TAFE NSW Courses for Secondary School Students

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NOTE: All course information is correct at the time of printing (August 2016) but is subject to change. Prospective students are encouraged to ring (02) 9715 8153 or check the website (oten.tafensw.edu.au/tvet) to confirm course availability and admission requirements.

TAFE NSW – Open Training and Education Network  Provider code: 90004
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**FREQUENTLY ASKED QUESTIONS ABOUT TVET COURSES**

**What are TVET Courses?**

TVET courses are TAFE NSW vocational subjects for Years 11 and 12 students to study while still at school. TVET courses may enable students to:

- gain work skills
- get a head start in a career
- follow a pathway to further study at TAFE or university.

TVET courses classified as Industry Curriculum Framework (ICF) can contribute to the Australian Tertiary Admission Rank (ATAR).

**What can students expect when studying with TAFE NSW?**

TAFE NSW is an adult learning environment with industry experienced teachers. TAFE NSW courses encourage a ‘hands-on’ approach, often combining study with work placement. Students have access to teachers and careers counselling.

**Why study with OTEN?**

The Open Training and Education Network (OTEN), is part of TAFE NSW, Western Sydney Institute, and specialises in the innovative delivery of distance education.

OTEN provides education and training programs by flexible delivery. Generally, this means that students don’t need to be in a classroom to undertake their course. They receive their learning materials in a number of different formats including online, CD, DVD and paper-based.

To help students maximise their learning experience and complete their TVET course, they receive ongoing support from their supervising TVET teachers at OTEN. Students and teachers are able to keep in touch by email, phone, the Online Learning Support website (OLS) and social media networks including Facebook and Twitter.

At OTEN, we are committed to helping students achieve their educational goals.

Your TVET teacher will help you achieve the practical course outcomes using a range of communication tools that may include:

- telephone
- email
- written feedback
- workshops.

**Framework courses:**

- give credit towards the Higher School Certificate (HSC)
- provide a national vocational qualification recognised by employers, TAFE and other vocational education and training providers across Australia
- require students to complete a work placement
- have an optional HSC examination. The examination can be included in the calculation of the ATAR and gives credit towards related courses at universities, TAFE NSW colleges and other training organisations.

**Non-Framework courses:**

- give credit towards the Higher School Certificate (HSC)
- provide a national vocational qualification recognised by employers, TAFE and other vocational education and training providers across Australia
- give credit towards related courses at universities, TAFE NSW colleges and other training organisations
- do not count in the calculation of the ATAR.

**How do I apply?**

You apply through your school’s Career Advisor or TVET/VET Co-ordinator. The Application to Undertake a TVET Course form at the end of this guide must be signed by your parent or guardian and your school’s principal or delegate.

For information about TVET OTEN courses, you can contact the TVET OTEN Officer.

To apply:

- select a TVET course from this Guide
- discuss with your parent/guardian and your Careers Advisor at school
- go to the OTEN website oten.tafensw.edu.au/tvet and click on ‘Courses’, then ‘TVET’
- print the Application Form or photocopy the form at the back of this Guide
- complete the Application Form.

Make sure you write the course name and mark how many units to be studied in 2017; check all signatures are included.

- return the Application Form to OTEN by:
  - (02) 9715 8118
  - otentvet@tafensw.nsw.edu.au
  - OTEN TVET OTEN Officer
  - Open Training and Education Network
  - Level 3, Building B
  - 51 Wentworth Road
  - Strathfield NSW 2135

You will be contacted by a teacher after the enrolment is completed.
FREQUENTLY ASKED QUESTIONS ABOUT TVET COURSES

When is the earliest/latest I can enrol in a TVET course at OTEN?
OTEN can accommodate students enrolling from December of the previous year. This is particularly useful if the student wants to get a head start on the learning materials during the Summer holidays. Year 12 students may be able to get access to their learning materials from the beginning of Term 4 once their re-enrolment form is received, dependent on when the NSW Board of Studies, Teaching and Educational Standards (BOSTES) endorses the course. The latest a student can be enrolled in a TVET course is March of their study year. This applies to both Year 11 and Year 12 students.

How will a TVET course benefit me?
All TVET courses are designed to lead into higher level TAFE NSW courses. You will have an opportunity for advanced standing and/or continuing student status on successful completion of your study. TVET courses will enhance your entry into the workforce. This is particularly true for those courses where there is a work placement requirement. Many TVET courses result in a Certificate II or III. Students may also request a Transcript of Academic Record if the course they are studying is not a complete certificate.

Other benefits include:
• wider subject choices
• the opportunity to experience possible future career/study pathways
• practical training when available
• access to TAFE NSW workshops and facilities that meet industry training standards
• an adult learning experience.

Are TVET courses the same as my other school subjects?
Yes, they have the same unit values as your elective subjects at school. Please see the units for each course in this Guide.

If I am in Year 9 or 10, can I do a TVET course?
If you are in Year 9 or Year 10, you are eligible to apply for a TVET course, but you must meet specific criteria and be approved for funding. For further information, ask your school or contact your TAFE TVET Consultant.

Does a TVET course count towards the Australian Tertiary Admission Rank?
The results of final exams will be counted towards ATAR calculation only if you study two years of a framework course. For the framework course to count towards the ATAR, the following must occur:
• successful completion of a 240 hour TVET framework course
• mandatory work placement
• completion of the written BOSTES examination at the end of Year 12.

Students studying by distance are eligible to apply for the Educational Access Scheme (EAS). Universities either allocate bonus points or set aside a certain number of places for EAS students. Please refer to: www.uac.edu.au/undergraduate/eas/
FREQUENTLY ASKED QUESTIONS ABOUT TVET COURSES

What is work placement?
Work placement means students are required, as a part of the course, to complete a specified number of hours in the work place.
Many courses require work placement which can be in industry or in a simulated workplace depending on the course. You will need to check with your Careers Adviser or TAFE teacher.

Does a TVET course involve work placement?
If you intend to enrol in Accounts Administration, Business Services, Health Services Assistance, Information Technology, Retail or Tourism, you will need to do a minimum of 35 hours (one week) of work placement for each 120 hours of these courses.
The Early Childhood course also has 120 hours of work placement.
There is two weeks of work placement for the 240 hour course.
Your school will refer you to Workplace Service Providers who will assist you to find a work placement. You need to be placed in a workplace where you can practise your competencies. You may be assessed in that workplace. The timing of your placement will be negotiated with your TVET teacher.
Your part-time paid work may count towards your work placement hours if that work supports your TVET course. If you think you may be eligible for this credit, ask your OTEN TVET teacher to confirm this for you.

If I have a disability, can I do TVET?
At OTEN, we encourage students with a disability to participate in TVET courses although careful consideration must be given to the courses selected by students with a disability. The chosen course must be the most appropriate course for the student and one that will provide successful vocational outcomes together with the opportunity for further education and employment.
The decision by students with a disability to undertake a TVET course through OTEN should be made after close consultation between the student and their parents or guardian, school teachers, the region’s Support Teacher Transition (STT) and OTEN Disability Consultants. This consultation ensures that students select a course which meets their needs and interests. Consultation about the student’s capacity to meet the demands of distance education and the level of additional support the student may require is important in order to maximise study and learning outcomes for students. School personnel should contact their regional consultant or Support Teacher Transition before making contact with OTEN.
The OTEN TVET Consultant will then liaise with the relevant Disability Consultant. OTEN has Disability Consultants for students:
- who are deaf or hearing impaired
- who are blind or vision impaired
- with learning or intellectual disability
- with physical disability, chronic illness or a medical condition
- with mental illness
- with neurological disability.
Disability Consultants can offer advice on course requirements, how the course meets the student’s abilities, needs and interests and the support which can be offered to students. The level of additional support required is to be negotiated and agreed on with the Disability Consultant and school prior to enrolment.
Support can include:
- the loan of adaptive technology such as screen reading software
- materials in alternative formats
- learner support
- exam and test reasonable adjustment
- study skills assistance
- assistance with negotiating a reduced competencies program.
FREQUENTLY ASKED QUESTIONS ABOUT TVET COURSES

How much will it cost?

Government school students – if you are a student enrolled in a NSW government school for your other HSC courses, it will cost you nothing to study a TVET course through OTEN. You will not be charged for textbooks, consumables, uniforms and kits associated with your TVET course.

Non-government school students – if you are enrolled in a NSW non-government school for your other HSC courses, the TAFE NSW Accounts Unit will invoice your school for the cost of your TVET course. Your school may then decide to pass on to you, part or all of the cost of the course. The cost of any textbooks, consumables, uniforms and kits associated with your TVET course is built into the overall course cost. Each TVET course costs a different amount. The cost is calculated and set centrally by the NSW Department of Education. OTEN’s TVET course costs are similar to those offered by colleges in any other TAFE NSW Institute.

Specific details of individual course costs can be obtained from the TVET OTEN Officer.

oten.tvet@tafensw.edu.au
(02) 9715 8153

Withdrawals

If a student withdraws from the TVET course within the first 3 weeks and has not submitted any assessments, there will be no charge for the course. If a student withdraws after this 3 week period, the school will be charged for the full amount of the course, even if the student has not submitted any work.

WATCH OUT FOR THIS SYMBOL!

