

# Vocational education



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## Implications of including Category B subjects in HSC programs of study

**What are the implications for students who want to include one of the new industry curriculum frameworks (ICFs) in their HSC program of study and who also wish to pursue a Universities Admission Index (UAI) pathway?**

The UAI is calculated by the University of Sydney on behalf of all universities in NSW and the ACT. A candidate's UAI is calculated from the scaled aggregate of the marks in the 2 best units of English and the best remaining 8 units of Board developed courses.

All of the 240 hour courses within the ICFs have been classified as Category B subjects by the Committee of Chairs of Academic Boards/Senates of Universities in NSW and the ACT.

Only the **two best units** from Category B courses may be included in the calculation of the UAI.

The ICFs provide a number of course structures including 120, 180 and 240 hour courses with the possibility of 60 and 120 hour extensions. However, only the 240 hour course offers the opportunity to undertake a written examination, which is a requirement if the course is to contribute to the student's UAI. **This exam is optional.**

The UAI is calculated **solely** for the purpose of determining the allocation of places in universities. Students who have a clear post-school destination in mind which does not involve university study do not require a UAI.

In reality, many students are unclear about their post-school options and destinations when selecting subjects for Year 11 and wish to retain the option of a UAI pathway.

It should be emphasised that the UAI pathway is not the only opportunity for entrance into university courses. Less than half the university places available to students undertaking a first degree are for school leavers. Other opportunities include mature age

entrance, advanced standing and recognition of prior learning arrangements.

This article provides some useful examples of how students may include ICFs in their program of study and retain their access to a UAI pathway.

Students who elect not to sit for the final examination in a 240 hour industry curriculum framework course will not be able to include the results of that course in their UAI but will receive full Australian Qualifications Framework (AQF) recognition for the units of competency achieved.

All students' programs of study must fulfil the requirements of the Board of Studies.

### Student A

Year 11 subjects	Unit value	Category
English	2	A
Maths	2	A
Science	2	A
Geography	2	A
Metal and Engineering (240 hours)	2	B
Music	2	A
<b>Total</b>	<b>12</b>	

  

Year 12 subjects	Unit value	Category
English	2	A
Maths	2	A
Science	2	A
Geography	2	A
Metal and Engineering (240 hours)	2	B
<b>Total</b>	<b>10</b>	

This student has fulfilled the Board's requirement of 12 Preliminary units in Year 11 and 10 HSC units in Year 12, but has dropped Music at the end of Year 11.

Student A will remain eligible for a UAI as only two units from Category B subjects have been included in his/her program of study, providing he/she sits for the optional exam in Metal and Engineering.



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## Student B

Year 11 subjects	Unit value	Category
English	2	A
Maths	2	A
PD/Health/PE	2	A
Modern History	2	A
Business Services (Administration) (240 hours)	2	B
Information Technology (240 hours)	2	B
<b>Total</b>	<b>12</b>	
Year 12 subjects	Unit value	Category
English	2	A
Maths	2	A
PD/Health/PE	2	A
Modern History	2	A
Business Services (Admin) (240 hrs)	2	B
Information Technology (240 hrs)	2	B
<b>Total</b>	<b>12</b>	

Student B has fulfilled the Board's requirement of a minimum of 12 Preliminary units and a minimum of 10 HSC units (in fact he/she is undertaking 12 units). While Student B is undertaking 4 units drawn from Category B subjects he/she will remain eligible for an UAI as he/she has undertaken 8 units drawn from Category A subjects.

Depending on which course Student B performed best in, marks from either Business Services (Admin) or Information Technology, but not both, may contribute to the UAI.

Students in this situation should be counselled about the additional workload involved in undertaking 12 units in Year 12.

## Student C

Year 11 subjects	Unit value	Category
English	2	A
Legal Studies	2	A
Science	2	A
Ancient History	2	A
Construction (240 hrs)	2	B
Music	2	A
<b>Total</b>	<b>12</b>	

Year 12 subjects	Unit value	Category
English	2	A
Legal Studies	2	A
Science	2	A
Construction (240 hrs)	2	B
Construction (Specialist Studies-120 hrs)	2	no category
<b>Total</b>	<b>10</b>	

Student C has fulfilled the Board's requirement of a minimum of 12 Preliminary units and 10 HSC units for the award of an HSC. Student C has dropped Music at the end of Year 11 and is undertaking 4 units in Construction in Year 12. The 120 hour Construction Course is not eligible for inclusion in the UAI (only the 240 hour courses in the ICFs are eligible for inclusion in the UAI). Therefore, Student C would not be eligible for a UAI.

