TAFE delivered HSC VET courses (TVET)

Guidelines for schools and TAFE NSW Institutes

2016

December 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.

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1 Introduction

**Note:** Some web links referred to in this document are only accessible from within the Department of Education 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) 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. TVET courses are, therefore, not available to home schooled students.

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.

Schools are primarily established to provide education and training for children and young people between the ages of 6 and 18. Students 18 years and older may seek to enrol into a Stage 6 school program in order to undertake a course of study leading to the Higher School Certificate. Circumstances under which a person 18 years and older may be enrolled at a government school are documented in the Memo DN/09/00335 Enrolment of Adults in NSW Government Schools.

A person over the age of 18 may apply to undertake a TVET course under the following circumstances

- They have had continuous enrolment in secondary education since the age of 17
- They have been enrolled under the provisions outlined in Memo DN/09/00335
- They are enrolled in a full pattern of study leading to the Higher School Certificate with the intention of completing the HSC
- Have the capacity to complete work placement where it is a mandatory requirement of the course

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 Examination (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 requirements 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

The trial examination is conducted at TAFE campuses

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.

Work Placement Hours

<table>
<thead>
<tr>
<th>Indicative course hours</th>
<th>Minimum work placement hours</th>
</tr>
</thead>
<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 to 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.
Financial Services
In partnership with the Northern Sydney Institute TAFE, Vocational education 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 the Coordinator, Youth Attainment & Transitions Secondary Education 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.

In 2016, Work Placement Service Providers (WPSPs) will be based in 16 service regions to coordinate the placement of approximately 60,000 students each year. 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.

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
- Department of Education local school network Vocational Education advisers
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.

The majority of these courses are based on National Training Package qualifications. Some of these courses are based on 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, which each have a mandatory work placement requirement, TAFE NSW Institutes are encouraged to access the services of a work placement coordination provider to assist in the placement of students.

Where TAFE NSW delivers a complete course, the Institute is responsible for providing work placements, with the support of a ‘Work Placement Service Provider’ (WPSP) who sources and offers quality placements to TAFE NW Institutes.

- TAFE NSW colleges/campuses are responsible for ensuring that mandatory Department of Education (DoE) 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.

- TAFE must consult with schools, and for ICFs, Work Placement Service Providers, to ensure that work placements are timely, appropriate and accessible for students’ learning needs and well being.

- TAFE should inform the Work Placement Service Provider of their placement requirements including a range of appropriate activities and any learning and support needs of their students.

TAFE is responsible for:

- matching students to placements
- approving the activities to be undertaken by the student on the Student Placement Record and ensuring all parts of the Placement Record are completed prior to placement
- preparing students for work placement, including use of Go2workplacement and training students in the use of a Safety and Emergency Procedures – Student Contact Card completed in class with the student
- monitoring the student during the placement: a visit or phone contact with the host employer/supervisor and student is required. For placements with greater potential for risk, this contact should be on the first or second day of placement
- conducting on the job competency assessments where appropriate
- following up with the students immediately post placement to review the experience and optimise the students’ learning and safety and completing any reporting arising, for example, Incident Reporting
- maintaining and archiving relevant records, for example, the Student Placement Record and any matters arising as a result of placement.

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. Supervision must not be by an apprentice.

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 and mandatory associated documents and forms provides detailed information about the requirements of mandatory work placements. These documents can be accessed:

- through the A-Z list of policies of the Department of Education website

If you have any queries, please contact the Vocational Learning Advisor, Secondary Education on telephone (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 Service Provider of the learning and 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 Vocational education. 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 Secondary Education 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.

For Government school students, Department of Education Operational Directorates determine funding available for the TVET program for each year. (See Section 8.1). These decisions are also made in collaboration with schools and in consultation with both Institutes and the non-government sectors following the submission of Expression of Interest to Undertake a TVET Course (EOI) Forms. Annual TVET provision is based on planned TVET offerings and prices submitted by Institutes each year, balanced with student demand, budget allocations and priorities.

