVET course delivery in Juvenile Justice Centres

Decisions about whether an HSC VET course is delivered by appropriately qualified education and training unit teachers and/or TAFE NSW or other RTO should be made on the basis of the most appropriate options for students, the level of dual accreditation for students and the availability of qualified teachers and well equipped facilities.

All programs including those delivered by TAFE NSW and/or other RTOs must be recommended for implementation by the committee responsible for the overall planning and co-ordination of programs in each juvenile justice centre. The name of this committee is the Local Education and Training Coordination Committee (LEATCC)

For further information, refer to:

• Guidelines -External Registered Training Organisations (RTO) delivery of VET in Schools courses for students enrolling in Juvenile Justice Centre A copy of these guidelines can be obtained from the principal of an education and training unit.

Students are enrolled on the TAFE Student Information System using the Juvenile Justice VET Non Payment Code, i.e. JUVJ.

The delivery of VET programs may occur either on or off the Juvenile Justice Centre’s site.

5.8 Access to VET in Stage 5

It may be possible for students in Stage 5 to access VET courses, Schools seeking to offer VET courses to students in Stage 5 should refer to the current BOSTES Guidelines for Access to Vocational Education and Training (VET) Courses by Students in Stage 5. The Guidelines set out guiding principles and important planning considerations for schools to make appropriate options available.
for their students in their local context. Schools will need to have the approval and support from the relevant school system authority to participate.

**NSW Department of Education and Communities** schools considering following BOSTES guidelines, and expressing an interest to BOSTES to access Vocational Education and Training for their Stage 5 students, should refer to the *Guidelines for the Management of Delivery of VET for Stage 5 Students in NSW DEC Schools* for the management and delivery of these courses in NSW government schools.

These guidelines provide a clear understanding of what schools need to consider when assessing their ability to provide Vocational Education and Training courses for Stage 5 students either as school delivered or externally delivered by another Registered Training Organisation (RTO). This information includes the important issues of identifying resources and ensuring Registered Training Organisation compliance.

Refer to:

- VET in Years 9 and 10 (Stage 5) – BOSTES NSW
- Guidelines for the Management of Delivery of VET for Stage 5 Students in NSW DEC Schools – Senior Pathways, DEC

**Non-government schools** should seek advice from their relevant school system authority.

### 5.8.1 School based apprenticeships and traineeships in Year 10

School-based apprenticeships and traineeships are available to students as part of their HSC pattern of study.

A student may commence a school-based apprenticeship or traineeship in Year 10. If a student commences a school-based apprenticeship or traineeship in Year 10, then early commencement of Stage 6 VET courses is the appropriate curriculum pathway.

The student and the employer must complete an Apprenticeship/Traineeship Training Contract and the RTO will develop a Training Plan. For school-based apprenticeships or traineeships the Training Plan must indicate the HSC VET courses that will be undertaken that provides appropriate HSC unit credit for the school-based component of the apprenticeship or traineeship.

Electronic School-based Apprenticeship and Traineeship VET Course Mapping Tools are available to assist schools to map school-based apprenticeship and traineeship training plans to HSC VET courses

For additional information, refer to:

- School-based Apprenticeships and Traineeships – BOSTES NSW

Refer to section 6.7 School based apprenticeships and traineeships of these TVET Guidelines for further information.
6   TVET Course Delivery Options

The BOSTES has responsibility for determining the courses available for inclusion in Stage 5 (years 9 and 10) and Stage 6 (years 11 and 12). The BOSTES has developed thirteen Industry Curriculum Frameworks, and has endorsed a wide range of TAFE NSW courses for delivery to school students. TAFE NSW colleges/campuses offer TVET courses for which there is a local demand among school students and for which they have the required delivery facilities. Not all courses are available at all colleges/campuses.

6.1 TAFE delivered HSC VET qualifications

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

6.2 Shared delivery of an HSC VET qualification

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

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

For the majority of students, delivery throughout the course will be sequential for the shared providers.

For School based apprenticeships two delivery options will operate. Refer to section 6.7 School based apprenticeships and traineeships for further information.

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

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

Where a school engages in the shared delivery of an HSC VET course leading to an AQF VET credential with a TAFE NSW Institute, and where

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

The credential is usually issued through the BOSTES VET Credentialing System (eBOS VCS).
Where the qualification:
- is not within the school RTO’s scope of registration, or
- the majority of the qualification is delivered by TAFE NSW or the private or community RTO

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

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

**Government schools** requiring more information about private or community RTOs providing HSC VET courses to initiating government schools, refer to:
- Private or community registered training organisations providing HSC VET courses

**Non-government schools** should seek advice from their relevant school system authority.

### 6.3 Procedures for managing shared delivery courses

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

The school negotiates at a local level with the TAFE NSW Institute or the private or community RTO specific competencies that the school will deliver and assess. The school is responsible for entering those competencies on the BOSTES data management system, via Schools Online. Competencies achieved by students through TAFE NSW delivered components of the shared delivery course are provided to the BOSTES from the TAFE NSW student information system.

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

In order to facilitate the management of shared delivery it is critical that data is entered in Schools Online and relevant TAFE systems timely fashion. This enables the data exchange, which is critical to the process, to take place efficiently.

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

### 6.4 TVET course delivery on school sites

When TVET course delivery is to occur on a school site, a range of issues must be discussed and agreement reached prior to the commencement of delivery. These issues include:
- procedural matters, for example access, timetabling etc.
- enrolment and reporting
- management of discipline issues
- any school involvement in course delivery
- any TAFE NSW teacher involvement in school activities
- emergency relief to cover teacher absence
TAFE NSW teachers who are required to deliver training on school sites should undertake an orientation for school based delivery. This orientation should clarify the duties and responsibilities of TAFE NSW staff and school staff in relation to the TVET class.

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

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

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

### 6.5 Top up placements

A top up placement is a placement for a TVET student in an existing mainstream community course. Top up placements are appropriate when a student has a strong vocational interest that cannot be met by participation in a discrete class for school students or where there are inadequate TVET students to justify a discrete TVET class. Top up student places are costed and resourced on the same basis as class groups of school students, that is by the student contact hour. The course in which a TVET student is enrolled as a top up placement will often belong to the Board Endorsed Course category and must meet the criteria published in the following:

- Guidelines for Stages 5 and 6 Board Endorsed VET courses

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

### 6.6 Open Training Education Network (OTEN)

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

### 6.7 School based apprenticeships and traineeships

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

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

It is important that the school or school system staff notify the relevant TAFE Institute Consultant - TVET of apprentices and trainees intending to enrol in TAFE NSW courses. The allocation of responsibilities to ensure that apprenticeship and traineeship requirements are met must be negotiated within the Institute. It is essential that a training plan, developed in consultation with the employer, the school and TAFE NSW, be in place for all school based apprentices and trainees. For
school based apprentices the Years 11 and 12 pattern of study would usually equate to the first year or stage 1 of an apprenticeship.