School Based Traineeships Available
THE OTEN TVET STUDENT GUARANTEE

We recognise that when a student studies any TVET course by distance education, they may need support. At OTEN we are committed to helping students achieve their goals. We want to give each student every opportunity to successfully complete their TVET course as part of their HSC. That is why we guarantee that:

• we will process the enrolment promptly on receiving it. This will automatically trigger the dispatch of the learning materials or access to online material.
• on enrolment the student will receive, within a week of enrolling:
  – a phone call and / or email
  – a welcome letter
  – an assessment schedule
  – additional support material
• the student will be allocated a supervising TVET teacher for their course. This teacher is a specialist in the industry area of the student’s course. They are also specialist distance education teachers.
• the student will have access to online support. The Online Learning Support website (OLS) is available to all enrolled students. There is also phone and email support from their supervising TVET teacher.
• a supervisor at the home school will liaise between the student and their supervising OTEN TVET teacher.
• the student’s progress will be closely monitored throughout the course by their OTEN TVET teacher.

OTEN’S HIGH ACHIEVING TVET STUDENT

Western Sydney Institute
TVET Student of the Year

Brooke completed this qualification as a TAFE Vocational Education and Training (TVET) course concurrently with her Higher School Certificate. As a part of this course, she completed a work placement which led to part-time employment. A hard-working and dedicated student, Brooke chose to study this online course as it would provide variety to her HSC studies as well as a foundation which would put her ahead of her peers at university. She is now studying a Bachelor of Business and plans to work in the financial services industry.

“For those who are interested in a career in any area of business, I would say that this course will prepare you incredibly well for any tertiary study that you choose to undertake.”
THE RESPONSIBILITIES OF STUDYING WITH OTEN

We aim to help ensure that students are given the level of help and support that they may need to complete their TVET course. The OTEN TVET teacher, their school and the school supervisor are important partners in helping the student complete their TVET course.

The responsibilities of the coordinating teacher at OTEN

The OTEN coordinating teacher will:
- provide the student with a study program for the duration of the course, including an assessment schedule that details when each assessment is due
- ensure that the student receives or gets access to their learning materials promptly
- encourage the student to apply themselves with diligence and sustained effort
- give effective teaching and feedback to the student regarding their assessments
- establish and maintain regular contact with the student
- liaise regularly with the TVET school supervisor at the student’s home school
- report on the student’s progress, as required by the student’s home school and the Board of Studies, Teaching and Educational Standards (BOSTES).
- coordinate the student’s work placement, where a work placement is a mandatory requirement of the course
- maintain the administrative paperwork associated with the student’s course.

The responsibilities of the student’s home school

It is the responsibility of the student’s home school to:
- nominate a school staff member to be the student’s TVET supervisor for the duration of the course
- ensure that the student has access to facilities and resources necessary to undertake studies by distance education eg telephone, computer, internet access
- provide the student with period allocation on their timetable, for their TVET course equivalent to that spent at school for their other HSC studies
- provide a suitable study / work space in which the student can work on their TVET course during the school day
- provide an appropriate space for the student to undertake examinations or other assessment tasks required to successfully complete the course
- support the student by conducting examinations, as required, on the dates and at the times specified by OTEN and under strict supervision
- encourage the student to apply themselves with diligence and sustained effort.

The responsibilities of the supervisor at the student’s home school

The home school supervisor will:
- liaise with the OTEN teacher on a regular basis to monitor the student’s progress
- take an interest in the student’s TVET studies and progress
- act as a conduit between the student’s home school and the OTEN teacher regarding the communication of any relevant information
- maintain a record of copies of relevant administrative paperwork associated with the student’s course and progress
- arrange for the availability of an appropriate space for the student to undertake assessment tasks, including examinations where relevant, required to successfully complete the course
- arrange for the supervision and administration of tests / examinations
- manage the submission of the student’s assessment tasks to OTEN via either the post or uploading online.

The responsibilities of the student

The student will:
- apply themselves with diligence and sustained effort to complete set tasks provided in the course
- use the allocated time effectively at school to work on their TVET subject
- adhere to the dates assigned to them in the timetable provided by their TVET teacher
- communicate regularly with their TVET teacher either by telephone or email
- take responsibility for contacting the TVET teacher if any problems arise.
Accounts Administration
– Financial Services Curriculum Framework

Duration: 1 or 2 years

ATAR Yes

Eligibility: Year 11 Year 12

Unit value: 2 units or 4 units

<table>
<thead>
<tr>
<th>Core Units</th>
<th>Unit Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contribute to health and safety of self and others</td>
<td>BSBWHS201</td>
</tr>
<tr>
<td>Work effectively in the financial services industry</td>
<td>FNSINC301</td>
</tr>
<tr>
<td>Process financial transactions and extract interim reports</td>
<td>FNSACC301</td>
</tr>
<tr>
<td>Perform financial calculations</td>
<td>FNSACC303</td>
</tr>
<tr>
<td>Write simple documents</td>
<td>BSBWRT301</td>
</tr>
<tr>
<td>Administer subsidiary accounts and ledgers</td>
<td>FNSACC302</td>
</tr>
<tr>
<td>Design and produce business documents</td>
<td>BSBITU306</td>
</tr>
</tbody>
</table>

11 units must be completed for award of the qualification including 7 core units above.

Qualification: • Transcript of academic record in Certificate III in Accounts Administration; or
• Certificate III in Accounts Administration (FNS30315).

Work placement: Yes

Pathway: Competencies achieved in this qualification may have advanced standing or articulate into:
• Certificate IV in Accounting
• Diploma of Accounting
• Advanced Diploma of Accounting.

Course description: Students will acquire skills and knowledge to:
• record transactions and other financial information
• compile financial accounting reports
• work in the financial services industry.

Career opportunities: This course is for students who want to get some early accounting qualifications. The course is designed to provide entry-level training for financial clerical positions:
• Accounts clerk
• Accounts receivable/payable clerk.

Note: 70 hours compulsory work placement
**Business Services Framework**

<table>
<thead>
<tr>
<th>Duration:</th>
<th>1 or 2 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATAR:</td>
<td>Yes</td>
</tr>
<tr>
<td>Eligibility:</td>
<td>Year 11</td>
</tr>
<tr>
<td>Unit value:</td>
<td>2 units or 4 units</td>
</tr>
<tr>
<td>Core Units</td>
<td></td>
</tr>
<tr>
<td>Contribute to health and safety of self and others</td>
<td>BSBWHS201</td>
</tr>
</tbody>
</table>

*12 units must be selected for award of this qualification including 1 core unit above.*

<table>
<thead>
<tr>
<th>Qualification:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Transcript of academic record in Certificate II in Business; or</td>
<td></td>
</tr>
<tr>
<td>• Certificate II in Business (BSB20115).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Work placement:</th>
<th>Yes</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Pathway:</th>
<th>Competencies achieved in this qualification may have advanced standing or articulate into:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Certificate III in Business</td>
</tr>
<tr>
<td></td>
<td>• Possible articulation into further study at Certificate level II, III or IV</td>
</tr>
<tr>
<td></td>
<td>• Diploma – in various skills areas of business, business administration, frontline management, marketing, retail, information technology, communications and finance.</td>
</tr>
</tbody>
</table>

| Course description: | This course is designed to enable students to acquire a range of business, technology, personal and organisational skills for employment in clerical and administrative positions in commerce, industry, government and the professions. Skills gained in this industry transfer to other occupations. |

<table>
<thead>
<tr>
<th>Career opportunities:</th>
<th>Samples of occupations students can aim for in the industry:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Payroll clerk/officer</td>
</tr>
<tr>
<td></td>
<td>• Personal assistant/clerk</td>
</tr>
<tr>
<td></td>
<td>• Project manager</td>
</tr>
<tr>
<td></td>
<td>• Sales clerk/officer</td>
</tr>
<tr>
<td></td>
<td>• Administrative assistant</td>
</tr>
<tr>
<td></td>
<td>• Data entry operator.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Note:</th>
<th>70 hours compulsory work placement</th>
</tr>
</thead>
</table>
Conservation and Land Management
– Primary Industries Framework

**Duration:** 1 or 2 years

**ATAR**
Yes

**Eligibility:**
Year 11  
Year 12

**Unit value:** 2 units or 4 units

<table>
<thead>
<tr>
<th>Core Units</th>
<th>Unit Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate in OHS processes</td>
<td>AHCCHS201A</td>
</tr>
<tr>
<td>Participate in environmentally sustainable work practices</td>
<td>AHCWRK209A</td>
</tr>
<tr>
<td>Apply chemicals under supervision</td>
<td>AHCCHM201A</td>
</tr>
<tr>
<td>Observe and report on weather</td>
<td>AHCWRK201A</td>
</tr>
<tr>
<td>Work effectively in the industry</td>
<td>AHCWRK204A</td>
</tr>
<tr>
<td>Treat plant pests, diseases and disorders</td>
<td>AHCPMG202A</td>
</tr>
</tbody>
</table>

**15 units must be completed for award of the qualification including 2 core and 4 BOSTES core units above.**

**Qualification:**
- Transcript of academic record in Certificate II in Conservation and Land Management; or
- Certificate II in Conservation and Land Management (AHC21010).

**Work placement:** Yes

**Pathway:** Further training pathways from this qualification include, but are not limited to, Certificate III in Conservation and Land Management.

**Course description:** This course is for students who are interested in the natural environment and a career in bushland restoration. Students would enjoy working outdoors, using hand tools and equipment in a physical capacity and learning about plants and ecological processes. Students will acquire skills and knowledge to:
- conduct bush regeneration activities
- recognise plants
- apply chemicals
- identify and control weeds
- plant trees and shrubs
- conduct natural area restoration
- collect seeds for propagation purposes
- undertake plant propagation
- conduct erosion control activities.