Once decisions are made on the final TVET course offerings, school students will enrol at TAFE.

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).

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

5.1.1 Selection criteria

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, Department of Education Support Teachers Transition, and TAFE NSW teacher/consultants, where appropriate.

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

**Student selection criteria**

Students consider TVET courses which are part of their HSC units of study and:

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

Students should also 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
5.1.2 Placement in course

Commencing students will complete a TVET Expression of Interest form at school. School staff in collaboration with Department Operational Directorates will ensure that applicable selection criteria apply to placement. (Also see Section 8.1)

School selection criteria include:

- Course/s is not available at school
- Course/s is within students HSC units of study
- Course/s must be included in schools Annual Enrolment Return (AER)
- Course/s must be entered by school on BOSTES

For government school students, decisions about placement in TVET courses will be made by TAFE NSW Institutes after the four Department of Education Operational Directorates have approved funding via a TVET Intent to Purchase. This will be done following the submission of all TVET Expressions of Interest for the following year and in consultation with TAFE Institutes and non-government sectors. This consultation and negotiation will be conducted by the Local Reference Groups (one per Institute) which will comprise Department of Education representatives. For more information see Section 10.2.1.

**Where more students apply that can be enrolled, schools will apply local selection criteria as determined by Operational Directorates and be facilitated through Local Reference Groups.**

Prior to funding allocation decisions by Local Reference Groups and in the planning phases by TAFE NSW Institutes, the number of places available in some courses may be limited by restricted facilities or the availability of work placements. In planning for TVET courses, 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 Department of Education 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

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 (DoE 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 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.

For Commencing students in 2016, Disability support will be provided with consultation between Department of Education staff and TAFE Institutes. (See section 10.2)

Additional support funding will apply only to Continuing students in 2016 (See Section 10.3)

5.6.1 Course selection

For students with disability seeking placement in a specific TVET course, consultation between the student, parent and carer, school staff and relevant TAFE NSW Institute 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.

Appropriate school staff with responsibility for students with disability undertaking HSC VET should liaise with TAFE NSW Institute staff to prioritise and process expressions of interests. Please refer to Guidelines for students requiring adjustments to access externally delivered VET for Identifying
students who require support. These guidelines are also available on the Secondary Education intranet TVET page.


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

5.6.3 Disability 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.

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

Schools, at times, may share support for disability with Institutes, e.g. if a student has an interpreter at the school, the interpreter may accompany their student to their TVET course.

Note:

For Commencing students in 2016, there will not be separate disability support funding. School sectors and TAFE will continue to work together to identify the level of support required. For government students, schools should complete the form, Student Profile – Students Requiring Adjustments to successfully undertake an Externally Delivered VET Course. This form will be used to identify the required adjustments and could be used with negotiation with Institute staff to ensure that students receive appropriate support.

For access to the form and more information please refer to Guidelines for students requiring adjustments to access externally delivered VET. These guidelines are also available on the Secondary Education TVET intranet page.

For Continuing Students 2016 – The Provision of Additional Support for TVET Students with a Disability Form will apply. 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 – Continuing Students. 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: 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.

**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 Information on disability programs and services in public education and training in NSW, with links to employment and related disability services

### 5.6.4 Assistance for School Based Apprentices and Trainees with Disabilities

Disabled Australian Apprentice Wage Support (DAAWS) Program is funding payable to employers or eligible Australian Apprentices with disabilities.

DAAWS payments are available to employers who:
• employ an eligible Australian apprentice with a disability who finds it difficult to get an approved apprenticeship because of his or her disability
• currently employ an Australian apprentice who has acquired a disability during his or her apprenticeship and needs help as a result

In addition, tutorial, interpreter and mentor services are available to Australian apprentices who have been assessed as eligible for Disabled Australian Apprentice Wage Support and need extra help with their off-the-job training.

For further information about DAAWS funding can be found at:

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 Centre Program Committee

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

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.