However this program of study provides the opportunity for students to specialise in an area of study in which they have a clear interest. It enables them to leave school with maximum industry recognition in the construction industry. If they continue their post-school Construction studies at TAFE to Associate Diploma level, they may subsequently achieve advanced standing at university.

## Student D

Year 11 subjects	Unit value	Category
English	2	A
Maths	2	A
Science	2	A
Ancient History	2	A
Construction (240 hrs)	2	B
Music	2	A
<b>Total</b>	<b>12</b>	
Year 12 subjects	Unit value	Category
English	2	A
Maths	2	A
Science	2	A
Music	2	A
Construction (240 hrs)	2	B
Construction (Specialist Studies-120 hrs)	2	no category
<b>Total</b>	<b>12</b>	

Student D is specialising in Construction by electing to study 4 units of Construction in Year 12. However, he/she still remains eligible for a UAI as he/she has an

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HSC program comprising 12 units. This allows for 8 units drawn from category A subjects and 2 units drawn from the 240 hour Construction course.

## Student E

Year 11 subjects	Unit value	Category
English	2	A
Business Studies	2	A
French	2	A
Ancient History	2	A
Music	2	A
Business Services (120 hrs)	1	no category
Information Technology (120 hrs)	1	no category
<b>Total</b>	<b>12</b>	
Year 12 subjects	Unit value	Category
English	2	A
Business Studies	2	A
French	2	A
Ancient History	2	A
Business Services (120 hrs)	1	no category
Information Technology (120 hrs)	1	no category
<b>Total</b>	<b>10</b>	

Student E has dropped Music at the end of Year 11, is undertaking 10 Board developed units in Year 12, and is undertaking only two units of industry curriculum frameworks.

However, Student E is undertaking one unit in each year of the two separate 120 hour courses. As the 120 hour courses do not offer the opportunity of sitting for an external HSC exam which may contribute to the UAI, Student E would not be eligible for an UAI.

When choosing a vocational HSC course and working out its implications for a UAI, students and their advisers should:

- have a clear knowledge of which subjects are categorised as either Category A or Category B
- follow the pattern of study required by the Board of Studies
- be aware that only the 240 hour industry curriculum framework courses may contribute to the UAI, and only then if the student sits for the optional external HSC exam for that framework
- be aware that where a student is taking more than one ICF 240 hour course and sits for more than one external exam, the result of only one of the courses is eligible for inclusion in the UAI. (In this case the best result will be used in the calculation of the UAI.)

## Thinking of using an external provider to deliver all or part of a VET course?

Vocational study in the senior years of schooling in NSW government schools must be recognised by industry and contribute to a student's HSC. Courses can be provided by schools or TAFE NSW. They may also be offered under the auspices of registered training organisations (RTOs), including those in other states. RTOs other than schools or TAFE NSW may not be aware of all the procedures for NSW students and the HSC.

If your school is interested in offering a vocational course through or with an RTO other than TAFE NSW, please contact Jennifer Raines from the Vocational Programs for Schools Unit, telephone (02) 9244 5243.

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## Teacher training update

A number of teacher training activities have been planned for Term 4, 1999 as preparation for the introduction of industry curriculum frameworks in 2000.

### Teacher retraining programs

Orientation programs for the 1999/2000 cohort of teachers commenced in September 1999. Teachers are participating in training as follows:

Curriculum frameworks	Number of teachers
Information Technology	164
Business Services (Administration)	35
Retail	34
Tourism and Hospitality	32
Primary Industries	29
Construction	27
Metal and Engineering	16
<b>Content Endorsed Courses</b>	
Furnishing	10
Electronics	5



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The industry-specific components of the training are scheduled throughout Term 4, 1999. Training will support the introduction of curriculum frameworks from 2000.

Schools should consult their district vocational education consultant if they are interested in having teachers trained during 2000 for course delivery in 2001 or having teachers' existing qualifications assessed for recognition of prior learning.

## OH&S in the construction industry

Building and Construction (Content Endorsed Course) teachers are currently undertaking the Occupational Health and Safety (OH&S) update required for the Construction Industry OH&S General Induction. A new Construction Industry OH&S General Induction program for school students has been developed by the Board of Studies and is approved by WorkCover.

Confirmation of registration to deliver the new program will be sent to each Building and Construction (CEC) teacher successfully completing the update.