**Career opportunities:**
- Bush regenerator
- Field operator - weed and natural area management teams in private companies or local councils.

**Note:** 70 hours compulsory work placement
Dental Assisting

Duration: 1 year

ATAR No

Eligibility: Year 11 Year 12

Unit value: 2 units 2 units

<table>
<thead>
<tr>
<th>Core Units</th>
<th>Unit Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare for and assist with oral health care procedures</td>
<td>HLTDEN001</td>
</tr>
<tr>
<td>Assist with dental radiography</td>
<td>HLTDEN002</td>
</tr>
<tr>
<td>Assist with administration in dental practice</td>
<td>HLTDEN003</td>
</tr>
<tr>
<td>Provide first aid</td>
<td>HLAID003</td>
</tr>
<tr>
<td>Communicate and work effectively in health</td>
<td>CHCCOM005</td>
</tr>
<tr>
<td>Comply with infection control policies and procedures</td>
<td>HLTFIN001</td>
</tr>
<tr>
<td>Process reusable medical devices and equipment</td>
<td>HLTINF002</td>
</tr>
<tr>
<td>Participate in work health and safety</td>
<td>HLTWHS001</td>
</tr>
</tbody>
</table>

8 units must be completed for award of the qualification including 8 core units above.

Qualification: Transcript of academic record in Certificate III in Dental Assisting (HLT35015).

Work placement: Yes

Pathway: Competencies achieved in this qualification may have advanced standing or articulate into the Certificate III in Dental Assisting (HLT35015).

Course description: This course provides students with an introduction to Dental Assisting. Students will acquire skills and knowledge to:

- assist a dentist, dental hygienist or dental therapist during all health care procedures
- help maintain high standard of infection control
- assist with practice administration.

Career opportunities: • Dental assistant.

Note: 50 hours work placement
Early Childhood Education and Care
2 Units

Duration: 2 years

ATAR No

Eligibility: Year 11

Unit value: 2 units or 4 units

<table>
<thead>
<tr>
<th>Core Units</th>
<th>Unit Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promote Aboriginal and/or Torres Strait Islander cultural safety</td>
<td>CHCDIV002</td>
</tr>
<tr>
<td>Develop cultural competence</td>
<td>CHCECE001</td>
</tr>
<tr>
<td>Ensure the health and safety of children</td>
<td>CHCECE002</td>
</tr>
<tr>
<td>Provide care for children</td>
<td>CHCECE003</td>
</tr>
<tr>
<td>Promote and provide healthy food and drinks</td>
<td>CHCECE004</td>
</tr>
<tr>
<td>Provide care for babies and toddlers</td>
<td>CHCECE005</td>
</tr>
<tr>
<td>Develop positive and respectful relationships with children in early childhood</td>
<td>CHCECE007</td>
</tr>
<tr>
<td>Use an approved learning framework to guide practice</td>
<td>CHCECE009</td>
</tr>
<tr>
<td>Support the holistic development of children in early childhood</td>
<td>CHCECE010</td>
</tr>
<tr>
<td>Provide experiences to support children's play and learning</td>
<td>CHCECE011</td>
</tr>
<tr>
<td>Use information about children to inform practice</td>
<td>CHCECE013</td>
</tr>
<tr>
<td>Work legally and ethically</td>
<td>CHCLEG001</td>
</tr>
<tr>
<td>Identify and respond to children and young people at risk</td>
<td>CHCPRT001</td>
</tr>
<tr>
<td>Provide an emergency first aid response in an education and care setting</td>
<td>HLTAID004</td>
</tr>
<tr>
<td>Participate in workplace health and safety</td>
<td>HLTWHS001</td>
</tr>
</tbody>
</table>

**18 units must be completed for award of the qualification including 15 core units above.**

Qualification: • Transcript of academic record in Certificate III in Early Childhood Education and Care; or • Certificate III in Early Childhood Education and Care (CHC30313).

Work placement: **Yes

Pathway: Competencies achieved in this qualification may have advanced standing or articulate into: • Diploma of Early Childhood Education and Care • Certificate IV in School Age Education and Care.

Course description: This course provides students with an introduction to child care and some skills suited to employment as assistants in centre based care facilities for children. Students will acquire the skills and knowledge to:
• care for children
• ensure children's health and safety
• respond to illness, accidents and emergencies
• support the language and creative development of children
• plan for the nutritional needs of children
• contribute to OHS processes.

Career opportunities: An occupation that students can aim for in the Children Services industry is a family day care worker.

**Note:** • 35 hours compulsory work placement.
• Students should be at least 16 years old to undertake the work placement for this course as they will be in a work environment with vulnerable people and duty of care requires a substantial level of maturity.
• New Year 12 students are not eligible to apply.
## Early Childhood Education and Care
### 4 Units

- **Duration:** 2 years
- **ATAR:** No
- **Eligibility:** Year 11
- **Unit value:** 4 units or 8 units

<table>
<thead>
<tr>
<th>Core Units</th>
<th>Unit Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promote Aboriginal and/or Torres Strait Islander cultural safety</td>
<td>CHCDIV002</td>
</tr>
<tr>
<td>Develop cultural competence</td>
<td>CHCECE001</td>
</tr>
<tr>
<td>Ensure the health and safety of children</td>
<td>CHCECE002</td>
</tr>
<tr>
<td>Provide care for children</td>
<td>CHCECE003</td>
</tr>
<tr>
<td>Promote and provide healthy food and drinks</td>
<td>CHCECE004</td>
</tr>
<tr>
<td>Provide care for babies and toddlers</td>
<td>CHCECE005</td>
</tr>
<tr>
<td>Develop positive and respectful relationships with children in early childhood</td>
<td>CHCECE007</td>
</tr>
<tr>
<td>Use an approved learning framework to guide practice</td>
<td>CHCECE009</td>
</tr>
<tr>
<td>Support the holistic development of children in early childhood</td>
<td>CHCECE010</td>
</tr>
<tr>
<td>Provide experiences to support children's play and learning</td>
<td>CHCECE011</td>
</tr>
<tr>
<td>Use information about children to inform practice</td>
<td>CHCECE013</td>
</tr>
<tr>
<td>Work legally and ethically</td>
<td>CHCLEG001</td>
</tr>
<tr>
<td>Identify and respond to children and young people at risk</td>
<td>CHCPRT001</td>
</tr>
<tr>
<td>Provide an emergency first aid response in an education and care setting</td>
<td>HLTAID004</td>
</tr>
<tr>
<td>Participate in workplace health and safety</td>
<td>HLTWHS001</td>
</tr>
</tbody>
</table>

**18 units must be completed for award of the qualification including 15 core units above.**

- **Qualification:**
  - Transcript of academic record in Certificate III in Early Childhood Education and Care; or
  - Certificate III in Early Childhood Education and Care (CHC30313).

- **Work placement:** Yes

- **Pathway:** Competencies achieved in this qualification may have advanced standing or articulate into:
  - Diploma of Early Childhood Education and Care
  - Certificate IV in School Age Education and Care.

- **Course description:** This course provides students with an introduction to child care and some skills suited to employment as assistants in centre based care facilities for children. Students will acquire the skills and knowledge to:
  - care for children
  - ensure children's health and safety
  - respond to illness, accidents and emergencies
  - support the language and creative development of children
  - plan for the nutritional needs of children
  - contribute to OHS processes.

- **Career opportunities:** Samples of occupations students can aim for in the Children Services industry:
  - Early childhood educator
  - Family day care worker.

**Note:**
- 120 hours compulsory work placement.
- Students should be at least 16 years old to undertake the work placement for this course as they will be in a work environment with vulnerable people and duty of care requires a substantial level of maturity.
- New Year 12 students are not eligible to apply.
### Events Management – Tourism Framework

<table>
<thead>
<tr>
<th>Duration:</th>
<th>1 or 2 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATAR:</td>
<td>Yes</td>
</tr>
<tr>
<td>Eligibility:</td>
<td>Year 11  Year 12</td>
</tr>
<tr>
<td>Unit value:</td>
<td>2 units or 4 units</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core Units</th>
<th>Unit Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Process and monitor event registrations</td>
<td>SITXEV302</td>
</tr>
<tr>
<td>Source and use information on the events industry</td>
<td>SITTIND201</td>
</tr>
<tr>
<td>Provide service to customers</td>
<td>SITXCC503</td>
</tr>
<tr>
<td>Show social and cultural sensitivity</td>
<td>SITXCOM201</td>
</tr>
<tr>
<td>Participate in safe work practices</td>
<td>SITXWH510</td>
</tr>
<tr>
<td>Work effectively with others</td>
<td>BSBWOR203</td>
</tr>
</tbody>
</table>

13 units must be completed for award of the qualification including 6 core units above.

#### Qualification:
- Transcript of academic record in Certificate III in Events; or
- Certificate III in Events (SIT30516).

#### Work placement:
- Yes

#### Pathway:
Competencies achieved in this qualification may have advanced standing or articulate into:
- Certificate III in Tourism
- Certificate IV in Tourism
- Certificate III in Travel
- Certificate IV in Travel and Tourism.

#### Course description:
This qualification reflects the role of individuals who use a range of events administrative or operational skills. They use discretion and judgement and have knowledge of industry operations. They work with some independence under the guidance of more senior event personnel, using plans, policies and procedures to guide work activities.