For Commencing government students in 2016, All TVET Expressions of Interest for Stage 5 students are entered into the EVET system and considered with Stage 6 TVET applications for each Department of Education Operational Directorate and relevant Local Reference Group and will be included in the TVET Intent to Purchase process. (Also See Section 10.2)

For Continuing government students in 2016, Stage 5 student access and funding is limited to separate allocations managed by the four Department of Education Operational Directorates.

Refer to:

• VET in Years 9 and 10 (Stage 5) – BOSTES NSW

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.

Schools should fill in an SBAT notification form and give it to their TAFE SBAT representative.

For additional information, refer to:

- School-based Apprenticeships and Traineeships – BOSTES NSW
- School Based Apprenticeships and Traineeships in NSW 2015 Guidelines section 4.5 at http://www.sbatinnsw.info/

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

Following the approval for funding of shared delivery options (which specifies identified units of competencies) for government school students by the Department Operational Directorates, the course is managed in the same way as full delivery of a TVET course.

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 (ebs).

It is essential that once approval for funding and delivery has taken place, 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 6 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 and following funding approval for government schools students. 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 for Continuing students in 2016 and following the TVET Pricing Model for Commencing students in 2016. (See Section 10 Funding Arrangements)

Note: For government students - top up placements must be approved by Department of Education Operational Directorates.

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 funding approval and 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.

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 Guidelines at http://www.sbatinnsw.info

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

Secondary Education

- 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 Department of Education 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 Department of Education 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 Department of Education 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)
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 Department of Education via the Department of Education 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 1 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 Expressions of Interest to Undertake TVET Courses

8.1 Expression of Interest to Undertake a TVET Course (EOI) forms and the External VET Provision (EVET) system

Students must complete an Expression of Interest to Undertake a TVET Course (EOI) form to indicate interest in undertaking a particular TVET course. (Appendix 1) 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. A separate Expression of Interest is required for each TVET course a student wishes to be considered for placement.

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

For government school students: appropriate school and Operational Directorate staff with responsibility for students with disability undertaking HSC VET should liaise with TAFE NSW Institute staff to prioritise and process expressions of interests.

Please refer to Guidelines for students requiring adjustments to access externally delivered VET Courses. These Guidelines relate to Commencing Students requiring learning support in 2016 and are also available on the Secondary Education TVET Intranet page.

Additional Disability Funding will continue to apply to Continuing Students in 2016 (See Section 5.6 for more details)

Department of Education External VET Provision (EVET) system – Government Commencing Students 2016

The EVET system is an online tool which has been developed by the Department of Education to record all TVET EOI forms for Commencing Students in 2016. Schools must enter all TVET EOI forms into the EVET system before forwarding them to TAFE Institutes. Once EOIs are entered into the EVET, please forward the completed forms to the TAFE NSW Institute delivering the course. Mark the envelope: ATTENTION: TAFE INSTITUTE CONSULTANT – TVET

The EVET system is also used by TAFE Institutes to submit course prices. Once TVET EOI forms are submitted into EVET, Department of Education Operational Directorates monitor TVET EOI forms and make planning decisions for TVET provision for the following year. It will be the role of the Director, Operational Directorate to make final decisions on which TVET courses are purchased for the following year based on TVET demand, priorities and budget allocations.

Commencing Students 2016 - TVET Intent to Purchase

A TVET Intent to Purchase for listed TVET courses, students and locations will be made to TAFE Institutes prior to students enrolling in TVET courses. Following the Intent to Purchase, Institutes will proceed with making TVET offers to students.