Teachers will then be eligible to offer the OH&S General Induction course to any student undertaking a placement in the construction industry. In addition to Construction students, this may include work experience students or other VET students, such as Metal and Engineering or Furnishing students whose industry placement is to be on a construction site.

Teachers currently undergoing training to provide the new Construction Curriculum Framework in 2000 will receive the updated OH&S training as part of their training program.

## Continuing professional development for Vocational Education teachers

Early in 1999, all accredited Vocational Education and Training (VET) teachers were sent a brochure advising them of the range of continuing professional development opportunities available to them.

Opportunities include:

- participation in local teacher network groups which support VET-related activities
- a network web site which includes industry-specific and general forums
- the Teachers in Business program, which allows teachers to update and further develop industry-specific skills and knowledge

## Continuing Professional Development For Vocational Education Teachers

- support for tertiary study in vocational education
- training and development study awards, including conference attendance and fellowships.

Many teachers are taking advantage of these opportunities to keep up to date with their industry area.

For more information VET teachers can contact their district vocational education consultant or Ros Raimond, Project Officer, Retraining Unit, Training and Development Directorate on 9886 7748.

## Establishment of TAFE/school teacher networks

Teachers of vocational courses within schools are encouraged to join their local network. These networks could involve regular meetings of TAFE and school teachers in the same vocational area or, in country areas, the establishment of a network on a one-to-one basis. In some instances this might be facilitated by technology.

These meetings will allow teachers to discuss implementation issues related to industry curriculum framework courses such as programming, teaching and learning strategies, and consistency of assessment for AQF and HSC qualifications and work placement.

By sharing ideas and expertise, teachers from schools and TAFE can enhance the vocational learning opportunities for school students.

Teachers who are interested in joining their local network should consult their TAFE Institute Consultant in the first instance. The names and contact details of the TAFE Institute Consultants appeared in **CURRICULUM SUPPORT**, Vol. 1, No. 1, pp. 8-9, distributed to schools early in 1999.

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## CS Internal assessment of vocational HSC courses

Although the Board of Studies does not require the provision of internal assessment marks for vocational education and training courses, including the industry curriculum framework courses to be introduced next year, teachers are still required to develop an internal assessment program.

### Internal assessment requirements

All schools offering vocational HSC courses should ensure that the following requirements are met.

- Schools should design formal internal assessment policies for vocational courses as for all other general courses.
- The assessment schedule for vocational HSC courses should reflect the guidelines for designing an HSC assessment schedule, as outlined in the Assessment, Certification and Examination (ACE) Manual.
- Students should be assessed against the units of competency outlined in the syllabus. Where appropriate, assessment events may combine skills and knowledge across units and elements of competency to ensure cost-effective integrated assessment which allows students to demonstrate the required level of performance.
- Whenever students are being formally assessed for the purpose of reporting in the Competency Record Book, students should be given adequate notice.
- As for general courses, schools should be careful not to over-assess.

### Designing an assessment program

The assessment program for each curriculum framework should include the following information:

- Board of Studies mandatory components
- details of the assessment events to be used for each course. This includes the number of events, the nature of each event and the schedule of the events.

The assessment program should enable the collection of a sufficient variety of evidence and include a range of assessment activities. Assessment of underpinning knowledge should complement the assessment of practical skills.

- procedures for recording the results of each formal assessment
- procedures for recording the achievement of units of competency
- procedures for ensuring that separate class groups in the same course are dealt with equitably
- mechanisms for implementing the school's policies on the administration of events.

### Providing advice to students

The above information needs to be translated into information for students. Most schools provide a detailed information booklet to all students before they begin their HSC courses.

Students and their parents should be able to refer to this booklet in their dealings with the school regarding the implementation of the assessment procedures. It must be consistent with all aspects of the school's HSC assessment policy and the policy documents on assessing HSC courses.

Typically, the student information guide to HSC assessments includes:

- information on the nature and purpose of HSC assessment, and may include information on university entrance requirements
- student responsibilities regarding assessment, and the consequences of failure to undertake assessment events
- details of procedures relating to assessment, including how and when students will be notified of events, how events are to be submitted, what happens in the cases of late submission and absence from events. These details would also include illness and misadventure provisions and the procedures the school will adopt in the event there are problems with a task
- what feedback will be given to students on their performance in assessment events



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- a statement that the results of individual assessment events can be queried only at the time the events are returned
- where appropriate, advice regarding opportunities for reassessment of competencies
- student entitlements regarding school reviews and appeals to the Board of Studies
- where advice may be sought, both within and outside the school (HSC Coordinator, Assessment Coordinator, Head Teacher, Careers Adviser, Board of Studies Liaison Officer etc.)
- details of assessment programs in all courses, including Board of Studies assessment guidelines, and a listing of all events, showing the nature and approximate date of each task.