#### Career opportunities:
Samples of occupations students can aim for in the events industry:
- Conference assistant
- Event administrative assistant
- Event assistant
- Event operations assistant
- Exhibitions assistant
- In-house meetings assistant
- Junior event coordinator
- Logistics assistant
- Meetings assistant
- Venue assistant.

#### Note:
- 70 hours work placement
# Health Services Assistance

## – Human Services Curriculum Framework

<table>
<thead>
<tr>
<th>Duration:</th>
<th>2 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATAR</td>
<td>Yes</td>
</tr>
<tr>
<td>Eligibility:</td>
<td>Year 11    Year 12</td>
</tr>
<tr>
<td>Unit value:</td>
<td>4 units 2 units</td>
</tr>
<tr>
<td>Core Units</td>
<td>Unit Code</td>
</tr>
<tr>
<td>Contribute to effective workplace relationships</td>
<td>BSBFLM303</td>
</tr>
<tr>
<td>Interpret and apply medical terminology appropriately</td>
<td>BSBMED301</td>
</tr>
<tr>
<td>Recognise healthy body systems in a health care context</td>
<td>HLTAAAP001</td>
</tr>
<tr>
<td>Communicate and work effectively in health or community services</td>
<td>CHCCOM005</td>
</tr>
<tr>
<td>Comply with infection prevention and control policies and procedure</td>
<td>HLTFIN001</td>
</tr>
<tr>
<td>Participate in work health and safety</td>
<td>HLTWHS001</td>
</tr>
</tbody>
</table>

15 units must be completed for award of the qualification including 6 core units above.

<table>
<thead>
<tr>
<th>Qualification:</th>
<th>• Transcript of academic record in Certificate III in Health Services Assistance; or • Certificate III in Health Services Assistance (HLT33115).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work placement:</td>
<td><strong>Yes</strong></td>
</tr>
<tr>
<td>Pathway:</td>
<td>Competencies achieved in this qualification may have advanced standing or articulate into: • Certificate III in Health Service Assistance • Certificate IV in Leisure and Health • Certificate IV in Allied Health.</td>
</tr>
<tr>
<td>Course description:</td>
<td>This course delivers the generic health service assistance qualification that covers a range of work roles assisting health professional staff with the care of clients. It supports multi-tasking requirements of smaller and rural/remote work settings. You will develop skills and knowledge to assist in a provision of client care and comfort of individuals and groups, to assist in the activities of living, to assist clients in meeting their basic human needs and observing and reporting changes in individual or group behaviours. You will learn about legal and ethical issues in health care, effective communication strategies, anatomy and physiology and occupational health and safety. A range of health problems and related client care in various health settings is also delivered within the course.</td>
</tr>
<tr>
<td>Career opportunities:</td>
<td>• Assistant in nursing • Nursing support worker • Operating theatre technician • Patient service attendant • Patient support assistant • Patient care assistant • Theatre support • Wards person.</td>
</tr>
</tbody>
</table>

**Note:**
• 120 hours compulsory work placement.
• New Year 12 students are not eligible to apply.
Horticulture – Primary Industries Framework

Duration: 2 year

ATAR: No

Eligibility: Year 11 Year 12

Unit value: 2 units 2 units

<table>
<thead>
<tr>
<th>Core Units</th>
<th>Unit Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate in OHS processes</td>
<td>AHCOHS201A</td>
</tr>
<tr>
<td>Participate in environmentally sustainable work practices</td>
<td>AHCWRK209A</td>
</tr>
<tr>
<td>Apply chemicals under supervision</td>
<td>AHCCCHM201A</td>
</tr>
<tr>
<td>Observe and report on weather</td>
<td>AHCWRK201A</td>
</tr>
<tr>
<td>Work effectively in the industry</td>
<td>AHCWRK204A</td>
</tr>
<tr>
<td>Treat plant pests, diseases and disorders</td>
<td>AHCPMG202A</td>
</tr>
</tbody>
</table>

15 units must be completed for award of the qualification including 2 core and 4 BOSTES core units above.

Qualification: • Transcript of academic record in Certificate II in Horticulture; or • Certificate II in Horticulture (AHC20410).

Work placement: Yes

Pathway: Competencies achieved in this qualification may have advanced standing or articulate into:
• Certificate II in Conservation and Land Management
• Certificate III in Conservation and Land Management
• Certificate II in Horticulture
• Certificate III in Horticulture
• Certificate III in Horticulture - Landscapes
• Certificate III in Horticulture - Parks and Gardens
• Certificate III in Sports Turf Management.

Course description: This course is for people wanting to work as assistants to tradespeople in the horticulture industry. You will learn about safe work practices and environmentally sustainable work practices, as well as skills from selected areas, which could include: arboriculture; landscaping; nursery operations; parks and gardens; turf construction; chemicals use; irrigation; machinery operations and maintenance; merchandising and sales; and pest management. The purpose of this course is to provide students with the general skills and knowledge required for entry level employment in a primary industries environment.

Career opportunities: Job roles and titles vary across different industry sectors. Possible job titles relevant to this qualification include:
• Horticulture worker
• Horticulture assistant
• Landscaper
• Sports turf management
• Rural conservation and land management.

Note: 70 hours compulsory work placement
Information, Digital Media and Technology
(Applications Focus)

Duration: 2 years

ATAR Yes

Eligibility: Year 11 Year 12

Unit value: 2 units 2 units

<table>
<thead>
<tr>
<th>Core Units</th>
<th>Unit Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement and monitor environmentally sustainable work practices</td>
<td>BSBSUS301</td>
</tr>
<tr>
<td>Participate effectively in WHS communication and consultation processes</td>
<td>BSBWHS304</td>
</tr>
<tr>
<td>Work and communicate effectively in an ICT environment</td>
<td>ICTICT201</td>
</tr>
<tr>
<td>Create user documentation</td>
<td>ICTICT301</td>
</tr>
<tr>
<td>Install and optimise operating system software</td>
<td>ICTICT302</td>
</tr>
<tr>
<td>Run standard diagnostic tests</td>
<td>ICTSAS301</td>
</tr>
</tbody>
</table>

17 units must be completed for award of the qualification including 6 core units above.

Qualification: • Transcript of academic record in Certificate III in Information, Digital Media and Technology; or • Certificate III in Information, Digital Media and Technology (ICT30115).

Work placement: Yes

Pathway: Competencies achieved in this qualification may have advanced standing or articulate into: • Certificate IV in Information Technology Support • Certificate IV in Information Technology, or a range of other Certificate IV qualifications.

Course description: This qualification provides the skills and knowledge for an individual to be competent in a wide range of general information and communications technology (ICT) technical functions and to achieve a degree of self-sufficiency as an advanced ICT user. If the student completes a further 3 units of Specialisation studies they will complete the Certificate III in Information, Digital Media and Technology (Web and Software Application Stream). Persons working at this level will support information technology activities in the workplace across a wide range of ICT areas, including technical support, network administration, web technologies, software applications and digital media technologies.

Career opportunities: Samples of occupations students can aim for in the ICT industry:
• Help desk officer
• Help desk assistant
• ICT operations support
• ICT user support
• PC support
• Technical support.

Note: 70 hours compulsory work placement
# Information, Digital Media and Technology (Technical Support Focus)

**Duration:** 2 years  
**ATAR:** Yes  
**Eligibility:** Year 11  
**Unit value:** 2 units  

<table>
<thead>
<tr>
<th>Core Units</th>
<th>Unit Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement and monitor environmentally sustainable work practices</td>
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</tr>
<tr>
<td>Participate effectively in WHS communication and consultation processes</td>
<td>BSBWHS304</td>
</tr>
<tr>
<td>Work and communicate effectively in an ICT environment</td>
<td>ICTICT202</td>
</tr>
<tr>
<td>Create user documentation</td>
<td>ICTICT301</td>
</tr>
<tr>
<td>Install and optimise operating system software</td>
<td>ICTICT302</td>
</tr>
<tr>
<td>Run standard diagnostic tests</td>
<td>ICTSAS301</td>
</tr>
</tbody>
</table>

17 units must be completed for award of the qualification including 6 core units above.

**Qualification:**  
- Transcript of academic record in Certificate III in Information, Digital Media and Technology; or  
- Certificate III in Information, Digital Media and Technology (ICT30115).

**Work placement:** Yes  

**Pathway:** Competencies achieved in this qualification may have advanced standing or articulate into:  
- Certificate IV in Information Technology Support  
- Certificate IV in Information Technology, or a range of other Certificate IV qualifications.

**Course description:** This qualification provides the skills and knowledge for an individual to be competent in a wide range of general information and communications technology (ICT) technical functions and to achieve a degree of self-sufficiency as an advanced ICT user. If the student completes a further 3 units of Specialisation studies they will complete the Certificate III in Information, Digital Media and Technology (Web and Software Application Stream). Persons working at this level will support information technology activities in the workplace across a wide range of ICT areas, including technical support, network administration, web technologies, software applications and digital media technologies.

**Career opportunities:** Samples of occupations students can aim for in the ICT industry:  
- Help desk officer  
- Help desk assistant  
- ICT operations support  
- ICT user support  
- PC support  
- Technical support.

**Note:** 70 hours compulsory work placement
Information, Digital Media and Technology
(Web Technologies Focus)

Duration: 2 years

ATAR Yes

Eligibility: Year 11 Year 12

Unit value: 2 units 2 units

<table>
<thead>
<tr>
<th>Core Units</th>
<th>Unit Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement and monitor environmentally sustainable work practices</td>
<td>BSBSUS301</td>
</tr>
<tr>
<td>Participate effectively in WHS communication and consultation processes</td>
<td>BSBWHS304</td>
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<tr>
<td>Work and communicate effectively in an ICT environment</td>
<td>ICTICT202</td>
</tr>
<tr>
<td>Create user documentation</td>
<td>ICTICT301</td>
</tr>
<tr>
<td>Install and optimise operating system software</td>
<td>ICTICT302</td>
</tr>
<tr>
<td>Run standard diagnostic tests</td>
<td>ICTSAS301</td>
</tr>
</tbody>
</table>

17 units must be completed for award of the qualification including 6 core units above.

Qualification: • Transcript of academic record in Certificate III in Information, Digital Media and Technology; or • Certificate III in Information, Digital Media and Technology (ICT30115).

Work placement: Yes

Pathway: Competencies achieved in this qualification may have advanced standing or articulate into: • Certificate IV in Information Technology Support • Certificate IV in Information Technology, or a range of other Certificate IV qualifications.

Course description: This qualification provides the skills and knowledge for an individual to be competent in a wide range of general information and communications technology (ICT) technical functions and to achieve a degree of self-sufficiency as an advanced ICT user. If the student completes a further 3 units of Specialisation studies they will complete the Certificate III in Information, Digital Media and Technology (Web and Software Application Stream). Persons working at this level will support information technology activities in the workplace across a wide range of ICT areas, including technical support, network administration, web technologies, software applications and digital media technologies.

Career opportunities: Samples of occupations students can aim for in the ICT industry:
• Help desk officer
• Help desk assistant
• ICT operations support
• ICT user support
• PC support
• Technical support.

Note: 70 hours compulsory work placement
Music Business

Duration: 1 or 2 years

ATAR: No

Eligibility: Year 11 Year 12

Unit value: 2 units 2 units

<table>
<thead>
<tr>
<th>Core Units</th>
<th>Unit Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply work health and safety practices</td>
<td>CUAWHS302</td>
</tr>
<tr>
<td>Implement copyright arrangements</td>
<td>CUACMP301</td>
</tr>
<tr>
<td>Work effectively in the music industry</td>
<td>CUAIND303</td>
</tr>
<tr>
<td>Plan a career in the creative arts industry</td>
<td>CUAIND304</td>
</tr>
<tr>
<td>Develop a micro business proposal</td>
<td>BSBSMB302</td>
</tr>
</tbody>
</table>

11 units must be completed for award of the qualification including 5 core units above.

Qualification: • Transcript of academic record in Certificate III in Music Business; or
              • Certificate III in Music Business (CUA30915).

Work placement: No

Pathway: Competencies achieved in this qualification may have advanced standing or articulate into:
          • Certificate IV in Music
          • Certificate IV in Music Business
          • Diploma of Music
          • Diploma of Music Business.

Course description: This qualification reflects the role of individuals who apply a broad range of competencies in a varied work context, using some discretion and judgment and relevant theoretical knowledge. They may provide technical support to a team. The qualification is designed to reflect the role of individuals who work in a range of music business roles and who have the ability to select, adapt and transfer skills to different situations. This qualification is applicable to a variety of industry contexts.

Career opportunities: An occupation that students can aim for in the music industry is assistant band manager.

Note: Course exclusion applies to:
      • Entertainment Industry Curriculum Framework
      • Music Industry - Music - Performance.
      Please note this course is delivered online via Nirimba College.
Property Services  
(Real Estate — Agency)

Duration: 1 year

ATAR No

Eligibility: Year 11 Year 12

Unit value: 2 units 2 units

<table>
<thead>
<tr>
<th>Core Units</th>
<th>Unit Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain workplace safety in the property industry</td>
<td>CPPDSM3009A</td>
</tr>
<tr>
<td>Meet customer needs and expectations in the property industry</td>
<td>CPPDSM3010B</td>
</tr>
<tr>
<td>Use and maintain property and client information databases</td>
<td>CPPDSM3015B</td>
</tr>
<tr>
<td>Identify risks to agency operations</td>
<td>CPPDSM3018B</td>
</tr>
<tr>
<td>Work in the real estate industry</td>
<td>CPPDSM4080A</td>
</tr>
</tbody>
</table>

14 units must be completed for award of the qualification including 5 core units above.

Qualification: Transcript of academic record in Certificate III in Property Services (Agency) (CPP30211).

Work placement: No

Pathway: Competencies achieved in this qualification may have advanced standing or articulate into:  
- Certificate IV in Property Services (Real Estate)  
- Certificate IV in Property Services (Operations)  
- Certificate IV in Property Services (Stock and Station Agency)  
- Diploma of Property Services (Agency Management).

Course description: This course is for students seeking registration with the Office of Fair Trading (NSW) to work in a real estate agency and for those seeking a career in property. Students will acquire skills and knowledge to:  
- understand consumer protection legislation regarding Real Estate agents and associated transactions  
- understand the basic concepts and legal requirements of property management and the sale of real estate  
- access, retrieve, manipulate, create and use databases  
- deal with clients to respond to queries and manage complaints.

Career opportunities: Samples of occupations students can aim for in the property services industry:  
- Property manager/salesperson  
- Real estate agent.

Note:
# Retail Services Framework

**Duration:** 2 years

**ATAR** Yes

**Eligibility:** Year 11 Year 12

**Unit value:** 2 units 2 units

<table>
<thead>
<tr>
<th>Core Units</th>
<th>Unit Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage the customer</td>
<td>SIRXCEG001</td>
</tr>
<tr>
<td>Organise personal work requirements</td>
<td>SIRXIND003</td>
</tr>
<tr>
<td>Communicate in the workplace to support team and customer outcomes</td>
<td>SIRXCOM101</td>
</tr>
<tr>
<td>Advise on products and services</td>
<td>SIRXPDK001</td>
</tr>
<tr>
<td>Work effectively in a service environment</td>
<td>SIRXIND101</td>
</tr>
<tr>
<td>Identify and respond to security risks</td>
<td>SIRXRSK001</td>
</tr>
<tr>
<td>Contribute to workplace health and safety</td>
<td>SIRXWHS002</td>
</tr>
</tbody>
</table>

12 units must be completed for award of the qualification including 7 core units above.

**Qualification:**
- Transcript of academic record in Certificate II in Retail Services; or
- Certificate II in Retail Services (SIR20216)

**Work placement:** Yes

**Pathway:** Competencies achieved in this qualification may have advanced standing or articulate into:
- Certificate III in Retail Operations
- Certificate III in Retail Supervision.

**Course description:** This course is of benefit to people who are interested in seeking work in the retail sector in entry level positions. Students will acquire skills and knowledge to:
- operate retail equipment
- conduct stock control
- sell and give customer service
- display and care for stock.

**Career opportunities:** Sample of occupations students can aim for in the retail industry:
- Assistant buyer
- Customer service assistant
- Human resources officer
- Sales assistant
- Visual merchandiser.

**Note:** 70 hours compulsory work placement
Screen and Media

Duration: 1 year

ATAR No

Eligibility: Year 11 Year 12

Unit value: 2 units or 4 units

<table>
<thead>
<tr>
<th>Core Units</th>
<th>Unit Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply Work Health and Safety practices</td>
<td>CUSWHS302</td>
</tr>
<tr>
<td>Work effectively in the screen and media industries</td>
<td>CUFIND301A</td>
</tr>
<tr>
<td>Develop and extend critical and creative thinking skills</td>
<td>BSBCRT301</td>
</tr>
</tbody>
</table>

11 units must be completed for award of the qualification including 3 core units above.

Qualification: Transcript of academic record in Certificate III in Screen and Media (CUA31015).

Work placement: Yes

Pathway: Competencies achieved in this qualification may have advanced standing or articulate into:
- Certificate III in Screen and Media
- Certificate IV in Screen and Media
- Diploma of Screen and Media.

Course description: Students will acquire skills and knowledge to gain knowledge and skills to commence a career in the film, television, radio or digital media industries.

Career opportunities: This qualification reflects the role of a skilled operator in the film, television, radio or digital media industries who applies a broad range of competencies in a varied work context, using some discretion and judgement and relevant theoretical knowledge. They may provide technical advice and support to a team.

Job roles include:
- Archival media technician
- Camera/lighting assistant
- Community radio program maker/presenter
- Editing assistant
- Interactive media author assistant
- Production assistant.

Note:
## Skills for Work and Vocational Pathways

**Duration:** 1 year

**ATAR:** No

**Eligibility:** Year 11 Year 12

**Unit value:** 2 units 2 units

<table>
<thead>
<tr>
<th>Core Units</th>
<th>Unit Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use digital technology for routine workplace tasks</td>
<td>FSKDIG03</td>
</tr>
<tr>
<td>Use strategies to respond to routine workplace problems</td>
<td>FSKLRG09</td>
</tr>
<tr>
<td>Use routine strategies for work-related learning</td>
<td>FSKLRG11</td>
</tr>
<tr>
<td>Calculate with whole numbers and familiar fractions, decimals and percentages for work</td>
<td>FSKNUM14</td>
</tr>
<tr>
<td>Estimate, measure and calculate routine metric measurements for work</td>
<td>FSKNUM15</td>
</tr>
<tr>
<td>Interact effectively with others at work</td>
<td>FSKOCM07</td>
</tr>
<tr>
<td>Read and respond to routine workplace information</td>
<td>FSKRDG10</td>
</tr>
<tr>
<td>Write routine workplace texts</td>
<td>FSKWTG09</td>
</tr>
</tbody>
</table>

8 units to be completed to receive the 2 BOSTES units and transcript of academic record.

**Qualification:** Transcript of academic record in Certificate II in Skills for Work and Vocational Pathways (10089NAT).

**Work placement:** No

**Pathway:** Competencies achieved in this qualification may have advanced standing or articulate into:
- Employment or vocational training from Certificate III.

**Course description:** This course is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways. Students will acquire skills and knowledge to develop:
- reading, writing, numeracy, oral communication and learning skills at Australian Core Skills Framework (ACSF) Level 3
- entry level digital literacy and employability skills
- a vocational training and employment plan.

**Career opportunities:** It is suitable for individuals who require a pathway to employment or vocational training.

**Note:**
## Tourism – Tourism Framework

<table>
<thead>
<tr>
<th>Duration:</th>
<th>2 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATAR:</td>
<td>Yes</td>
</tr>
<tr>
<td>Eligibility:</td>
<td>Year 11 Year 12</td>
</tr>
<tr>
<td>Unit value:</td>
<td>2 units 2 units</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core Units</th>
<th>Unit Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source and use information on the tourism and travel industry</td>
<td>SITTIND001</td>
</tr>
<tr>
<td>Provide service to customers</td>
<td>SITXCCS006</td>
</tr>
<tr>
<td>Show social and cultural sensitivity</td>
<td>SITXCOM002</td>
</tr>
<tr>
<td>Participate in safe work practices</td>
<td>SITXWHS001</td>
</tr>
</tbody>
</table>

*15 units must be completed for award of the qualification including 4 core units above.*

<table>
<thead>
<tr>
<th>Qualification:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Transcript of academic record in Certificate III in Tourism; or</td>
<td></td>
</tr>
<tr>
<td>• Certificate III in Tourism (SIT30116).</td>
<td></td>
</tr>
</tbody>
</table>

| Work placement: | Yes |

<table>
<thead>
<tr>
<th>Pathway:</th>
<th>Competencies achieved in this qualification may have advanced standing or articulate into:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Certificate III in Events</td>
</tr>
<tr>
<td></td>
<td>• Certificate IV in Tourism</td>
</tr>
<tr>
<td></td>
<td>• Certificate III in Travel</td>
</tr>
<tr>
<td></td>
<td>• Certificate IV in Travel and Tourism.</td>
</tr>
</tbody>
</table>

| Course description: | This qualification reflects the role of individuals who use a range of well-developed tourism service, sales or operational skills. They use discretion and judgment and have a sound knowledge of industry operations. They work with some independence and under limited supervision and may provide operational advice and support to team members. |

<table>
<thead>
<tr>
<th>Career opportunities:</th>
<th>Samples of occupations students can aim for in the travel industry:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Attraction or theme park attendant</td>
</tr>
<tr>
<td></td>
<td>• Booking agent</td>
</tr>
<tr>
<td></td>
<td>• Cellar door salesperson and guide in a winery</td>
</tr>
<tr>
<td></td>
<td>• Guide and salesperson in an Indigenous cultural centre</td>
</tr>
<tr>
<td></td>
<td>• Inbound tour coordinator</td>
</tr>
<tr>
<td></td>
<td>• Museum attendant</td>
</tr>
<tr>
<td></td>
<td>• Operations consultant for a tour operator</td>
</tr>
<tr>
<td></td>
<td>• Reservation sales agent for a tour operator</td>
</tr>
<tr>
<td></td>
<td>• Sales consultant</td>
</tr>
<tr>
<td></td>
<td>• Senior ride operator in an attraction or theme park</td>
</tr>
<tr>
<td></td>
<td>• Visitor information officer.</td>
</tr>
</tbody>
</table>

| Note:               | 70 hours compulsory work placement                                      |
# Notification: Student Withdrawal from a TVET Course

## Student details

<table>
<thead>
<tr>
<th>Name of student:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School:</td>
<td></td>
</tr>
</tbody>
</table>

## TVET course details

<table>
<thead>
<tr>
<th>Course name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AQF:</td>
<td></td>
</tr>
</tbody>
</table>

## To be completed by the student

Please circle the number indicating the most accurate reason for your withdrawal from the course:

- [ ] 1. Left school
- [ ] 2. Left school to undertake a TAFE course
- [ ] 3. Left school to commence employment
- [ ] 4. Reducing HSC unit load
- [ ] 5. Course too demanding
- [ ] 6. Dissatisfaction with course
- [ ] 7. Changed to another TVET course
- [ ] 8. No reason given
- [ ] 9. Other

Comment (Optional)

<table>
<thead>
<tr>
<th>Student signature:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td></td>
</tr>
</tbody>
</table>

## To be completed by the school TVET contact

Please sign the Notification: Student Withdrawal from TVET Course and send copies to:

1. The TVET Coordinator at OTEN (FAX: 9715 8118)
2. eBOS entry co-ordinator at your school

## School TVET contact

<table>
<thead>
<tr>
<th>School TVET contact (Name)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature:</td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td></td>
</tr>
</tbody>
</table>
Read this introductory section before completing the Application form

This Application to Undertake a TVET Course is provided to assist with the placement of students into TVET courses. A separate Application is required for each TVET course a student wishes to be considered for placement.

Please note that completing and submitting an Application to Undertake a TVET Course does not guarantee acceptance into the TVET course.

The student completes Parts 1, 2, 3a, 4, 5 and 6 of the Application form.

Selection Criteria

Places in courses are offered to students on the basis of satisfying the selection criteria. In completing the Application form students should consider how they could demonstrate that they meet the following criteria.

The school student has:

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

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

The number of places available in some courses may be limited by restricted facilities or the availability of work placements. Please be aware that students should be responsible for arranging their own transport to and from the TAFE NSW college/campus and that travel out of school hours may be necessary.

When each student has completed the Application form they should check that they have:

- discussed with appropriate school personnel
  - which TVET courses will be made available
  - how he/she can demonstrate that he/she meets the selection criteria
- completed Parts 1, 2, 3a, 4, 5 and 6 correctly
- (if appropriate) had the school complete Part 3b
- had his/her parent/caregiver sign the form in Part 7#
- had the principal sign the form in Part 8
- (if required) attached to the form a copy of his/her most recent school report

TVET course details

The student enters known course information details. TVET Offer Codes are allocated to TVET courses by the TAFE Institute consultant – TVET. Enter this code if it is known. If TVET Offer Codes have not been allocated to the course by the TAFE NSW Institute, the code may be added at a later stage in the process.

Student information

This form cannot be processed if any information is incomplete. The student enters their name, address, date of birth, BOSTES Student ID, school details and support information. Schools are required to check the accuracy of the information provided. For the questions relating to Traineeships and Apprenticeships, only tick Yes if this TVET course includes training for the traineeship/apprenticeship.

* If the student is considered independent, ie not under the care of a parent/guardian, the school principal should verify this in writing. The student will then sign the form on his/her own behalf.
3a. TAFE Statistics

All questions are to be completed by the student. This section is COMPULSORY for all TAFE NSW students and enrolment cannot continue if this section is incomplete.

3b. School Statistics

All questions are to be completed by school personnel for students with a disability or additional learning needs. If a box has been ticked in Question 1 and the answer to Question 2 is "No", contact with the relevant TAFE personnel should be made to plan for any adjustments.

School personnel should consult with the relevant sector representatives prior to completing this section of the form:

<table>
<thead>
<tr>
<th>Sector</th>
<th>Sector Representatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>DET Region</td>
<td>Support Teacher Transition or Disability Programs Consultant</td>
</tr>
<tr>
<td>Diocese</td>
<td>Diocesan Contact Officer</td>
</tr>
<tr>
<td>Catholic Congregational School</td>
<td>School Special Needs Contact Officer</td>
</tr>
<tr>
<td>Independent School</td>
<td>School Contact Officer</td>
</tr>
</tbody>
</table>

Previous student TAFE studies/current school studies/reason for wanting to do the course

These sections are to provide school and TAFE NSW staff with sufficient background information to place the student in a course. Students are to provide useful information indicating that they have considered training and work in the industry area as part of their career planning, including relevant information from their school to work planning in accordance with the requirements of their school sector.

Students are asked to indicate whether they wish to apply for credit transfer, the details of which are included on page 3 of this document. Students are also asked to sign a Student's Declaration. Before doing so, students should read the statement fully and ensure that they understand what they are signing. An appropriate person at the school will be able to provide advice on this matter.

7a. Government school student - Parent/caregiver acknowledgement *

In signing this form the parent/caregiver acknowledges the student's interest in undertaking a TVET course and confirms their awareness of the travel and/or time matters (mentioned in the introductory section above). In signing this form the parent/caregiver indicates that she/he has read and agrees to abide by TAFE NSW policy on the Management of Risk of Harm to Students and Staff, the details of which are included on page 3 of this document.

7b. Non-government school student - Parent/caregiver acknowledgement *

In signing this form the parent/caregiver acknowledges the student's interest in undertaking a TVET course and confirms awareness of the travel and/or time matters (mentioned in the introductory section above) and agrees to pay any fees and charges attached to the course, which are non-refundable.

In signing this form the parent/caregiver indicates that she/he has read and agrees to abide by TAFE NSW policy on the Management of Risk of Harm to Students and Staff, the details of which are included on page 3 of this document.

* If the student is considered independent, ie not under the care of a parent/guardian, the school principal should verify this in writing. The student will then sign the form on his/her own behalf.

School/sector acknowledgement of the Application

In signing this form the school principal (or delegate):

- acknowledges the student's interest in undertaking a TVET course
- acknowledges if the student is predominantly enrolled in a Stage 5 course at school
- if disability information is provided, confirms that:
  - the disability information provided is accurate
  - if the course that the student is submitting an Application for is being delivered at the school, there are compelling reasons as to why the student with a disability is not being provided for on the same basis as other students at the school

If required locally, the Diocesan representative should also sign this form.

Application form processing

Arrangements for processing Application forms vary between TAFE NSW Institutes. Unless notified otherwise, please forward the completed Application to Undertake a TVET Course to the TAFE NSW Institute offering the course by either post or fax:

Post: ATTENTION: TVET OTEN Program Officer
TVET OTEN Program Officer
Open Training and Education Network
51 Wentworth Road
Strathfield NSW 2135

Fax: (02) 9715 8118

Please Note

Sections 1 – 8 are mandatory. Any Application NOT completed fully will be returned to the school and not processed until the completed form is returned.
TAFE Delivered HSC VET (TVET) Program

Application to Undertake a TVET Course 2017

Please note that completing and submitting an Application to Undertake a TVET Course does not guarantee acceptance into the TVET course. Read the Introduction in the attached Advice page before beginning to complete this form. Use BLOCK LETTERS to complete this form. Sections 1 - 8 are mandatory and MUST be completed in full.

1. **TVET course details** (read point ① in the attached Advice pages before completing this part)

<table>
<thead>
<tr>
<th>Name of TVET Course:</th>
<th>BOSTES Course No:</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Units to be studied in this course for 2017:</td>
<td>2 units x 1 year 2 units x 2 years 4 units x 1 year other</td>
</tr>
<tr>
<td>TVET Course Offer Code: (Office use)</td>
<td>Cohort Subgroup:</td>
</tr>
</tbody>
</table>

2. **Student information** (All questions in this section are MANDATORY and must be completed in full)

<table>
<thead>
<tr>
<th>Unique Student Identifier (USI)</th>
<th>Form cannot be processed without this number</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAFE NSW Student No:</td>
<td>Gender:</td>
</tr>
<tr>
<td>Family Name:</td>
<td>Date of Birth:</td>
</tr>
<tr>
<td>First Name (in full):</td>
<td>Preferred Name:</td>
</tr>
<tr>
<td>Middle Name:</td>
<td></td>
</tr>
<tr>
<td>Address:</td>
<td>State:</td>
</tr>
<tr>
<td>Suburb:</td>
<td>Postcode:</td>
</tr>
<tr>
<td>Phone: (Home)</td>
<td>(Mobile):</td>
</tr>
<tr>
<td>Email Address:</td>
<td></td>
</tr>
<tr>
<td>School Email Address:</td>
<td>(for 2017)</td>
</tr>
<tr>
<td>For this course only, are you, or are you applying to be, a school-based APPRENTICE?</td>
<td>Yes</td>
</tr>
<tr>
<td>For this course only, are you, or are you applying to be, a school-based TRAINEE?</td>
<td>Yes</td>
</tr>
<tr>
<td>School attended in 2016:</td>
<td>BOSTES School Code:</td>
</tr>
<tr>
<td>School you will attend in 2017 (if different):</td>
<td>BOSTES School Code:</td>
</tr>
<tr>
<td>If you will be in Year 12 in 2018, will you be continuing in the same course in which you are currently enrolled?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

3. **Student statistics** (read point ③ in the attached Advice pages before completing this part)

**MANDATORY COMPLETION REQUIRED. This form cannot be processed without this information**

3a. **TAFE Statistics – Key Questions and Student Declaration**

To be completed by student – **COMPULSORY FOR ALL TAFE STUDENTS Required**

1. **for TAFE NSW statistical purposes – enrolment cannot continue if incomplete**

   1. Are you an Australian Aboriginal or Torres Strait Islander?
      - Yes
      - No

   2. Do you consider yourself to have a disability, impairment or long term condition?
      - Mark one box only
      - Yes
      - No

      1. Vision
      2. Hearing/Deaf
      3. Physical
      4. Intellectual
      5. Medical Condition
      6. Mental Illness
      7. Acquired Brain Impairment
      8. Learning
      9. Other

   Do you require or are you receiving for this disability, impairment or long term condition from a Teacher/Consultant for Students with Disabilities?
      - Yes
      - No

   If Yes, contact a Teacher/Consultant for Students with Disabilities at enrolment or as soon as possible after enrolment for further information (details are available at the campus enrolment centre)

3b. **School Planning Statistics**

To be completed by **SCHOOL PERSONNEL ONLY**

Some students may require adjustments. These are provided through alternative teaching and learning strategies and special provisions including signing, Braille, a reader or scribe, access to technology, modifications to equipment, furniture and learning spaces, personal care support.

1. Please indicate the adjustments currently provided at school for this student:
   - Alternate teaching and learning strategies
   - Signing
   - Technology
   - Personal care support
   - Braille
   - Reader
   - Scribe
   - Modifications to equipment
   - Furniture
   - Learning spaces
   - Other

2. **Does THIS STUDENT have a Disability Confirmation Sheet?**
   - Yes
   - No

If YES, to assist TAFE NSW with providing support for this student, please submit an application for Provision of Additional Support.

3. Are BOSTES disability provisions required for Trial examinations for this student?
   - Yes
   - No

If additional support is required for severe health conditions or students with a history of violence, refer to section 9 of the current TAFE delivered HSC VET courses (TVET). Guidelines for schools and TAFE Institutes.
Subjects studied in 2016: | Subjects to be studied in 2017:
---|---

Student’s declaration

I understand that this Application form does not guarantee a place in the TVET course. I understand the requirements of the TVET course for which I am applying and I am aware that, if necessary, places in the course may be allocated using a competitive selection process. I understand that my school/school authority may access my results from this course and that results will be provided to the office of the BOSTES. I am aware that I may be responsible for arranging my own transport to and from the college/campus and that I may have to undertake some travel out of school hours. If accepted I am committed to completing the course.

I agree to abide by the TAFE NSW policies, instructions and rules and confirm the accuracy of the information which I have supplied. I consent to TAFE NSW verifying information about me from, or supplying it to, Centrelink, the Department of Veterans’ Affairs, the Department of Immigration and Citizenship, the Universities Admissions Centre, the Office of the BOSTES and the National Centre for Vocational Education Research (NCVER) and/or an agency authorised to undertake surveys. If I am an apprentice or trainee, I also consent to TAFE NSW verifying information about me from or supplying it to my employer, New Apprenticeship Centre and State Training Services (or the relevant State Training Authority). If I am a temporary visa holder I declare that I have read and understood the conditions relating to the enrolment of temporary visa holders in TAFE NSW. Please refer to the Student Privacy notice at the end of this document.

I give permission for OTEN teachers to communicate with my parent/guardian/carer concerning my TVET course.

Signature: ................................................................................................................. Date: .......................................................................................

Once you have been registered on the TAFE NSW system as a TVET student you will be issued with a username and password (or if you already have a logon from a previous enrolment, this should still work). You will then be able to

- logon to check your details
- provide your required statistical information
- look up your results, when available
Parent/caregiver acknowledgment of Application. Complete EITHER Part 7a or Part 7b. (read point 7 in the attached Application Advice pages before completing this part)

Online Communication Services - Acceptable Usage (Internet Access and Email)
The NSW Department of Education and Communities (DEC) provides students with an Internet and email account to improve their learning opportunities in a safe environment. Students must abide by the Department of Education and Communities’ (DEC) policies when using the Internet and email services policies, published at: [https://www.det.nsw.edu.au/policies/inter/category.do?level=TAFE](https://www.det.nsw.edu.au/policies/inter/category.do?level=TAFE)

Students under 18 years of age will be provided with an Information Sheet for parents or guardians to read. This is also available online at: [http://www.schooll.nsw.edu.au/media/downloads/schooll/web/adminsupport/schtechnology/internet/sibe_info.pdf](http://www.schooll.nsw.edu.au/media/downloads/schooll/web/adminsupport/schtechnology/internet/sibe_info.pdf)

Parents or Guardians of students under 18 years of age will need to inform the student’s campus in writing if they DO NOT want their child to have access to the NSW DEC’s Internet and email facility.

<table>
<thead>
<tr>
<th>7a. Government school student parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>I support this Application for placement in a TVET course and confirm my awareness of the travel and/or time matters mentioned in the attached Advice document. I have read the section titled Management of Risk of Harm to Students and Staff at the end of this document. I understand that my child’s welfare/safety and that of other TAFE students and staff is best served by my complete and honest disclosure of any particular needs that he or she may have that may affect his or her safety or supervision during the TVET course.</td>
</tr>
<tr>
<td>Name (Please print): …………………………………………………………………………………………………………………………..</td>
</tr>
<tr>
<td>Signature: ………………………………………………………………………………………………………………………………..</td>
</tr>
<tr>
<td>Date: …………………………………………………………………………………………………………………………………………..</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7b. Non-government school student parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>I support this Application for placement in a TVET course and confirm my awareness of the travel and/or time matters mentioned in the attached Advice document. I have read the section titled Management of Risk of Harm to Students and Staff at the end of this document. I understand that my child’s welfare/safety and that of other TAFE students and staff is best served by my complete and honest disclosure of any particular needs that he or she may have that may affect his or her safety or supervision during the TVET course. I understand that there will be a TVET fee and applicable charges for this course, which are non-refundable. I agree to pay fees and charges as notified to me by the school. I will contact the school for details of all required payments.</td>
</tr>
<tr>
<td>Name (Please print): …………………………………………………………………………………………………………………………..</td>
</tr>
<tr>
<td>Signature: …………………………………………………………………………………………………………………………………………..</td>
</tr>
<tr>
<td>Date: ……………………………………………………………………………………………………………………………………………………..</td>
</tr>
</tbody>
</table>

*If the student is considered independent, ie not under the care of a parent/guardian, the school principal should verify this in writing. The student will then sign the form on his/her own behalf.*

8 School/sector acknowledgment of the Enrolment Application (read point 8 in the attached Advice pages before completing this part)

**School acknowledgement (endorsement by PRINCIPAL or DELEGATE):**
- I confirm that the information provided is ACCURATE and COMPLETE
- I confirm that the course that the student is submitting an Application is being delivered at the school, there are compelling reasons as to why this student with a disability is not being provided for on the same basis as other students at the school.

| Name (Please print): ………………………………………………………………………………………………………………………….. |
| Signature: ………………………………………………………………………………………………………………………………………….. |
| Position: ……………………………………………………………………………………………………………………………………………….. |
| Date: …………………………………………………………………………………………………………………………………………………….. |

**Sector acknowledgement (complete if required locally):** I confirm that the information provided is accurate (endorsement by Diocesan representative).

| Name (Please print): ………………………………………………………………………………………………………………………….. |
| Signature: ………………………………………………………………………………………………………………………………………….. |
| Position: ……………………………………………………………………………………………………………………………………………….. |
| Date: …………………………………………………………………………………………………………………………………………………….. |

**School Contact Details** – Please complete as part of the TVET Application submission

<table>
<thead>
<tr>
<th>School Attending 2017:</th>
<th>BOSTES School Code:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
<td></td>
</tr>
<tr>
<td>Suburb:</td>
<td></td>
</tr>
<tr>
<td>State:</td>
<td></td>
</tr>
<tr>
<td>Postcode:</td>
<td></td>
</tr>
<tr>
<td>Phone:</td>
<td></td>
</tr>
<tr>
<td>Fax:</td>
<td></td>
</tr>
<tr>
<td>Email address:</td>
<td></td>
</tr>
<tr>
<td>School Contact Teacher:</td>
<td></td>
</tr>
</tbody>
</table>
TAFE NSW Credit Transfer

If you have successfully completed the SAME or an EQUIVALENT unit to one that is in your current course, the result from your previous study will be TRANSFERRED to your current course and included on your TAFE NSW Transcript of Academic Record. Your Head Teacher/Teacher can advise you of the units for which grades will transfer. There may be some cases where it is NOT possible to transfer a grade. In these cases, your TAFE NSW Transcript of Academic Record will indicate that the unit has been achieved BY ADVANCED STANDING or log onto your Student e-Services account and view the Enrolment Details Screen.

Student Privacy

Information collected by the New South Wales TAFE Commission during a student’s enrolment and attendance will be used for the purposes of general student administration, identification, communication, state and national reporting, program monitoring, evaluation and surveys. Student information will be held securely and disposed of securely when no longer needed.

The information may be disclosed to Centrelink, the Department of Veterans’ Affairs, the Department of Education, Employment and Workplace Relations, the Department of Immigration and Citizenship, the Universities Admissions Centre, Office of the BOSTES and the National Centre for Vocational Education Research. 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).

While the provision of the information requested on this student enrolment form is not required by law, it is a requirement of TAFE NSW and your enrolment will not be accepted if it is not provided.

You may correct your personal details by contacting your TAFE NSW campus administration or by using TAFE NSW Student e-Services.

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 us to assess and manage any known risk of violent behaviour. If you have a history of violence that may suggest that you could pose a current risk of any type to TAFE students, staff and/or visitors it is a condition of your enrolment to advise the Campus Manager, a TAFE Counsellor or your Head Teacher prior to attending your 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 your advice of a potential risk, we will carry out an assessment of the current risk and, if necessary, provide support and a management plan. Only in exceptional circumstances will a risk assessment lead to exclusion from enrolment. It is our aim to provide an appropriate, safe environment to suit every student's needs and maximise your success in your studies.
Student Details

To help us to provide a better service please complete the personal details below by placing a cross (‘X’) in one of the boxes or by providing information where requested. All information will be treated confidentially. Please read the Student Privacy Notice section on this form.

1 What is your highest successfully completed school level?
   1 □ Year 12 or equivalent  4 □ Year 9 or equivalent
   2 □ Year 11 or equivalent  5 □ Year 8 or equivalent
   3 □ Year 10 or equivalent  6 □ Never attended

2a In what year did you complete the above school level?

2b Are you still attending secondary school?
   1 □ Yes  2 □ No

3a Have you successfully completed any qualifications?
   1 □ Yes  2 □ No

3b If YES, place a cross (‘X’) in any applicable box/es:
   1 □ Bachelor Degree or Higher Degree
   2 □ Advanced Diploma or Associate Degree
   3 □ Diploma (or Associate Diploma)
   4 □ Certificate IV (or Advanced/Certificate/ Technician)
   5 □ Certificate III (or Trade Certificate)
   6 □ Certificate II
   7 □ Certificate I
   8 □ Certificates other than above

3c Place a cross (‘X’) in any of the applicable boxes below to indicate where you obtained the above qualifications:
   1 □ Overseas
   2 □ Adult and Community Education (ACE)
   3 □ HSC VET Framework Course
   4 □ TAFE NSW
   5 □ Other training provider

4 Of the following categories, which BEST describes your current employment status? (place a cross (‘X’) in one box only)
   1 □ Full-time employee
   2 □ Part-time employee
   3 □ Self-employed—not employing others
   4 □ Employer
   5 □ Employed—unpaid worker in a family business
   6 □ Unemployed—seeking full-time work
   7 □ Unemployed—seeking part-time work
   8 □ Not employed—not seeking employment

5 Of the following categories, which BEST describes your main reason for undertaking this course? (Place a cross (‘X’) in one box only)
   1 □ To get a job
   2 □ To develop my existing business
   3 □ To start my own business
   4 □ To try for a different career
   5 □ To get a better job or promotion
   6 □ It is a requirement of my job
   7 □ I want extra skills for my job
   8 □ To get into another course of study
   9 □ For personal interest or self-development
   10 □ Other reasons

6 What is the postcode of the suburb or town in which you usually live?

7 In which country were you born?
   1 □ Australia
   2 □ China
   3 □ Hong Kong (SAR of China)
   4 □ India
   5 □ Lebanon
   6 □ New Zealand
   7 □ Philippines
   8 □ United Kingdom
   9 □ Vietnam
   Other—please print name of country

8 If you were not born in Australia, what year did you first arrive in Australia?

9 Do you speak a language other than English at home?
   1 □ No, English only
   Yes, I speak: (Place a cross (‘X’) in one box only)
   2 □ Arabic  5 □ Hindi  8 □ Spanish
   3 □ Cantonese  6 □ Italian  9 □ Tagalog
   4 □ Greek  7 □ Mandarin  10 □ Vietnamese
   Other—please print name of language

10 How well do you speak English?
   1 □ Very well  3 □ Not well
   2 □ Well  4 □ Not at all

11 Do you require help with English?
   1 □ Yes  2 □ No
Instructions for completing the checklist:

1. Complete this Course Resource Checklist. The accuracy and completeness of the checklist will be assessed by the TVET Course Teacher.
2. The Checklist will help you to understand the minimum hardware and software requirements to study this course with OTEN.
3. **NOTE:** MAC computers are not supported for this course.

### Course requirements:

- [x] Tick the appropriate box(es).

<table>
<thead>
<tr>
<th>Hardware</th>
<th>I have access to the following, at home and at school:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• A PC (IBM Compatible computer) that is dual core or higher with at least 4GB RAM. You must have Administrator rights to this PC and be able to create users, groups and policies. (A work computer may not be adequate)</td>
</tr>
<tr>
<td></td>
<td>• A working printer/multifunction centre connected to the PC</td>
</tr>
<tr>
<td></td>
<td>• Access to Broadband Internet connection (preferable)</td>
</tr>
<tr>
<td></td>
<td>• I have access to a computer with the ability to install operating system and application programs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Software (Legal copies)</th>
<th>I have access to the following, at home and at school:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Microsoft Windows 7 Professional or higher installed on your PC (Home Starter, Home Premium and Basic Education are not suitable)</td>
</tr>
<tr>
<td></td>
<td>• Adobe Acrobat Reader (this can be downloaded free from the Internet)</td>
</tr>
<tr>
<td></td>
<td>• Up-to-date virus protection software</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Internet access is required to do online courses</th>
<th>OTEN uses the Online Learning Support (OLS) site for assessment and additional information. You will need access to the Internet and have an email address.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• I have an e-mail address and approximately 10 hours access to the Internet per week.</td>
</tr>
<tr>
<td></td>
<td>• I understand that I MUST check my e-mail at least once a week.</td>
</tr>
<tr>
<td></td>
<td>• I understand that I MUST update my personal details, e-mail or postal address changes on the Online Learning Support site (OLS).</td>
</tr>
</tbody>
</table>

### Declaration:

I have read the Course Information Leaflet and the Course Resource Checklist. The information I have provided is true and correct.

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>
1300 554 014 or (02) 9715 8153
(02) 9715 8411
oten.tvet@tafensw.edu.au
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