Once students are informed of their acceptance into a TVET course they must confirm their enrolment with TAFE NSW. (See Section 10.2)

Continuing Students 2016
To minimise disruption to HSC studies, Continuing 2016 students will follow 2015 funding arrangements. (For more details see Section 10.3)

8.1.1 Selection Criteria
When completing EOI forms, students should consider how they could demonstrate the following criteria:

- 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

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. Training Providers should arrange for students in 2016 to create a USI. 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

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.
9 Planning and Management of TVET Programs

9.1 A collaborative approach

Practical strategies which facilitate HSC VET planning include:

- active operational directorate/Institute HSC VET management committee/s
- operational directorate/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/operational directorate 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 TVET courses with the TAFE NSW Institute
- support students in completing an Expression of Interest to Undertake a TVET Course by discussing with them:
TAFE delivered HSC VET (TVET) Guidelines 2016

- 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

- Enter all TVET EOI forms into the Department of Education EVET system

(For government schools) inform the Department of the courses being studied externally at a TAFE college/campus or other registered provider through the Anticipated Enrolment Return (AER) form and subsequent notifications

- 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
- 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 2016
- complete Student Profile - Students requiring adjustments to successfully undertake an Externally Delivered VET Course Form for Commencing Students 2016
- involve all relevant vocational and special education personnel in completing the Student Profile - Students Requiring Adjustments to Successfully undertake an Externally Delivered VET Course for Continuing Students 2016
- consult with relevant vocational and special education personnel and Institutes and in completing the Provision of Additional Support for TVET Students with disability for Continuing Students 2016

In relation to the shared delivery of courses

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

- negotiate with the TAFE NSW Institute (or the private or community RTO) the specific competencies that the school will deliver and assess
- ensure that specific units of competencies have been approved for funding in the TVET Intent to Purchase (for TAFE Institutes)
- 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
- participate in planning for the shared delivery of courses, facilitate negotiations and ensure that all aspects of course delivery and reporting are considered
• 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
  – 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

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 DoE 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

Following the confirmation of funding via the TVET Intent to Purchase process) and to facilitate 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 ongoing 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 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 non-government schools** should seek information from their school.

9.3 Roles and responsibilities – Department of Education Operational Directorates

The four Department of Education Operational Directorates have the responsibility for the TVET Program, including:

- monitor TVET EOIs on EVET and in consultation with schools, TAFE and other school sectors plan TVET provision for following year taking in account, demand, priorities and budget
• provide all TAFE Institutes with a TVET Intent to Purchase including list of courses, BOSTES numbers and student numbers at each location

9.4 Roles and responsibilities – Secondary Education

Secondary Education has functional responsibility for the TVET Program, including:

• supporting collaborative VET planning and delivery across Operational Directorates 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 Operational Directorates, 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
• updating relevant data management systems as appropriate with TVET information
• working with the BOSTES, TAFE NSW and the Information Technology Directorate to maintain relevant data management systems

9.5 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.

9.5.1 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
• providing planned TVET provision for each year to all school sectors
• providing pricing advice via the EVET on line tool
• working collaboratively with Department Operational Directorate 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 (for Continuing Students 2016
• facilitate support for students utilising new Student Profile Forms for Commencing students for 2016
• 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 Department Workplace Learning Policy, procedures and requirements for relevant staff
9.5.2 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 for Continuing Students in 2016
- 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.

9.5.3 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

9.5.4 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 utilising new Student Profile Forms from schools for Commencing Students in 2016
- facilitating additional support using for Continuing Students 2016 using Additional Support for TVET Students with Disability documentation
- 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

9.5.5 TAFE NSW Industry Liaison Units

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

9.5.6 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 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.
All TVET Expressions of Interest for government school students must be entered into the EVET system and funding must approved via a TVET Intent to Purchase issued by each Department of Education Operational Directorate.

Methods of promotion could include websites (Secondary Education, 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 encouraged and arrangements should be made through the TAFE Institute Consultant – TVET.

9.5.7 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 enrols in the Course Offering which is linked to both the relevant BOS Course Offering the Unit of Competency Offerings.

Secondary Education 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). Secondary Education 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

9.5.8 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:

Secondary Education 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.

9.5.9 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.

9.5.10 Assessment

Assessment for BOSTES TVET courses must meet the training package requirements as described in the BOSTES syllabus or course description and as incorporated in the assessment requirements 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.