In the case of competency-based assessment, students may, where appropriate, be provided with more than one attempt to demonstrate competency. The school can determine the number of attempts permitted for each student. This should be included in the school's assessment policy.

In determining the number of times a student can attempt an assessment event, schools should consider the following:

- the cost-effectiveness of multiple attempts at assessment events
- the student can become "event wise" without necessarily gaining the required skills and knowledge
- the validity of the assessments
- the first attempts may be treated as practice events, where students know they can have multiple attempts.

It is preferable to collect a variety of evidence of achievement rather than have students make multiple attempts at the one assessment event.

## Integrated assessment

Ideally an assessment program will contain a number of integrated assessment tasks. This refers to an assessment task which aims to assess more than one unit or element of competency.

Where possible, assessment tasks should be designed by integrating units and elements of competency into a meaningful event. Integrated assessment events may

comprise skills and knowledge from a range of elements and units of competency, grouped to reflect a workplace scenario

## Credentialling

All students completing a vocational HSC course will receive the following recognition:

- The course is recorded on the HSC Record of Achievement.
- All units of competency and/or elements of competency achieved are reported in the Competency Record Book obtained from the Board of Studies.
- The student will receive an AQF Certificate or Statement of Attainment from the Board of Studies listing competencies achieved.
- Where some or all of the course is delivered by a community or private provider, the student may receive an additional Certificate and/or Statement of Attainment. Where some of the course is delivered by TAFE, students will also receive a TAFE Transcript of Academic Record. Where the entire course is delivered by TAFE, TAFE (not the Board of Studies) will award the qualification.

## Work placement

Work placement is a compulsory component of all industry curriculum frameworks. Teachers should refer to the relevant syllabus to ensure the appropriate number of work placement hours is completed. Students not completing a work placement will not have completed their HSC requirements.

Schools should keep a record of the progress of each student in meeting the required number of workplace hours. Where it appears that a student is in danger of not meeting this requirement, he or she should be advised in writing as soon as this problem emerges and in sufficient time to allow the student or school to redress the situation.

Work placements provide opportunities for formal assessment of a range of skills and knowledge in a real work setting. The assessment :

- will depend on the type and size of the business in which the student is placed

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- should follow the school's assessment policy, as for all other courses
- should focus on the skills and knowledge readily assessed in the work place
- should follow a review of what units of competency the company can realistically deliver in the allocated time
- should take place only after the student has been advised that an assessment will take place
- should use an integrated approach where possible.

Formal assessment in the workplace must be conducted by a qualified workplace assessor. Where there is an agreed partnering arrangement between a workplace supervisor and an accredited assessor, the partnering agreement must specify the role and responsibilities of the workplace supervisor and the processes established, to ensure that accurate information on student achievement is provided. The accredited assessor (who may be the school teacher) can collect evidence from the workplace supervisor as part of a partnering arrangement. This may reduce the amount of time taken to assess students in the classroom.

If there is a conflict between workplace evidence and school evidence, all of the evidence will need to be evaluated. Liaison between the school and workplace will need to occur to enable the evaluation to take place.

## External HSC examination

The 240 hour course structures for all the industry curriculum frameworks have an optional external HSC exam. Students who opt to sit for this exam may include the examination results in the Universities Admission Index (UAI). Only the two best units from Category B courses may be included in the calculation of the UAI.

## Resources

*The New Higher School Certificate Assessment and Support Document* (Board of Studies, 1999)

*The Assessment, Certification and Examination Manual* (Board of Studies, 1999)

Part A of each curriculum framework syllabus (Board of Studies, 1999)

## Responsibility for providing information on student achievement to the Board of Studies

As all the new industry curriculum framework courses are competency-based, schools are no longer required to provide marks to the Board of Studies.

However, schools will be required to provide Competency Data Collection Sheets to the Board in most instances.

- Where a course is provided entirely by the school, the school is responsible for the transfer of all student information to the Board.
- Where all or part of a course is offered by a community or private provider, the school is responsible for the transfer of all student information to the Board.
- Where a course is offered through a combination of school, TAFE or community or private provider, the school remains responsible for the transfer of all information to the Board.
- Where a course is provided entirely by TAFE, TAFE is responsible for the transfer of all student information to the Board.
- Where a course is offered partly by TAFE, TAFE is responsible for providing the school with advice regarding which units of competence each student has achieved while at TAFE. Where the course has involved using TAFE modules, TAFE is responsible for providing information to the school on student achievement of units of competency. The school will incorporate this information into its advice to the Board.