School principals making training arrangements for their VET in Schools students who have a school based apprenticeship will need to be aware of the following two options:

1. The student enrols solely in TAFE NSW for a Certificate III course. The units of competency completed as a part time apprenticeship during Years 11 and 12 will contribute to the student’s HSC. On leaving school the student becomes a full time apprentice and continues the Certificate III course enrolment.

2. The student enrols at school in HSC units for an Industry Curriculum Framework course during Years 11 and 12. When the student becomes a full time apprentice or completes all the school delivered units of competency, on enrolment at TAFE NSW the student will be credited with the units which contribute to the Certificate III through a recognition process. This is referred to as Sequential Enrolment of School Based Apprentices in TAFE NSW.

Further information regarding school based apprenticeships and traineeships is available from:

- School Based Apprenticeships and Traineeships in NSW 2015 Guidelines at http://www.sbatinnsw.info
- Apprenticeships and Traineeships - State Training Services, DEC

### 6.8 Equine courses

Refer to the TAFE NSW Procedures for the Delivery of Equine Training, when planning delivery for any equine course. These procedures have been developed to address the risks associated with handling and riding/driving horses to ensure that best practice is used by all centres delivering equine programs.

The TAFE NSW Procedures for the Delivery of Equine Training provide teachers and affiliated staff involved with delivery of equine training with information, guidelines and procedures to minimise risk and maximise the safety of all students. These procedures outline minimum standards for the delivery of horse related activities in the following areas:

- health and safety procedures,
- teacher qualifications, training and experience,
- facilities and equipment,
- horse selection and assessment,
- student responsibilities,
- staff responsibilities, and
- planning, and reviewing of delivery of horse-related activities

TAFE NSW Procedures for the Delivery of Equine Training and all associated templates are available on the Equine Community of Practice
7 School/TAFE Liaison on Student Enrolment, Progress, Participation and Attendance

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

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

7.1 Student enrolment

The home school is responsible for the following student entries on the BOSTES Schools Online system:

- BOSTES course name and entry number
- optional BOSTES HSC VET examination number, as appropriate
- BOSTES ‘school’ number for the outside school, i.e. the TAFE NSW college/campus delivering the course

The home school is also responsible for providing to the TAFE college/campus the BOSTES student number for each student.

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

- BOSTES - Assessment, Certification and Examination (ACE) Manual
- BOS 15/09 Official notice - Exclusions applying to VET Board Endorsed Courses and Industry Curriculum Frameworks
- VET course exclusions

- Senior Pathways - TVET Course information

School students undertaking a TAFE delivered VET in Schools course, as endorsed by the BOSTES, must be enrolled via the relevant TAFE system. The TAFE NSW college/campus is responsible for entering and maintaining student information in the relevant TAFE NSW system.

7.2 Student progress

As well as interacting directly with students, and providing information such as results only to the student, for TVET students, each TAFE NSW college/campus is also required to report course results and any issues regarding satisfactory course completion to the home school. Students undertaking TVET sign a declaration on the expression of interest form that they understand that their school will be accessing their results. The home school should share any relevant information which may impact on a student’s achievement in the TVET course with the designated TAFE NSW Institute contact.

7.3 Student participation

Each home school must provide each relevant TAFE NSW college/campus, a list of students who have included a TVET course in their approved HSC pattern of study.

The TAFE NSW college/campus must report the following to the home school:
• the names of students who attend a TVET course but who are not on the list provided by the school
• the names of students who do not attend a TVET course but who are on the list provided by the school
• student absences
• behaviour in breach of the TAFE NSW Student Discipline Policy (available on the DEC intranet under our policies then student services)
• accidents or incidents
• activities such as course excursions

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

7.4 Facilitating student attendance

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

• school sporting events
• significant assemblies
• school camps
• excursions
• work placement
• HSC trial examinations, etc.

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

• work placement
• HSC trial examinations

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

7.5 TVET student Internet/email accounts

7.5.1 Student access to Internet and DEC email services

The authentication process for Internet access in TAFE NSW means that TVET students (with the exception of students enrolled in education and training units located in juvenile justice centres) will be issued a unique account (name and password) to access the Internet and DEC email services.

In the case of government school TVET students, they will have two separate accounts, each with different login details, which are linked to the student’s respective school and TAFE enrolment.

Accounts linked to:

• school enrolments will use the email address ima.student@education.nsw.gov.au
• TAFE enrolments will use the email address ima.student@tafensw.net.au

TVET students can be provided with their access details via the following methods:

• ebs (by TAFE using the reset password functionality)
• Student Account Details Letter (SADL)
• Account Administration on the DEC portal
• Student eServices
Government school students enrolled in TVET courses need to be made aware of the differences between TAFE and school accounts provided to them and be advised of their responsibility to use the correct account when alternating between their schools and TVET studies. TVET students in TAFE classes who use their school accounts may not be able to access all of the course content due to more stringent filtering on school accounts.

In addition, TVET students will have an Internet filtering function applied to their Internet/email accounts according to their date of birth. There are two distinct profiles applied to their accounts, which will determine the level of filtering:

- students 18 years of age and over
- students under 18 years of age.

When a TVET student turns 18, the student’s profile will automatically update to the over 18 profile.

Restricted access to students under 18 may include the following:

- Email systems not provided by DEC via the DEC Portal
- Sites/URLs that have not yet been categorised by the filtering software vendor
- Sites/URLs in certain categories (e.g. Adult/Mature Content, Alcohol, Auctions, Blogs/Personal Pages, Chat/Instant Messaging, etc.)

Government school TVET students in school classes, who are over 18 who use their TAFE accounts, will be able to access material on the Internet that the department has deemed unsuitable within a school environment. Therefore, students should not use their TAFE account within a school environment.

Government school students enrolled in TVET courses should be made aware of their dual accounts by the relevant personnel in school/TAFE, for example, school careers advisers/VET coordinators or TVET consultants/teachers.

Teaching staff should be made aware of the range of sites that students who are over 18 and enrolled in TVET courses may be able to access within a school environment.

For further information refer to:


### 7.5.2 Students in juvenile justice or juvenile correctional facilities

Refer to the Guidelines - External Registered Training Organisations (RTO) delivery of VET in Schools courses for students enrolling in Juvenile Justice Centre. A copy of these guidelines can be obtained from the principal of an education and training unit.

### 7.5.3 Parent/caregiver consent for the issuing of an Internet/email account

For students under 18 years of age, parents/caregivers must withdraw consent in writing for the issuing of an Internet/email account.

Part 7 of the Expression of Interest to Undertake a TVET Course form requests parent/caregiver acknowledgment of the provision of secure Internet access and email to TVET student. The form appears in Appendix 2 of these TVET Guidelines.

### 7.5.4 Advice from government schools regarding students whose parents withdraw consent for Internet and email access

School careers advisers or VET coordinators should advise TVET staff of students whose parents have withdrawn consent for Internet and email access so that:

- an alternative course may be selected, or
- access to local network resources is provided
The latter should not allow access to the Internet or email

7.5.5 Identification of courses requiring access to the Internet

TAFE Institute Consultants TVET and/or Head Teachers need to identify all TVET courses requiring access to the Internet for essential course materials, in particular, online delivery so those students involved can be issued with their passwords in a timely manner.

TAFE Institute Consultants TVET should provide this advice to relevant school personnel such as careers advisers and VET coordinators prior to enrolment to avoid later disruption to college organisation and to students’ study patterns.
8 Expression of Interest to Undertake a TVET Course

8.1 Introduction

By completing an Expression of Interest to Undertake a TVET Course, a school student is providing an indication of their interest to undertake a particular TVET course. A separate Expression of Interest is required for each TVET course a student wishes to be considered for placement. Registering interest by submitting a form does not guarantee acceptance into the TVET course. When students are informed of their acceptance into a TVET course they must confirm their enrolment with TAFE NSW.

Before completing this form, the school student should discuss with appropriate school personnel:

- which TVET courses will be made available through their school
- which TAFE NSW college/campus will be able to deliver the specific TVET course on behalf of the school
- whether the school student is able to meet the travel and/or time requirements associated with the TVET course
- how he/she could demonstrate that he/she meets the selection criteria which will be used to determine whether he/she will be offered a place in the specific TVET course

Appropriate school and region school network personnel with responsibility for students with disability undertaking HSC VET should liaise with TAFE NSW Institute personnel to prioritise and process expressions of interest.

8.1.1 Selection Criteria

Places in courses are offered to students on the basis of satisfying the selection criteria listed below. Students should consider how they could demonstrate the following:

- A well-developed school to work plan, in accordance with the requirements of their school sector, which indicates that he/she has a career interest in the industry associated with the specific TVET course
- An understanding and knowledge of that industry
- A high level of interest in the specific TVET course through, for example, interests and hobbies or career interest and future study plans
- Prerequisite skills, ability and suitability which indicates a capacity to succeed in the specific TVET course
- A commitment to completing the specific TVET course
- Application to studies, maturity, behaviour and suitability for an adult learning environment
- A good school attendance record

Specific selection criteria may apply to high demand courses. These criteria will be negotiated at the local level and made available through the school’s TVET contact person.

The number of places available in some courses may be limited by restricted facilities or the availability of work placements.

8.1.2 Checklist

School students completing the Expression of Interest to Undertake a TVET Course form should consider the checklist contained in the Advice section of this form to ensure that they have completed all parts of the process.

8.2 Student privacy

The NSW TAFE Commission collects personal information about students during their enrolment at TAFE NSW including, but not limited to, their attendance and participation and academic progress. The information collected by TAFE NSW throughout a student’s enrolment (collectively “the
information”) will be used by TAFE NSW or other authorised organisations for the purposes of general student administration, identification, communication, state and national reporting, program monitoring and evaluation.

Student information will be held securely and disposed of securely when no longer needed.

The information may be disclosed to Centrelink, the Department of Veteran’s Affairs, the Department of Immigration and Citizenship, the Universities Admissions Centre, the Board of Studies, Teaching and Educational Standards (BOSTES) and the National Centre for Vocational Education Research (NCVER) and/or an agency authorised to undertake surveys. In order to meet the requirements of Registered Training Organisations under the Apprenticeships and Traineeships Act 2001, apprentice and trainee information is provided to employers, Australian Apprenticeship Centres and State Training Services (or the relevant State Training Authority). State-wide and regional local statistics derived from information provided by all students will also be provided to the Commonwealth.

While the provision of this information is not mandatory under legislation, it is a requirement of TAFE NSW that this information be provided in order for your enrolment to be accepted.

Students may correct any personal details provided by contacting the TAFE Institute Consultant – TVET or by contacting your TAFE NSW campus administration or by using TAFE NSW Student e-Services.

### 8.3 Unique Student Identifier (USI)

The Unique Student Identifier (USI) is a reference number which allows all students undertaking vocational education and training in Australia to access their training results from all providers including all completed units of competency and qualifications. School students will access their USI through their school. The USI should be verified at the point of enrolment. For further information on the USI see [http://www.usi.gov.au/Pages/default.aspx](http://www.usi.gov.au/Pages/default.aspx)

### 8.4 Management of risk of harm to students and staff

TAFE NSW is required by law to ensure the health and safety of students, staff and visitors on our premises. In order to meet these legal obligations it is necessary for TAFE to assess and manage any known risk of violent behaviour. If students have a history of violence that may suggest that they could pose a potential risk of any type to TAFE students, staff and/or visitors it is a condition of enrolment that they advise the Campus Manager, a TAFE Counsellor or their Head Teacher prior to attending their first class. For these purposes ‘violence’ is not restricted to physical acts. It includes any behaviour in the last ten years that seriously interferes with the physical or psychological safety and well-being of others such as:

- actual violence to any person
- possession of or use of a weapon or any item with the intention to cause harm or injury to others
- threats of violence or intimidation of others
- suspension or expulsion from any school or educational institution for violent or aggressive behaviour

TAFE NSW is committed to offering vocational education and training to the entire community. Following advice of a potential risk, TAFE will carry out an assessment of the risk and, if necessary, provide support and a management plan. Only in exceptional circumstances will a risk assessment lead to exclusion from enrolment. The aim is to provide an appropriate, safe environment to suit every student’s needs and maximise success in their studies.
8.5 Completing an Expression of Interest to Undertake a TVET Course

Students are required to complete an *Expression of Interest to Undertake a TVET Course* to register their interest in studying a vocational HSC course through TAFE NSW. The form and Advice is available at Appendix 2. Registering interest by submitting this form does not guarantee acceptance into the specific TVET course.

A separate Expression of Interest is required for each TVET course for which a student wishes to be considered for placement.

Arrangements for processing expression of interest forms vary between TAFE NSW Institutes. Unless otherwise notified, please forward the completed form to the TAFE NSW Institute delivering the course. Mark the envelope: **ATTENTION: TAFE INSTITUTE CONSULTANT – TVET**

Once accepted into a course students must inform the TAFE Institute Consultant – TVET in writing if they subsequently choose to withdraw. A proforma for this notification is provided at Appendix 6.
9  Planning and Management of TVET Programs

9.1  A collaborative approach

Practical strategies which facilitate HSC VET planning include:

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

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

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

There are many examples across NSW where schools and TAFE NSW colleges/campuses collaborate in order to provide a broad range of curriculum opportunities for students.

These include:

- negotiating a list of VET courses
- developing discrete courses for students with disability
- giving consideration to staffing and facilities
- making joint decisions regarding delivery locations
- addressing timetable and travel issues

9.2  Roles and responsibilities - schools

TVET students are concurrently enrolled in a school and a TAFE NSW Institute and must therefore meet the requirements of both learning institutions. School students attending TVET courses at a TAFE NSW Institute are completing part of their HSC at that TAFE NSW Institute and therefore must meet all BOSTES requirements. For the purposes of the HSC, the BOSTES refers to the student’s school as the home school.

The responsibilities of individual schools will lie with the designated VET coordinator and the principal and will include all those items listed below.

9.2.1  In the year prior to the TVET course being delivered

For all students

In facilitating TVET as part of their curriculum offering, schools should:

- maintain open and timely communication between the school and the TAFE NSW college/campus
- consider student participation in TVET during school timetable development
- give consideration to flexible modes of delivery including block release
- negotiate a list of TVET courses with the TAFE NSW Institute
- support students in completing an Expression of Interest to Undertake a TVET Course by discussing with them:
  - which TVET courses will be made available through the school
  - which TAFE NSW college/campus will deliver the TVET course on behalf of the school
- whether the school student is able to meet the travel and/or time requirements associated with the TVET course
- how he/she could demonstrate that he/she meets the selection criteria which will be used to determine whether he/she will be offered a place in the specific TVET course
- the implications of signing the Student’s declaration in relation to the Student Privacy and Management of Risk of Harm to Students and Staff statements

- (for government schools) inform the Department of the number of units being studied externally at a TAFE college/campus or other registered provider through the Anticipated Enrolment Return (AER) form and subsequent notifications
- provide each relevant TAFE NSW college/campus with a list of students who have included a TVET course in their approved HSC pattern of study
- advise TVET staff of students whose parents have withdrawn consent for Internet and email access

For students with disability
In facilitating TVET as part of their curriculum offering, schools should:

- facilitate expressions of interest from students with disability to undertake a TVET course which:
  - meets their individual abilities, interests and needs
  - provides realistic occupational outcomes and/or a vocational pathway to further training
- access the process for accessing additional support from the appropriate delegated school network officer
- consult to identify the number of competencies to be delivered within the indicative hours to students with disability
- complete the grey section of part 3b of the Expression of Interest to Undertake a TVET Course
- complete the Provision of Additional Support for TVET Students with disability
- involve all relevant vocational and special education personnel in completing the Provision of Additional Support for TVET Students with disability form
- forward completed forms to the relevant TAFE Institute Consultant – TVET

In relation to the shared delivery of courses
In facilitating TVET as part of their curriculum offering, schools should:

- participate in planning for the shared delivery of courses (refer to the Agreement for the shared delivery of an HSC VET qualification form at Appendix 4 which has been provided to facilitate negotiations and ensure that all aspects of course delivery and reporting are considered)
- negotiate with the TAFE NSW Institute or the private or community RTO the specific competencies that the school will deliver and assess
- enter those competencies on the BOSTES data management system, via Schools Online
- negotiate who will be the RTO issuing the qualification
- formalise the arrangements for shared delivery and course management responsibilities once local discussions have taken place
- where TVET course delivery is to occur on a school site, discuss and agree on procedural matters, for example:
  - access, timetabling etc.
  - enrolment and reporting
  - management of discipline issues
  - any school involvement in course delivery
  - any TAFE NSW teacher involvement in school activities
  - emergency relief to cover teacher absence
9.2.3 In the year the course is being delivered

9.2.3.1 For all students

In facilitating TVET as part of their curriculum offering, schools should:

- maintain open and timely communication between the school and the TAFE NSW college/campus
- confirm student numbers at the start of the course
- ensure that procedures to monitor student attendance are in place
- agree on protocols about the reasons, timing and communication of the removal of students from courses after initially confirming student numbers
- notify the removal of students from courses
- provide the TAFE NSW college/campus with the BOSTES student number for each student
- share any relevant information which may impact on a student’s achievement in the TVET course with the designated TAFE NSW Institute contact
- notify the TAFE NSW college/campus when students are unable to attend class
- give prior notification to TAFE NSW staff of events which may prevent student attendance at class, for example:
  - school sporting events
  - significant assemblies
  - school camps
  - excursions
  - work placement
  - HSC trial examinations
- take appropriate action relating to reports from the TAFE NSW college/campus about:
  - the names of students who attend a TVET course but who are not on the list provided by the school
  - the names of students who do not attend a TVET course but who are on the list provided by the school
  - student absences
  - behaviour in breach of the TAFE NSW Student Discipline Policy (available on the DEC intranet under our policies then student services
  - accidents or incidents
  - activities such as course excursions
  - events which may impact on school attendance, for example work placement and HSC trial examinations
- enter the following student entries on the BOSTES Schools Online system:
  - BOSTES course name and entry number
  - optional BOSTES HSC VET examination number, as appropriate
  - BOSTES ‘school’ number for the outside school, i.e. the TAFE NSW college/campus delivering the course
  - enter the college/campus as the outside school for the specific HSC VET course
  - enter students for the optional HSC examination
  - submit student entries to the BOSTES by mid-March each year
- negotiate additional hours to enable students to complete the course where there has been undue interruption to course delivery
- inform the campus/college of any matters relating to the care of student from their schools such as:
  - students with a history of violence
  - any changes in a family which has potential to impact on the relationship between the school and family
9.2.3.2 In relation to the shared delivery of courses

In facilitating TVET as part of their curriculum offering, schools should:

- if not already done so, provide an orientation to clarify the duties and responsibilities of TAFE NSW staff and school staff in relation to school based delivery of TVET courses
- participate in the management of shared delivery of courses

School students attending TVET courses at TAFE NSW Institutes are completing the HSC and must meet all BOSTES requirements. However, TVET courses must also comply with TAFE NSW requirements. TVET is managed at the Institute level by a TAFE Institute Consultant – TVET.

A strategic approach should be taken to planning for the delivery, assessment and reporting of TVET. Institutes have responsibility for developing and implementing protocols and procedures for VET planning in consultation with school networks. Students should be able to select from a diverse range of school and TAFE delivered HSC VET courses that make efficient use of education resources across the school network.

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

9.2.3.3 Student travel expenses

Schools should advise students about the costs of travel to and from TVET courses. Students are to meet the cost of travel to and from the course.

**Students in government schools** may be provided with a travel subsidy that may be provided by the local school network, to assist students if student travel expenses are excessive, on a case by case basis. Further information regarding possible travel subsidies for government school students is available from the Senior Pathways Officer of the local school network.

**Students in non-government schools** should seek information from their school.

9.3 Roles and responsibilities – Senior Pathways

The Senior Pathways has functional responsibility for the TVET Program, including:

- supporting collaborative VET planning and delivery across school networks and Institutes
- developing implementation guidelines and procedures for Institutes and schools
- providing support to teachers, including the provision of documentation relating to assessment and work placement across all sectors
- distributing information to TAFE Institute consultants - TVET, TVET college/campus coordinators, vocational education consultants, school VET coordinators and teachers
- consulting with TAFE NSW state wide industry representatives, the BOSTES, Institute and school network management, non-government school sectors and industry bodies on matters which relate specifically to Stage 5 and Stage 6 HSC VET courses
- promoting TVET as a key departmental priority
- maintaining relevant data management systems
- working with the BOSTES, TAFE NSW and the Information Technology Directorate to maintain relevant data management systems

9.4 Roles and responsibilities - TAFE NSW Institutes

Each TAFE NSW Institute is a registered training organisation (RTO) in accordance with the VET Quality Framework (VQF) to provide vocational educational and training and assessment services.
TAFE NSW colleges/campuses within Institutes are recognised by the BOSTES as delivering schools for the purposes of the HSC.

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

9.4.1 TAFE Institute Consultant - TVET

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

- planning and implementing the Institute TVET program
- working collaboratively with DEC Senior Pathways Advisers and non-government sector representatives for the provision of VET for school students
- participating in cross sectoral committees
- coordinating educational and administrative functions to support TVET
- overseeing the process to negotiate additional support for students with disability
- responsibility for overseeing the School based Apprenticeship and School based Traineeship (SBAT) program
- providing professional development to TAFE NSW Institute managers, head teachers, teachers and administrative staff associated with TVET. This includes DEC Workplace Learning Policy, procedures and requirements for relevant staff
- monitoring the quality of program delivery
- reporting on program development and implementation
- providing information on HSC requirements to the BOSTES
- liaising with DEC state office and providing information as required
- participating in a collaborative process to support an equitable access to courses for students with additional needs

9.4.2 TVET college/campus coordinators

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

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

For Institutes without TVET college/campus coordinators, the Institute TVET unit centrally manages all TVET functions.

9.4.3 TAFE head teachers

Head teachers are usually responsible for:
• managing the TVET courses within their portfolio
• ensuring enrolments are completed to TAFE NSW requirements
• ensuring that all BOSTES and TAFE NSW assessment and reporting requirements are met, including work placement
• liaising with TAFE Institute Consultants – TVET and TVET college/campus coordinators to ensure consistent delivery
• ensuring that all new teachers are aware of child protection, duty of care and work placement responsibilities
• participating in induction training to ensure that HSC requirements are known
• ensuring that teachers complete a TVET induction prior to teaching a TVET course for the first time
• liaising with TAFE teacher consultants regarding necessary variations of course content to suit students’ learning needs

9.4.4 TAFE teacher/consultants for students with disability

TAFE teacher/consultants for students with disability provide advice on courses, reasonable adjustment, enrolment processes, access to support staff and use of adaptive equipment. Reasonable adjustment is the provision of resources for functional assistance to a student with disability to enable equitable participation in TAFE NSW and vocational education and training facilities.

In relation to TVET, teacher/consultants for students with disabilities are responsible for:
• consulting with the student and school personnel around the student’s ability to meet the selection criteria
• negotiating additional support for students with disability with sector/school disability support officers
• working with the TAFE Institute Consultant – TVET and college/campus coordinators to ensure that planning for disability support occurs within agreed timeframes and procedures
• managing the provision of in class and work placement support staff, for example, support teachers, disability assistants and sign language interpreters
• monitoring student progress liaising with school staff as required
• liaising with TAFE head teachers regarding necessary variations of course content to suit students’ learning needs
• supporting students and staff around WHS issues

9.4.5 TAFE NSW Industry Liaison Teams

TAFE NSW industry liaison teams provide support for delivery of courses in TAFE NSW Institutes. This includes:
• participating in the BOSTES managed consultation process supporting the development of Industry Curriculum Framework courses
• assisting Senior Pathways in the development and review of TVET courses
• providing advice on BOSTES and Senior Pathways committees, including the Industry Curriculum Implementation Committees (ICICs)
• preparing HSC trial examination papers to ensure validity of assessment across TAFE NSW Institutes
• referring Institute management, head teachers and teachers seeking support to the Senior Pathways or TAFE Institute Consultants – TVET

9.4.6 Institute course profile

A diverse range of VET courses is available for delivery to school students. In developing the Institute profile, strategic planning should take into account the following:
• students have access to information about available courses
- students have expressed interest in the courses
- courses have been considered in relation to broad industry training needs, identified skill shortages and local employment opportunities
- courses assist student transitions to post school pathways
- courses lead to an articulated training pathway
- qualified teachers and well equipped facilities are available
- delivery will be cost effective
- courses extend the range of VET available to school students
- work placements are available, where applicable
- courses are consistent with NSW Department of Education and Communities and non-government school systems’ policies relating to gender equity, Aboriginal students, rural isolation, students with disabilities and students from non-English speaking backgrounds

Courses on the Institute profile should be made available to government and non-government school students and promoted across school networks.

Methods of promotion could include websites (Senior Pathways, school networks, school, Institute colleges/campuses), VET handbooks and subject selection information sessions. Invitations to TAFE NSW staff to attend school subject selection information sessions are strongly encouraged and arrangements should be made through the TAFE Institute Consultant – TVET.

9.4.7 SALM ebs and TVET

TVET is managed through the TAFE Student Administration and Learning Management System (SALM) educational business system (ebs). The process of managing TVET in ebs is determined mainly at an Institute level.

The management of TVET is across all functional areas of ebs. These functional areas are Product Development, Product Offerings Administration, Applications and Enrolments, Payments, Learning and Assessment and Completion

BOS (BOSTES) Course Products are automatically created in ebs by the TBOS interface. BOS Course Products include all relevant data such as BOSTES numbers, Course Type, HSC unit credit, study year and work placement hours. Institutes must ensure that the appropriate BOS Course product and endorsed units of competency are selected and that they refer to the relevant Industry Curriculum Framework or Board Endorsed Course Description when adding units of competency.

The TVET Learner enrolls in the Course Offering which is linked to both the relevant BOS Course Offering the Unit of Competency Offerings.

Senior Pathways is responsible for ensuring that the appropriate ebs Course Product has been identified as a TVET course. This is done by the selection of the TVET check box in the Classifications tab in Course Products (ebs). Senior Pathways will also maintain and update unit cost categories settings.

For further information see - Quick Reference Guide on Managing TVET is available within TAFE- SALM22 Managing Learner Cohorts

9.4.8 TVET course information

Each year TAFE NSW Institutes provide proposed course information for each cohort of TVET students.
Proposed courses are derived from the range of courses proposed and endorsed by the BOSTES for delivery as Stage 5 or Stage 6 VET courses to TVET students. This range of courses is included in the State course profile.

Information about available courses:

- Senior Pathways TVET site
- TAFE NSW
  - TVET for school students
  - TVET courses list
- BOSTES – Vocational Education and Training
  - VET Curriculum Frameworks
  - VET Board Endorsed Courses

The course information provided by TAFE NSW Institutes includes both BOSTES and TAFE course information including BOSTES course name(s) and number(s) and proposed units of competency, TAFE course name and number, delivery location, timetable etc. The proposal for the course is formalised in the Agreement for the Provision of a TVET Course form (refer to Appendix 1, Agreement for the Provision of a TVET Course), which provides details of each available or proposed course.

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

9.4.9 TAFE NSW policy - confirmation of BOSTES requirements

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

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

Refer to:
- TAFE NSW Commission Gazette No. 1, 16 January 2002

9.4.10 Assessment

Assessment for Industry Curriculum Framework courses must meet the training package requirements as described in the BOSTES syllabus and as incorporated in the assessment schemes for each unit of competency/module. A qualified assessor must conduct the assessment.

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

- TAFE delivered HSC VET (TVET) Program, Assessment and Reporting Guidelines
  Requirements for TVET course assessment and reporting are published on an annual basis, on the Senior Pathways Unit TVET site.

- Every Student’s Guide to Assessment in TAFE NSW
  Information about assessment in the form of frequently asked questions and answers on the way students are assessed in TAFE NSW. A copy is provided to all TAFE NSW students on enrolment.

- Reasonable Adjustment for Students with Disabilities Undertaking Assessment
  Procedural guidelines to ensure that students and teachers have access to a clear and transparent process to enable equitable, efficient and timely reasonable adjustment for
learners with disabilities who undertake assessments, while maintaining the integrity of such assessments.

9.4.11 Expression of Interest to Undertake a TVET Course

The Expression of Interest to Undertake a TVET Course form allows a student to indicate their interest in undertaking a particular TVET course.

The information on the form is required to be entered in the relevant TAFE system. School endorsement of the student’s interest in undertaking a TVET course is required to be completed on the form or to be evident from other documented sources before the student’s interest can be processed.

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

Registering interest by completing and submitting an Expression of interest form does not guarantee acceptance into the TVET course.

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

9.4.12 Student placement in courses

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

Where there are fewer places available than the number of students expressing interest in undertaking a course, it is necessary to reach an agreement as to the method for allocating places. In some situations school students may attend classes with mainstream/community TAFE students (refer to Section 6.5).

9.4.13 Course viability

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

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

As withdrawal of TVET courses may have widespread implications, agreement to protocols about the reasons, timing and communication of the decision are essential. In situations where low student numbers affect the viability of a proposed course, the Open Training Education Network (OTEN) may be able to deliver all or part of the course (For more detail see Section 6.6).

9.4.14 Course vacancies

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

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

9.4.15.1 Unit/module results

As per TAFE NSW policy, student unit/module results must be entered into the relevant TAFE system. Results should be recorded at the end of the unit of competency/module and/or at the end of the appropriate semester.

9.4.15.2 Progress reports

TAFE NSW Institutes are required to provide Progress Reports for each student in a course. It is standard to report twice during the year, that is, at the end of the Semester 1 and at the end of the course. The timing of reports will vary for courses which do not commence at the beginning of the year. Information on scheduling and content of reports is available from TAFE Institute Consultants – TVET. The reports, equivalent to a student school report, provide feedback on student attendance and performance on units of competency or modules in the course.

No qualitative information about student attitudes or behaviour should be attached to these reports.

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

9.4.15.3 Support documents for Industry Curriculum Frameworks

A range of support documents for Industry Curriculum Framework courses are available as part of the syllabus documents and are available to be downloaded at http://www.boardofstudies.nsw.edu.au/voc_ed/industry-curriculum-frameworks.html

9.4.16 Child protection

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

- Working with Children Check Policy
- Keep Them Safe: A Shared Approach to Child Wellbeing

9.4.17 Class sizes

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

9.4.18 Class delivery location

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

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

9.4.19 Class timetabling

TVET courses are usually conducted on a regular, weekly basis. A common pattern of delivery is one three to four hour class per week. This pattern of delivery reduces both student time spent in travel and the costs associated with travel. In some cases a “block release” attendance pattern may be

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available. Students in block release courses attend the course across several days on one or more occasions during the year.

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

9.4.20 Enrolment

TVET students must be enrolled through the relevant TAFE system. Students must complete the Expression of Interest to Undertake a TVET Course form. Schools should check that all fields in sections 1,2,3,4 on the form are fully completed and signatures from the student, parent and school delegate are available.

TAFE NSW policy requires that students who attend at least one class must be finalised as soon as possible after the first attendance. If they subsequently withdraw from the course, they should not have their status amended to withdrawn prior to finalisation.

For the most up-to-date information please refer to the TVET section [Course for Schools (TAFE-delivered HSC VET courses TVET)/ TVET course enrolment procedure] of the TAFE NSW Enrolment Administrative Procedures https://detwww.det.nsw.edu.au/tafe/csupport/studentadmin/enrolments/policy_procedures/index.htm

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

- students are appropriately enrolled
- Class Roll Books are maintained

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

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

9.4.21 Excursions

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

Excursions or industrial visits include all off college/campus site activities. Schools must be included in planning for these events. As most classes involve students from a range of schools, it is more difficult to arrange such activities for TVET classes than for mainstream classes.

As excursions/industrial visits for TVET classes should not result in students missing school classes, it is preferable that they be held in non-school TAFE teaching periods or within usual TVET class time (refer to Section 6.4).

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

Please note that the Workplace Learning Policy for Secondary Students in Government Schools and TAFE NSW Institutes, PD/2005/0016/V02 should be used to guide all TVET activities, including
9.4.22 Students and family law related issues

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

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

9.4.23 Workplace Health & Safety (WHS): Management of serious incidents

Teachers in TVET classrooms are responsible for ensuring that all students are aware of WHS policy, processes and procedures. All students, including those with disability, should be aware of and be able to recognise risks in the classroom as well as in the workplace and to implement appropriate reporting requirements. Also see DEC Work, Health and Safety intranet.

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

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

9.4.24 WHS: Personal protective clothing

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

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

Violence is not restricted to physical acts. It may include any behaviour that seriously interferes with the physical or psychological safety and well-being of staff and students. Examples include threats to commit violence, aggressive behaviour which is non-contact in nature and may also include offensive, aggressive or abusive language directed to staff or students.

For further information and the consent forms for schools to provide information to TAFE NSW please refer to:

9.4.26 Privacy

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

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


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

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

9.4.28 Complaints Handling

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

9.4.29 School students in the TAFE NSW environment

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

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

Many TVET classes comprise students from a range of schools, both government and non-government. Some students travel long distances to attend classes, usually by public transport. Others may initially feel isolation if they are the only student from their school attending a TAFE NSW college/campus. However, while it is important to support the students, it is also important that requirements in terms of punctuality, regular attendance, classroom participation and behaviour are clearly and consistently conveyed to TVET students.

Any issues should be managed locally by the TAFE college; however the student’s home school should be notified of any issues.

9.4.30 Student absence

Procedures for schools and TAFE NSW Institutes to monitor student attendance must be in place. Where a student is absent for two consecutive classes, the Institute will access local protocols to provide informal notification to the school. Formal attendance reports will be provided to the school at intervals determined locally. For block release courses, attendance will be reported at the end of each week. Agreement on specific requirements should be reached before courses begin.
9.4.31 Student withdrawal from a TVET course

Students may withdraw from a TVET course during the year. TAFE NSW Institutes require formal confirmation from the school and the student prior to withdrawing a student from the TAFE NSW student information system - ebs. Students should discuss their intention to withdraw from a TVET course with school staff. Students’ results are to be updated prior to withdrawal on ebs.

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

- Should the school decide to maintain the student’s enrolment with the school and entry with the BOSTES for the TVET course, the student may continue as a TVET student
- Should the school decide to withdraw the student from the school and all courses with the BOSTES, the student cannot remain a TVET student. In this situation the student may continue to attend the TAFE class but the TAFE NSW Institute is responsible for adjusting the student’s status. The form Notification of Student Withdrawal from a TVET Course (Appendix 7) is provided to assist the student, school and Institute to finalise withdrawal from a course. On receipt of this form, the Institute will make the required adjustments to the Student Administrative System.

9.4.32 Students with disabilities

The Students with Disabilities Policy ensures that the needs of students with disabilities are met in all aspects of vocational education and training offered by TAFE NSW. At the local level, Institutes manage inclusive curriculum, teaching and learning, and provide reasonable adjustment.

Reasonable adjustment is the provision of resources for functional assistance to a student with disability to enable equitable participation in TAFE NSW and vocational education and training facilities.

The purpose of the reasonable adjustment procedures for students with disabilities undertaking assessments is to provide equitable, efficient and timely reasonable adjustment for those students who wish to undertake an assessment, while maintaining the integrity of such assessments.

Also Refer to Students with Disabilities Implementation Procedures

9.4.33 Student with disability and result code: Received Tuition (RT)

TAFE NSW Commission Gazette No. 4, 9 March 2005

For each unit/module a valid result or code must be recorded for each student as per TAFE NSW Results Code Policy. The TAFE result code, RT, may be recorded for students with disability when a student has achieved some progress towards the outcomes, has a record of diligent participation, but has not achieved all the outcomes of the unit. Where all outcomes have not been achieved, rather than a Fail (F), the student may be given an RT.

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

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

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

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

9.4.35 Student discipline (library resource materials)

Students may borrow books and other materials from TAFE libraries subject to certain rules and obligations. Students are required to return library material by the due date and in good condition. Failure to do so may result in the withdrawal of privileges, withholding results, imposition of penalties and orders to pay compensation. See NSW TAFE Student Discipline (Library Resource Materials) Mandatory Procedure.

9.4.36 Students with temporary visas

Refer to Temporary Visa Holders Mandatory Study Conditions, TAFE NSW, High school exchange students on visa sub-classes 571P and high school students enrolled in a NSW Government school on a temporary visa who are also enrolled in the TAFE delivered HSC VET (TVET) Program are to be enrolled in the same manner as all other TVET students, that is, they are exempt from payment of tuition fees and the TAFE NSW fee. The school sector is responsible for all TVET related charges.

For TAFE NSW funding and billing arrangements for the government and non-government school sectors refer to Section 10 Funding Arrangements.

9.4.37 Refund Policy

TVET course costs for non-government students and the applicable arrangements for government students apply from the time of the finalised enrolment for each student and are non-refundable. However if a government or non-government school student withdraws from a course and a replacement student is negotiated with the school/school sector authorities/TAFE, course costs are allocated for only one placement.

9.4.38 Anaphylaxis and other severe health conditions

Anaphylaxis is a severe and sudden allergic reaction. It occurs when a person is exposed to an allergen. Anaphylaxis is potentially life threatening and always requires an emergency response. Refer to your sector representative for further information, as each sector may have developed its own guidelines and procedures.

Refer to Anaphylaxis Procedures for Schools, also available in over 30 community languages, at http://www.schools.nsw.edu.au/studentsupport/studenthealth/conditions/anaphylaxis/guidelines/index.php

Each student will have an individual health care plan that formalises the plan of support. The principal will initiate the development of such a plan in the following circumstances or when the situation is complex or where a plan would be of assistance in managing support for the student.

Individual health care plans should be developed for any student:

- with severe asthma, type 1 diabetes, epilepsy or anaphylaxis
- who is diagnosed as being at risk of an emergency
The individual health care plan has a standard cover sheet as well as suggestions for the following attachments to be included where relevant:

- an emergency care/response plan
- a statement of the agreed responsibilities of different people involved in the student’s support
- a schedule for the administration of prescribed medication
- a schedule for the administration of health care procedures
- an authorisation to contact the medical practitioner
- other relevant documents

The development of the individual health care plan may incorporate a risk management process to manage risk to the student or other students or staff.

The individual health plan should be provided to TAFE NSW on enrolment of the student.


Further information can be found at http://www.schools.nsw.edu.au/studentsupport/studenthealth/conditions/index.php

9.4.39 Articulation

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

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

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

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

9.4.40 Recognition

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

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

- Recognition of prior learning (RPL), which recognises skills and knowledge obtained through previous training, work or life experiences
- Pre-arranged RPL (credit transfer), which is based on formal arrangements negotiated between TAFE NSW and other educational institutions, such as the BOSTES
- TAFE NSW Credit Transfer, which recognises previous TAFE NSW learning undertaken, including TVET courses
- National recognition, which is the recognition and acceptance of AQF qualifications and partially completed qualifications conferred by other RTOs. National recognition applies to units of competency achieved in HSC VET framework courses. Recognition is granted when all units of competency mapped to a TAFE NSW module are achieved.
A wide range of courses in the NSW HSC provide credit transfer into TAFE NSW courses. These HSC courses may be either general education courses or vocational education and training (VET) courses. Students who have satisfactorily completed a general HSC course as part of their HSC are required to provide appropriate HSC documentation to gain credit transfer for specific units/modules in a TAFE NSW course in which they intend to enrol.

Refer to the TAFE NSW site *School to TAFE*
10 Funding Arrangements

10.1 TAFE NSW Institutes

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

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

10.2 TVET course costs

The charges for the TAFE delivered VET in Schools (TVET) program reflect the costs of delivering TVET incurred by TAFE NSW. There are six cost categories to reflect the varying cost of consumable materials and class delivery. Following a review of the charges, the rate variation has been compressed with the higher cost category rates decreasing due to productivity improvements. The lower cost category rates have increased due to the restructing of the teachers’ award.

Low cost courses include Accounting and Business Services and the higher cost courses including Construction and Automotive.

The higher cost courses include those in Trade areas where smaller classes with workshop facilities and class support staff are required. Safety considerations also dictate small class sizes where potentially dangerous equipment is used as in Automotive and Metals and Engineering. This is essential to safe operation particularly given the younger age of TVET students and the lack of extensive workplace experience. The TVET hourly rates for the six cost categories are:

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<tr>
<th>TVET Cost Categories 2015 Rates</th>
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<tbody>
<tr>
<td>1</td>
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<td>$9.17</td>
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The following components are included in calculating the rates for each cost category:

- Teacher salaries, which are determined on an hourly basis
- Class support salaries (tool store staff and laboratory assistants) where required
- Consumables and materials costs, which are higher in the higher cost categories, for example: timber for Carpentry and Joinery classes, food items for Hospitality
- Administrative overhead costs such as: library services, IT facilities, student amenities, cleaning, security, finance and general administration
- TVET specific costs:
  - Additional material and equipment costs, such as protective clothing, basic tools, textbooks
  - Additional TVET reporting requirements, including NSW BOSTES HSC compliance reporting and school attendance and progress reports
  - A proportional cost for HSC examination preparation to meet the additional BOSTES HSC examination requirements for students enrolled in Industry Curriculum Framework courses.

The TVET rates are applied consistently to both government and non-government school students. For government schools, the administrative overhead costs are managed internally within the
Department through the transfer of a component of the school staffing entitlement to TAFE NSW or other external VET course providers.

10.2.1 Non-government school sector

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

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

Proposed course content and costs are detailed on the form, *External provider agreement for non-government schools* (Appendix 8). Course costs for non-government school students apply from the time of enrolment. School and parent/caregiver signatures on the *External provider agreement for non-government schools* and the *Expression of Interest to Undertake a TVET Course* (Appendix 2) ensure that all parties are aware of the course costs and that the school has a commitment to pay the fee. Senior Pathways invoices the non-government school for payment of the relevant fees.

Before a non-government school commits to enrolling students in TVET course, the school should make the student (or the student’s parent or caregiver, if the student is under 18 years of age) aware of the obligation to pay any fees due.

Billing for two year courses will be based on the student contact hours delivered in each year and costed according to the unit/module cost categories applicable to the course, as determined at the date of enrolment.

An estimated cost for each course payable by the non-government sector is calculated according to the course content. The actual costs may vary from the estimate of course costs if there have been changes in the number of students actually enrolled or changes in other factors (such as teacher travel) that affect the cost of course delivery. The school will be advised of any variance as soon as possible.

10.2.2 Supplementary costs

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

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

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1 The charges paid by school systems are not TAFE NSW administrative fees, which are levied on community students, but are rates determined for the delivery of vocational courses specifically for secondary school students.
11 Appendices

1. Agreement for the Provision of a TVET Course
2. Expression of Interest to Undertake a TVET Course
3. Provision of Additional Support for TVET Students with disability
4. Agreement for the Shared Delivery of an HSC VET Qualification
5. School Based Apprenticeship/Traineeship Notification - please contact your TAFE Institute
6. Notification of a Student Withdrawing from a TVET Course
7. Application for After Hours Access to the Learner Support Centre for TVET Students
8. External Provider Agreement for Non-government Schools
9. Continuing Student Application to Undertake a TVET Course – please contact your TAFE Institute if required