9.5.11 Expression of Interest to Undertake a TVET Course

The Expression of Interest to Undertake a TVET Course 2016 (EOI) 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.

TVET EOs for commencing students 2016 were recorded on the Department of Education’s online tool known as EVET (See Section 8)

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.

9.5.12 Student placement in courses

Arrangements for placing commencing students for 2016 in TVET courses are negotiated by the Department of Education Local Reference Group in consultation with Institutes and non-government sectors. First round offers will be made by 11 December 2015 following an EVET Census date 23 October. Final Round Offers will include placement of students from waiting lists and will be made
by 19 February 2016. (Following a second EVET Census date of 10 February 2016) Also (See Section 8.1 and 10.2)

9.5.13 Course viability

All placement decisions will be facilitated by TAFE NSW Institutes in consultation with Local Reference Groups and other school sectors. In situations where low student numbers affect the viability of a proposed course, and following Final Round offers and the second EVET census date 10 February 2016, Local Reference Groups and Institutes will negotiate course viability. The Open Training Education Network (OTEN) may be able to deliver all or part of the course (For more details See Section 10.2 and Section 6.6).

9.5.14 Course vacancies

If there are any course vacancies following First Round Offers on 11 December 2015, students will be placed from waiting lists (if applicable). All Final Round Offers will be made by 19 February 2016 (Also see Section 10.2.1)

9.5.15 Course reporting TAFE NSW

9.5.15.1 Unit of competency/module results

As per TAFE NSW policy, student unit of competency/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.

9.5.15.2 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.

9.5.15.3 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

9.5.16 Child protection

As an employer, TAFE NSW is governed by child protection legislation. The Department of Education child protection procedures reflect NSW 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. For more information see:

- Working with Children Check Policy
- Keep Them Safe: A Shared Approach to Child Wellbeing
9.5.17 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.

9.5.18 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.

9.5.19 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 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 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.

9.5.21 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 excursions.


**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.

**9.5.23 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 Department of Education 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 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.

**9.5.24 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.

9.5.25 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:


9.5.26 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.

9.5.27 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.

9.5.28 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.

9.5.29 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.

9.5.30 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.

9.5.31 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 3) 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.

9.5.32 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

9.5.33 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.

9.5.34 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.

9.5.35 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.

9.5.36 Students with temporary visas (checked by Sandy U - current)

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.

Refer to Section 10 Funding Arrangements.

9.5.37 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.

9.5.38 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*.

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.

Refer to *Administering Health Care Procedures*

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

### 9.5.39 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.

### 9.5.40 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](https://www.tafensw.edu.au/career/pathways/schooltafe.htm)
10 Funding Arrangements

10.1 Introduction

A new pricing model for 2016 delivery of TAFE Delivered VET (TVET) to school students has developed by TAFE NSW in response to a range of changes in the broader VET landscape in NSW. 2016 will be a transition year. Students commencing a new course in 2016 will come under the new model. Existing arrangements will apply to students continuing in a TVET course that commenced in 2015.

10.2 TVET Pricing Model – Commencing students 2016

The 2016 TVET pricing follows the principles of Smart and Skilled and recognises the additional costs of delivery for the TVET program.

The 2016 TVET pricing model constructs a ‘benchmark’ price comprising four elements:

1. Base qualification price – Smart and Skilled prices for full or part qualifications
2. Location loading – applied per student
3. Additional Services charge – applied per student
4. Incidental expenses – applied per student

Final price
A final price is determined by the TAFE Institute depending on local delivery circumstances. This may vary from the benchmark price but not be lower than the base qualification price.

Annual billing of school sectors
School sectors will continue to be billed annually with the billed amount reflecting the percentage of training delivered. This billing will occur generally in October/November. For most TVET courses e.g. 60 and 120 hour courses and some 240 hour courses (i.e. 4 units x 1 year), the annual billing amount will be 100 per cent of the final price. For courses spanning two years e.g. 240 hour (2 units x 2 years) and 360+ hour courses, the annual billing amount will reflect the pattern of delivery agreed across the two years e.g. 60:40, 55:45 or 50:50.

The final price is the price for the whole course identified at commencement, whether completed in one or two years.

10.2.1 Managing TVET pricing for Commencing Students in 2016

To facilitate the implementation of the TVET pricing model, The Department of Education developed an on line tool (known as EVET). This tool was used by both schools and TAFE Institutes to submit TVET data for 2016.

Schools
- submitted all TVET Expressions of Interest (EOI) into EVET by 23 October 2015 and then forwarded EOI forms to Institutes for first round offers

TAFE Institutes
- submitted TVET planned course offerings for loading onto EVET tool (Term 3 2015)
- submitted Final Prices and incidental costs (where applicable) for all planned TVET offerings per Institutes by end of Term 3 2015 via EVET
- undertook preliminary planning based on TVET EOI forms forwarded by schools
- negotiated with Local Reference Group Facilitators and non-government sectors to determine TVET offers for both first and final rounds.
Local Reference Groups - one per Institute comprising Department Operational Directorate and School representatives
- negotiated with TAFE Institutes to make TVET decisions on provision and placement for 2016
- made recommendations to Directors, Operational Directorates regarding TVET Offers to Purchase to each TAFE Institute
- First round offers made by 11 December 2015 (following EVET Census date 23 October and negotiations with all sectors)
- Final round offers made by 19 February 2016 (following second EVET census date 10 February and negotiations with all sectors)

Department of Education – Operational Directorates
- reviewed Expressions of Interest and prices against budget allocations per team and determined priorities for TVET provision in 2016
- provided TAFE Institutes with a TVET Intent to Purchase for listed TVET courses, students and locations

In addition, Schools can negotiate directly with institutes for the provision of courses outside TVET program allocations. Schools who wish to purchase places in courses that have been established as part of the Intent to Purchase process will only be able to do so if there is a vacancy in the course. To purchase a place in such a course the school must contact their Department of Education Senior Pathways Officer who will negotiate the placement with the Institute. Such placements will be invoiced separately.

TAFE Institutes will invoice the Department of Education in 2016 for all government commencing students.

10.3 Funding arrangements - Continuing students 2016
To minimise disruption to HSC studies, the prices of TVET courses for continuing 2016 students will follow 2015 arrangements. Continuing students are those who commenced a TVET program in 2015 which was planned to span both 2015 and 2016 e.g. a 240 hour (2 years x 2 units) course. Sectors will be billed the second year course amount (with 2.5% standard escalation).

Continuing TVET students 2016 will be funded on current arrangements, which includes unit of competency cost categories. Unit cost categories 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. TAFE NSW Institutes are resourced on the basis of student contact hours for the mix of units included in course delivery.

The 2016 TVET hourly rates for the six cost categories are:

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<th>TVET Cost Categories 2016 Rates</th>
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<tr>
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<td>$9.30</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, text books
- 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.

As in previous years, additional TVET funding including:
• Contingency
• Supplementary
• Disability Support
• Institute Support Funding

will be allocated proportionally for 2016 TVET students Continuing Students.

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.

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.

Note: A Census date for TVET Billable status will apply. This date is 4 March 2016.
Section 11   Appendices *

1  Expression of Interest to Undertake a TVET Course

2  Provision of Additional Support for TVET Students with Disability – Continuing Students 2016

3  Notification of a Student Withdrawing from a TVET Course

4  Continuing Student Application to Undertake a TVET Course – please contact your TAFE Institute if required

5  School Based Apprenticeship/Traineeship Notification - please contact your TAFE Institute

6  Agreement for the shared delivery of an HSC VET qualification

*available on the Secondary Education TVET Internet page

Note – New Guidelines for students requiring adjustments to access externally delivered VET to be completed by schools– available on EVET and Secondary Education TVET intranet page)