In summary, the school remains responsible for the transfer of all information on student achievement to the Board, except in situations where all of the course is provided by TAFE.



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## Stage 6 Special Program of Study

### For students with special education needs

From 2001, HSC students with special education needs following a Special Program of Study (SPS) will be eligible for the award of the Higher School Certificate.

#### Special Program of Study courses

Students who meet the SPS eligibility requirements will be able to undertake Board-developed Life Skills courses, regular Board-developed courses and/or Board-endorsed courses.

**Board-developed Life Skills** will be 2 unit, 240-hour courses. The following courses have been endorsed and are currently being developed:

- English Life Skills
- Mathematics Life Skills
- Personal Development, Health and Physical Education Life Skills
- Citizenship and Society Life Skills
- Science Life Skills
- Creative Arts Life Skills
- Technological and Applied Studies Life Skills
- Workplace and Community-based Learning Life Skills.

#### Industry Curriculum Framework courses include

- Tourism and Hospitality
- Business Services (Administration)
- Retail Operations
- Primary Industries
- Information Technology
- Metal and Engineering
- Construction.

Students entered for an SPS may undertake the Industry Curriculum Framework courses either:

- under regular course arrangements, or
- by units of competency selected through the individual transition planning process from a 240-hour course (for example, 7 units of competency rather than 12 units over 240 hours, including 70 hours of work placement).

#### Eligibility requirements

Students who meet the SPS eligibility requirements are students with disabilities in special schools, support classes or regular classes.

The eligibility requirements for the SPS are that:

- students generally will have completed at least 4 Life Skills courses for the School Certificate
- students' planning must be undertaken through an individual transition planning process
- under special circumstances students will be allowed access to Stage 6 Special Program of Study courses, e.g. if the student has:
  - a deteriorating condition;
  - undertaken regular syllabuses in Stage 6 but has experienced **significant** difficulty.

*Decisions about whether to enrol students in Special Program of Study courses for Stage 6 will be made by the school. The principal will be required to certify on the Preliminary and HSC entry forms that individual transition planning for each student entering for Life Skills courses in Stage 6 has occurred.*

**Note:** The majority of eligible students will have an intellectual disability.

#### Pattern of study

Students undertaking an SPS follow the same pattern of study requirements for the HSC as other students. These are a minimum of:

- at least 6 units of Board-developed courses
- at least 2 units of Board-developed English
- at least 3 courses of 2 unit value
- at least 4 subjects.

Please refer to the HSC Calendar of Events for the Special Program of Study Events in November and December. (<http://www.newhsc.schools.nsw.edu.au>)

### Curriculum Support in 2000

## Subscriptions

**CURRICULUM SUPPORT** is available free of charge to teachers in NSW government schools.

It is available on subscription to teachers in non-government schools, to libraries and to others.

See your principal for a copy of the flier with details of how to subscribe, subscription rates and an application form.

As subscriptions determine the number of copies printed, we would be grateful to receive your order and cheque no later than Friday 25 February, 2000.

# Evaluation fax sheet

Fax back to: 9886 7571

## Your views on this year's CURRICULUM SUPPORT (Vocational education)

We would appreciate your views on this year's three editions of **CURRICULUM SUPPORT** and, in particular, the HSC supplement.

Please take some time to complete this page and fax it back to us so we can plan for next year's **CURRICULUM SUPPORT**.

LOOKING BACK OVER 1999	Strongly agree	Agree	Disagree	Strongly disagree
<b>CURRICULUM SUPPORT</b> keeps me well informed about current developments in my area of teaching.				
<b>CURRICULUM SUPPORT</b> provides me with many useful and practical ideas for teaching in my area.				
The HSC supplement has been a useful source of information on resources and ideas to assist me to plan for new HSC courses next year.				
It is important that all teachers have a personal copy of <b>CURRICULUM SUPPORT</b> for their area of teaching.				

LOOKING FORWARD TO 2000	Strongly agree	Agree	Disagree	Strongly disagree
I would like to see <b>CURRICULUM SUPPORT</b> changed in terms of				
• layout				
• size				
• design				
• content				

I would like next year's **CURRICULUM SUPPORT** to address the following issues in my KLA/area of teaching (please specify):

I would like next year's HSC supplement to provide me with information and ideas on the following areas (please specify):

Other comments or suggestions: