2020
Pathway Selection Handbook
Certificate Courses
Welcome to our Senior School Pathways

Our Year 11/12 senior pathways programs offer our students a diverse range of academic pathways through their senior phase of learning. The pathways offerings align closely to the nation-wide changes to curriculum and its impact on the Senior Learning Phase. Through a strong focus on our ACHIEVEMENT AGENDA we provide our students with world-class educational, personal, ethical and social skills that prepare them for their dynamic future pathways.

The aim of our senior schooling pathways at Chancellor State College is for each student to achieve a Queensland Certificate of Education (QCE). In order to maximise students’ chances of achieving a QCE, students and parents must consider the combination of subjects, student ability levels through meeting pre-requisites, commitment to study and future aspirations when nominating for Years 11 and 12. A thorough and rigorous Student Education and Training Pathway (SETP) planning process is undertaken in Year 10 to maximise students’ choices of academic success.

Chancellor State College offers students a broad range of pathway options for students to undertake throughout their senior phase of learning options available to students include:

- General and Applied subjects as per syllabus documents set out by the Queensland Curriculum and Assessment Authority (QCAA)
- Certificate I, II and III courses delivered on campus
- School based apprenticeships or traineeships (SAT)
- TAFE and external RTO offerings – Certificate II, III and IV and Diploma
- University courses (e.g. USC – Headstart, CQU – SUN)

Chancellor State College has created productive and evolving relationships with the University of the Sunshine Coast (USC), a strong relationship with the Sunshine Coast Institute of TAFE and positive links with other learning providers. These partnerships expand the real life opportunities and experiences for our students.

We welcome each family to this exciting and challenging Senior Phase of Learning. We are confident that the award winning integrated curriculum framework that is provided through the Primary years to the completion of our Junior Secondary years at Chancellor is creating independent, responsible and dynamic learners. We have aligned our teaching to the world’s best practice and are confident that the professionalism of our teachers, combined with the professional development framework available at Chancellor, provides students with teaching and learning processes that deliver them to meeting the demands of our Achievement Agenda. Quality teaching underpins our curriculum framework as an essential ingredient of our planned success for students.

Senior school pathways at Chancellor State College ensure that all students have the skills and knowledge to be successful citizens in the 21st Century.

You and your child are invited to use this handbook as a guide to assist pathways selection for Year 11/12.

We look forward to supporting your child to the ‘Best They Can Be’ in this next phase of their learning journey.

Leanne Jensen-Steele  
Executive Principal

Victoria Anstey  
Principal Secondary Campus

Philippa Walker  
Deputy Principal – Year 11 & 12
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## Applied Subjects

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## VET Senior Subjects

### Qualifications delivered under Chancellor State College (RTO 31830)

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### Qualifications delivered in partnership with an external RTO

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Vocational Education and Training

Vocational Education and Training (VET) in Schools allows students to remain enrolled at school while completing vocational training delivered either by Chancellor State Colleges’ Registered Training Organisation (RTO 31830) OR by other learning providers, such as TAFE and other Registered Training Organisations (RTOs).

Sunshine Coast TAFE offers a variety of on and off campus training programs high school students can complete during their Senior Phase of Learning. Chancellor State College provides school-based programs that allow young people to earn credit towards vocational education and training (VET) qualifications. School students can choose to study a certificate course, which is based on one session per week while still attending school as a part of the requirements to gain a Queensland Certificate of Education (QCE).

VET in Schools offers many benefits for students including:

- Gain credit points towards the Queensland Certificate of Education
- Gain direct entry into TAFE when they finish Year 12
- Gain credit towards a Diploma course
- Receive career focused training while still in high school
- Build a good understanding of their chosen industry
Code of Practice

Delivery Framework
Chancellor State College is a Registered Training Organisation (RTO 31830) and discharges its responsibilities for compliance with the Standards for Registered Training Organisation (RTOs) 2015. This includes a commitment to recognise the training qualifications issued by other Registered Training Organisations. The College is registered to deliver a range of VET Programs under the direction of Queensland Curriculum and Assessment Authority (QCAA).

Our Legal Responsibility
Chancellor State College will meet all legislative requirements of State and Federal government, in particular Workplace Health and Safety, Workplace Relations and Vocational Placement standards.

Accepted Belief and Fairness
Chancellor State College provides an equitable vocational education and training system that offers responsive products and services to all students. The College is committed to providing equal opportunities in vocational education and training and welcomes all students. Students will be recruited in an ethical and responsible manner, consistent with the requirements of the National Training Package.

Appropriately qualified staff will assess the extent to which students achieve the stated competency standards and outcomes of the course, based on their qualifications and experience.

Disclaimer
“The College must have certain teachers and equipment to run this course. If the school loses access to these resources, the school will provide students with alternative opportunities to complete the course and the related qualifications. The school retains the right to cancel the vocational component of the course if it is unable to meet requirements.”

Management Focus
Chancellor State College has a commitment to providing a quality service and a focus on continuous improvement. We value student’s feedback, as well as staff and employers for incorporation into future programs.

Client Service
We have sound management practices to ensure effective student standards ensure timely issue of student assessment results and qualifications. These will be appropriate to the competencies achieved and issued in accordance with national guidelines. Our quality focus includes Recognition of Prior Learning Policy, a fair and equitable Refund Policy, a Complaint and Appeal Policy, an Access and Equity Policy and student welfare and guidance services. Where necessary, arrangements will be made for students who require literacy and/or numeracy support programs.

Student Feedback
Feedback is encouraged and in the first instance, students should discuss course content and assessment with their teacher. If students are not satisfied with the response, they are encouraged to make an appointment with the Academic Co-ordinator or Vocational Education Co-ordinator. At the completion of each course the teacher will seek students’ comments and feedback in relation to the course content/delivery and assessment method by teachers. Data is collected annually through a national online reporting system. This feedback can be anonymous and helps the College to identify program strengths and weakness for continuous improvement.
**Expectations**

By choosing VET subjects students will be provided with opportunities to achieve the following outcomes:

- Receive training in areas that have national recognised and valued outcomes.
- Be involved in learning which is relevant to students and students’ aspirations.
- Enhance career and employment opportunities by maximising post-College further education, training and employment.
- Prepare students for the world of work.
- Have VET Units of Competency results recorded on students Queensland Certificate of Education (QCE).
- Receive an industry specific vocational Certificate or Statement of Attainment.
- Prepare students for the world of work.
- Have VET Units of Competency results recorded on students Queensland Certificate of Education (QCE).
- Receive an industry specific vocational Certificate or Statement of Attainment.
- Gain skills to contribute to student’s future skills base.
- Gain credit points towards students QCE (See table as appendix).
- Students who complete qualifications at a Certificate III level receive a selection rank of 68 (OP equivalent 16) and Certificate IV qualifications obtain a rank of 78 (OP equivalent 14).

**N.B.** This does not apply to students graduating from 2020 onward due to the introduction of ATAR.

**The College:**

- Recognises the importance of students receiving a broad-based education, comprising both general and vocational education and training.
- Is registered with the Queensland Curriculum and Assessment Authority (QCAA) to provide the vocational education components of the Training Packages.
- Has access to the facilities and resources required for the registered vocational education and training programs.
- Has in place an assignment/assessment policy that applies to all subjects offered at the College.
- Has a process in place that enables students to apply for Recognition of Prior Learning (RPL) for the vocational education competencies.
- Has a process for addressing any concerns a student may have and offers the students access to a range of people who can provide advice and guidance about the vocational education program.
- Will follow all human resource policies and regulations which may mean changes in modes of delivery and or cancellation of courses if the particular Qualifications are not held by staff due to staff changes and transfers. All efforts will be taken to ensure course completion in line with the relevant Standards for Registered Training Organisations 2015 policy.

**The Student:**

- Makes a serious commitment to studies at College.
- Attempts to complete all units of competency on the first attempt and agrees to revisit competencies if not competent after the first attempt.
- Participates in structured workplace learning as arranged by the College.
- Meets the expectations and demands of the College in terms of participation, cooperation, punctuality, successful submission of work and high standards of behaviour and conduct.
- Maintains the high standard and reputation of Chancellor State College when participating in courses conducted at the TAFE Queensland East Coast and other external RTOs.
**Enrolment and Admission**

Access to VET Certificates is open to all students and subjects will be offered if enrolment numbers are viable and human and physical resources are available.

**Fees**

Subject charges vary according to individual Certificate requirements – refer to individual course information outlined in this booklet. Where applicable a fee is allocated to each certificate course that has a vocational placement component. If students are travelling to TAFE Queensland East Coast, transport costs will be the responsibility of students and their parents. If a student withdraws from this course before the completion date a pro-rata refund may apply.

N.B. Some Certificate courses are funded by the Queensland Government’s VETiS (VET in Schools) program. As such, students can only enrol in ONE VETiS funded course in Year 11 and 12. Check the Subject Selection and Financial Commitment form for information on which courses attract VETiS funding or ask the HOD of VET.

For further information on VETiS funding visit the follow link:

**Student Induction**

The following information will be given in students’ first class:

- A study guide indicating units of work, units of competency, assessment requirements, materials and equipment required.
- Course information, including content and vocational outcomes.
- Recognition of Prior Learning (RPL) arrangements.
- Recognition of AQF qualifications and statements of attainment issued by other RTOs.
- Appeals and Complaints Procedures.

**Competency-based Assessment**

Competency based assessment is a system for assessing a person's knowledge and skills. Assessment is based on actual skills and knowledge a person can demonstrate in the workplace or in other relevant contexts.

In a competency based assessment system, it is recognised that learning can come from a variety of sources, both on the job and off the job, formal and informal. Recognition is given for prior learning and for skills and knowledge which can already be shown.

**Recognition of Prior Learning (RPL)**

RPL means getting credit for what students know, no matter where or how they learnt it. If students’ knowledge and skills are of the same standard as required in students’ vocational course students may receive credit for some units of competency. RPL will allow students to do only new work (and not repeat the work in which students are already competent) and have their knowledge and skill level formally recognized.

All learning might count for RPL including knowledge and skills learnt in:

- previous studies
- work experience or industry placement
- a part-time job or unpaid work
- hobbies, activities, clubs, and sports inside or outside the College
RPL can only be granted for the vocational training competencies in the course students are studying. Students can apply for RPL in either an entire training program or in individual elements of competencies. If students decide to take advantage of RPL they must complete the RPL Application Form in detail and attach all relevant evidence. Students may be asked to attend an interview, or to do a practical task, or to provide more information. Students’ class teacher or Academic Coordinators will have access to the RPL application. He/she will look at the evidence students have provided in the application (and perhaps in an interview) to decide on the outcome of their application. If there is insufficient evidence to grant RPL, students may be asked to do a practical test. After the RPL assessment is finished students will be notified of the result in writing. If students disagree with the outcome, students may appeal.

The evidence students gather for their application might include, products and/or records of school work, a personal report, or a referee’s report. A single piece of evidence may be relevant to one or more of the competencies.

Products of students work might include:

- Samples of work students have completed
- Work experience/industry placement records
- Qualifications gained
- Coaching Certificates
- Senior First Aid Certificates
- Magazine or newspaper articles about students
- Prizes, certificates or other forms of commendation

The Personal Report is written by students and is a concise description of activities and functions that students have carried out. It should be related to the training program for which students are seeking RPL. The Personal Report can never stand alone as sufficient evidence of competence.

A Referee’s Report is from other people to support a student’s claim - e.g. co-ordinators, customers, colleagues, or previous employer who witnessed specific activities undertaken. A referee’s report should include:

- A company heading from employment
- The name of the supervisor or coordinator
- Period of employment
- List of competencies developed or tasks undertaken
- Signature and position of the person verifying the claim
- The date

**Credit Transfer and Articulation**

Students will be given credit for national competencies achieved if they continue to TAFE and/or private providers for further study in course.
Enrolment Options

There are four options for students wishing to complete a range of certificate courses.

Option 1

Choose a certificate that is offered on the Pathways Selection Form.
These courses are delivered by qualified teachers at the College under our Registered Training Organisation (RTO 31830).

Certificate II in Business
Certificate II in Engineering Pathways
Certificate III in Events
Certificate I, II and III in Information, Digital Media and Technology
Certificate II in Manufacturing Technology
Certificate II and III in Tourism
Certificate III in Visual Arts

Option 2

Choose a certificate that is offered on the Pathways Selection Form.
These courses are delivered by qualified teachers at the College under an external RTO.

Certificate III in Business
Diploma in Business
Certificate III in Early Childhood Education and Care
Certificate III and in Fitness
Certificate II in Hospitality
Certificate III in Sport & Recreation

** Information on these courses is located in Selection Handbook

Option 3

There are many organisations that offer nationally recognised training; TAFE and private registered training organisations to name a few. Many TAFEs including TAFE Queensland East Coast offer programs specifically targeting students in the Senior Phase of Learning.

Enrolment into these programs involves several steps:
1. Development of a SET Plan
2. Attending Information Sessions (where applicable)
3. Submitting an application (Letter of Authorisation and New Student Details form signed by Mr Roberts)
4. Receiving confirmation of a placement into the course

N.B. When considering an external VET course, there may be significant impact on other subject choices. It is recommended that an interview with the Deputy Principal or HOD Senior School occur before proceeding with this option.
Option 4

Choose a certificate that is offered in conjunction with Sunshine Coast Technical Trade Training Centre (SCTTTC).

Students attend SCTTTC at Caloundra one day per week for the one year programs. Please note, these courses attract a tuition fee.

The SCTTTC offers pathways through a range of trade and technical training areas for students in Years 11 and 12.

N.B. ALL SCTTTC CERTIFICATE COURSES ARE FUNDED UNDER VETiS (VET in Schools) funding by the Queensland Government. As such, students can only enrol in ONE VETiS funded course in Year 11 and 12.

Structured Workplace Learning: Structured Workplace Learning (SWL) is a valuable part of each students learning at the SCTTTC. It is mandatory that students engaged in Vocational Education and Training (VET) ie: Certificate courses; undertake 2–6 weeks SWL throughout their program at the SCTTTC. SWL is used as a tool for students to engage with employers in a meaningful way – with many employers directly recruiting students who have proven themselves as potential employees whilst on an SWL placement.

Students will need to apply directly to SCTTC for entrance into these courses. There are limited numbers to these courses, so it is imperative that an application is completed and submitted by the due date determined by SCTTTC.

What Students Need To Do

Option 1: Choose certificate course using OneSchool online subject selection http://oslp.eq.edu.au and complete Pathways Financial Commitment Form.

Option 2: Choose certificate course using OneSchool online subject selection http://oslp.eq.edu.au and complete Pathways Financial Commitment Form.

Option 3: Complete expression of interest application form for the specific certificate and TAFE enrolment form – hand into Mr Roberts by the due date.

Option 4: Complete SCTTTC application form – hand into Mr Roberts by the due date.

For further information please contact Mr Dean Roberts on 5453 3222 or email dkrob1@eq.edu.au
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<th>VET SUBJECT</th>
<th>PREREQUISITES</th>
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<tr>
<td>CERTIFICATE II IN BUSINESS</td>
<td>Nil</td>
</tr>
<tr>
<td>CERTIFICATE III IN BUSINESS</td>
<td>Completion of Certificate II in Business preferred.</td>
</tr>
<tr>
<td>DIPLOMA OF BUSINESS</td>
<td>Completion of Certificate II in Business preferred.</td>
</tr>
<tr>
<td>CERTIFICATE III IN EARLY CHILDHOOD EDUCATION AND CARE</td>
<td>A commitment to working in BOTH theoretical and practical (work placement) aspects of the course.</td>
</tr>
<tr>
<td>CERTIFICATE I IN EMPLOYMENT PATHWAYS</td>
<td>Nil</td>
</tr>
<tr>
<td>CERTIFICATE II IN ENGINEERING PATHWAYS</td>
<td>Minimum of a (C) Sound Level of Achievement in Year 10 Industrial Skills.</td>
</tr>
<tr>
<td>CERTIFICATE III IN EVENTS</td>
<td>Nil</td>
</tr>
<tr>
<td>CERTIFICATE III IN FITNESS</td>
<td>Successful application only.</td>
</tr>
<tr>
<td>CERTIFICATE II IN HOSPITALITY</td>
<td>Minimum of a (C) Sound Level in Year 10 English. A commitment to working in BOTH theoretical &amp; practical (work placement) aspects of the course.</td>
</tr>
<tr>
<td>CERTIFICATE III IN HOSPITALITY</td>
<td>Completion of Certificate II in Hospitality. Minimum of a (C) Sound Level in Year 11 English. A commitment to working in BOTH theoretical &amp; practical (work placement) aspects of the course.</td>
</tr>
<tr>
<td>CERTIFICATE I IN INFORMATION, DIGITAL MEDIA AND TECHNOLOGY</td>
<td>Nil</td>
</tr>
<tr>
<td>CERTIFICATE II IN INFORMATION, DIGITAL MEDIA AND TECHNOLOGY</td>
<td>Nil</td>
</tr>
<tr>
<td>CERTIFICATE III IN INFORMATION, DIGITAL MEDIA AND TECHNOLOGY</td>
<td>Completion of Certificate II in Information, Digital Media and Technology preferred.</td>
</tr>
<tr>
<td>CERTIFICATE II IN MANUFACTURING TECHNOLOGY</td>
<td>Nil</td>
</tr>
<tr>
<td>CERTIFICATE III IN SPORT &amp; RECREATION</td>
<td>A commitment to working in BOTH practical and theoretical aspects of the course.</td>
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<tr>
<td>CERTIFICATE II IN TOURISM</td>
<td>Minimum of a (C) Sound Level of Achievement in Year 10 English. A commitment to working in BOTH practical and theoretical aspects of the course.</td>
</tr>
<tr>
<td>CERTIFICATE III IN TOURISM</td>
<td>Completion of Certificate II Tourism. Minimum of a (C) Sound Level of Achievement in Year 10 English. A commitment to working in BOTH practical and theoretical aspects of the course.</td>
</tr>
<tr>
<td>CERTIFICATE III IN VISUAL ARTS</td>
<td>A genuine commitment to arts practice.</td>
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<td>APPLIED SUBJECTS</td>
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<td>AQUATIC PRACTICES</td>
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<td>DANCE IN PRACTICE</td>
<td>Nil</td>
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<td>ENGLISH COMMUNICATION</td>
<td>Nil</td>
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<td>INDUSTRIAL GRAPHICS SKILLS</td>
<td>Nil</td>
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<td>PREVOCATIONAL MATHEMATICS</td>
<td>Nil</td>
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<tr>
<td>SPORT AND RECREATION</td>
<td>Football/Futsal and Touch Football Academy classes by application only.</td>
</tr>
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</table>

NB – Students who fail to meet the minimum prerequisites will need to request entry into a subject via a formal request in writing to the Campus Principal.
Aquatic Practices
Applied senior subject

Aquatic Practices provides opportunities for students to explore, experience and learn practical skills and knowledge valued in aquatic workplaces and other settings.

Students gain insight into the management of aquatic regions and their ecological and environmental systems, helping them to position themselves within a long and sustainable tradition of custodianship.

Students have opportunities to learn in, through and about aquatic workplaces, events and other related activities. Additional learning links to an understanding of the employment, study and recreational opportunities associated with communities who visit, live or work on and around our waterways.

Pathways
A course of study in Aquatic Practices can establish a basis for further education and employment in the fields of recreation, tourism, fishing and aquaculture. The subject also provides a basis for participating in and contributing to community associations, events and activities, such as yacht and sailing club races and competitions and boating shows.

Objectives
By the conclusion of the course of study, students should:
- describe concepts and ideas in aquatic contexts
- explain concepts and ideas in aquatic contexts
- demonstrate skills in aquatic contexts
- analyse information, situations and relationships in aquatic contexts
- apply knowledge, understanding and skills in aquatic contexts
- use language conventions and features appropriate to aquatic contexts to communicate ideas and information, according to purpose
- generate plans and procedures for activities in aquatic contexts
- evaluate the safety and effectiveness of activities in aquatic contexts
- make recommendations for activities in aquatic contexts.

Structure
The Aquatic Practices course is designed around:
- the four areas of study with the core topics for ‘Safety and management practices’ embedded in each of the four areas of study
- schools determine whether to include elective topics in a course of study.

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<thead>
<tr>
<th>Areas of study</th>
<th>Core topics</th>
<th>Elective topics</th>
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</thead>
</table>
| Environmental | • Environmental conditions  
               | • Ecosystems  
               | • Conservation and sustainability  
               | • Citizen science |
| Recreational  | • Entering the aquatic environment | • Aquatic activities |
| Commercial    | • Employment | • Aquaculture, aquaponics and aquariums  
<pre><code>           |               | • Boat building and marine engineering |
</code></pre>
<p>| Cultural      | • Cultural understandings | • Historical understandings |</p>
<table>
<thead>
<tr>
<th>Areas of study</th>
<th>Core topics</th>
<th>Elective topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety and management practices</td>
<td>• Legislation, rules and regulations for aquatic environments</td>
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<td></td>
<td>• Equipment maintenance and operations</td>
<td></td>
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<td></td>
<td>• First aid and safety</td>
<td></td>
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<tr>
<td></td>
<td>• Management practices</td>
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### Assessment

For Aquatic Practices, assessment from Units 3 and 4 is used to determine the student’s exit result, and consists of four instruments, including no more than two assessment instruments from any one technique.

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<th>Project</th>
<th>Investigation</th>
<th>Extended response</th>
<th>Examination</th>
<th>Performance</th>
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<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A response that includes locating and using information beyond students’ own knowledge and the data they have been given.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response that answers a number of provided questions, scenarios and/or problems.</td>
<td>A technique that assesses physical demonstrations as outcomes of applying a range of cognitive, technical and physical skills.</td>
</tr>
</tbody>
</table>
| At least two different components from the following: | • written: 500–900 words  
• spoken: 2½–3½ minutes  
• multimodal: 3–6 minutes  
• performance: continuous class time  
• product: continuous class time. | Presented in one of the following modes:  
• written: 600–1000 words  
• spoken: 3–4 minutes  
• multimodal: 4–7 minutes. | Presented in one of the following modes:  
• written: 600–1000 words  
• spoken: 3–4 minutes  
• multimodal: 4–7 minutes. | • 60–90 minutes  
• 50–250 words per item  
• performance: continuous class time to develop and practice the performance. |
Dance in Practice
Applied senior subject

Dance in Practice focuses on experiencing and understanding the role of dance in and across communities and, where possible, interacting with practising performers, choreographers and designers.

Students create, perform and produce dance works in class, school and community contexts, and use their senses as a means of understanding and responding to their own and others’ dance works. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Students explore and apply techniques, processes and technologies individually and in groups to express dance ideas that serve particular purposes. Students explore safe dance practices for themselves and groups. They gain practical and technical skills, employ terminology specific to dance, investigate ways to solve problems, and make choices to communicate through dance and about dance.

Pathways
A course of study in Dance in Practice can establish a basis for further education and employment in dance education, dance teaching, choreography, performance and event production.

Objectives
By the conclusion of the course of study, students should:
- recall terminology, concepts and ideas associated with dance
- interpret and demonstrate the technical and expressive skills required for dance genres
- explain dance and dance works
- apply dance concepts and ideas through performance and production of dance works
- analyse dance concepts and ideas for particular purposes, genres, styles and contexts
- use language conventions and features to achieve particular purposes
- generate, plan and modify creative processes to produce dance works
- create communications and make decisions to convey meaning to audiences
- evaluate dance works.

Structure
The Dance in Practice course is designed around core and elective topics. Students explore at least two dance genres across Units 1 and 2 and again in Units 3 and 4, and three genres across the four units.

<table>
<thead>
<tr>
<th>Core</th>
<th>Electives</th>
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<tbody>
<tr>
<td>Dance performance</td>
<td>Ballet</td>
</tr>
<tr>
<td>Dance production</td>
<td>Contemporary</td>
</tr>
<tr>
<td>Dance literacies</td>
<td>Jazz</td>
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<tr>
<td></td>
<td>Tap</td>
</tr>
<tr>
<td></td>
<td>Ballroom</td>
</tr>
<tr>
<td></td>
<td>Popular dance</td>
</tr>
<tr>
<td></td>
<td>World dance</td>
</tr>
</tbody>
</table>

14 VET Subject Selection Handbook
Assessment

For Dance in Practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- at least one project, arising from community connections
- at least one performance, separate to an assessable component of a project.

<table>
<thead>
<tr>
<th>Project</th>
<th>Performance</th>
<th>Product</th>
<th>Extended response</th>
<th>Investigation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A technique that assesses the physical demonstration of identified skills.</td>
<td>A technique that assesses the production of a design solution and folio or choreographic work.</td>
<td></td>
<td>A response that includes locating and using information beyond students' own knowledge and the data they have been given.</td>
</tr>
</tbody>
</table>

The Project in Dance in Practice requires:

- a dance performance: 1½ – 2 minutes
- at least one other component from the following
  - written: 500–900 words
  - spoken: 2½–3½ minutes
  - multimodal
    - non-presentation: 8 A4 pages max (or equivalent)
    - presentation: 3–6 minutes
  - product: variable conditions.

- Dance performance: 2–3 minutes
- Production performance: variable conditions
- Teaching performance: variable conditions

- Design solution and folio: variable conditions
- Choreographic work: 2–3 minutes

Presented in one of the following modes:
- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal
  - non-presentation: 10 A4 pages max (or equivalent)
  - presentation: 4–7 minutes.

Presented in one of the following modes:
- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal
  - non-presentation: 10 A4 pages max (or equivalent)
  - presentation: 4–7 minutes.
Essential English
corrected
Applies senior subject

Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. Students recognise language and texts as relevant in their lives now and in the future and learn to understand, accept or challenge the values and attitudes in these texts.

Students engage with language and texts to foster skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including everyday, social, community, further education and work-related contexts. They choose generic structures, language, language features and technologies to best convey meaning. They develop skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts.

Students use language effectively to produce texts for a variety of purposes and audiences and engage creative and imaginative thinking to explore their own world and the worlds of others. They actively and critically interact with a range of texts, developing an awareness of how the language they engage with positions them and others.

Pathways
A course of study in Essential English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Objectives
By the conclusion of the course of study, students will:

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and concepts
- make use of and explain the ways cultural assumptions, attitudes, values and beliefs underpin texts and influence meaning
- explain how language features and text structures shape meaning and invite particular responses
- select and use subject matter to support perspectives
- sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts
- make mode-appropriate language choices according to register informed by purpose, audience and context
- use language features to achieve particular purposes across modes.

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language that works</strong></td>
<td><strong>Texts and human experiences</strong></td>
<td><strong>Language that influences</strong></td>
<td><strong>Representations and popular culture texts</strong></td>
</tr>
<tr>
<td>• Responding to a variety of texts used in and developed for a work context</td>
<td>• Responding to reflective and nonfiction texts that explore human experiences</td>
<td>• Creating and shaping perspectives on community, local and global issues in texts</td>
<td>• Responding to popular culture texts</td>
</tr>
<tr>
<td>• Creating multimodal and written texts</td>
<td>• Creating spoken and written texts</td>
<td>• Responding to texts that seek to influence audiences</td>
<td>• Creating representations of Australian identities, places, events and concepts</td>
</tr>
</tbody>
</table>
Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

**Summative assessments**

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>- Extended response — spoken/signed response</td>
<td>- Extended response — Multimodal response</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative internal assessment (IA4):</td>
</tr>
<tr>
<td>- Common internal assessment (CIA)</td>
<td>- Extended response — Written response</td>
</tr>
</tbody>
</table>
Essential Mathematics’ major domains are Number, Data, Location and time, Measurement and Finance.

Essential Mathematics benefits students because they develop skills that go beyond the traditional ideas of numeracy.

Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

Students interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. This is achieved through an emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens.

Pathways
A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services. Students learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

Objectives
By the conclusion of the course of study, students will:

- select, recall and use facts, rules, definitions and procedures drawn from Number, Data, Location and time, Measurement and Finance
- comprehend mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance.

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number, data and graphs</strong></td>
<td><strong>Money, travel and data</strong></td>
<td><strong>Measurement, scales and data</strong></td>
<td><strong>Graphs, chance and loans</strong></td>
</tr>
<tr>
<td>• Fundamental topic: Calculations</td>
<td>• Fundamental topic: Calculations</td>
<td>• Fundamental topic: Calculations</td>
<td>• Fundamental topic: Calculations</td>
</tr>
<tr>
<td>• Number</td>
<td>• Managing money</td>
<td>• Measurement</td>
<td>• Bivariate graphs</td>
</tr>
<tr>
<td>• Representing data</td>
<td>• Time and motion</td>
<td>• Scales, plans and models</td>
<td>• Probability and relative frequencies</td>
</tr>
<tr>
<td>• Graphs</td>
<td>• Data collection</td>
<td>• Summarising and comparing data</td>
<td>• Loans and compound interest</td>
</tr>
</tbody>
</table>
Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

**Summative assessments**

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Problem-solving and modelling task</td>
<td>• Problem-solving and modelling task</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative internal assessment (IA4):</td>
</tr>
<tr>
<td>• Common internal assessment (CIA)</td>
<td>• Examination</td>
</tr>
</tbody>
</table>
Industrial Graphics Skills
Applied senior subject

Industrial Graphics Skills focuses on the underpinning industry practices and production processes required to produce the technical drawings used in a variety of industries, including building and construction, engineering and furnishing.

Students understand industry practices, interpret technical information and drawings, demonstrate and apply safe practical modelling procedures with tools and materials, communicate using oral and written modes, organise and produce technical drawings and evaluate drawings using specifications.

Students develop transferable skills by engaging in drafting and modelling tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete tasks.

Pathways
A course of study in Industrial Graphics Skills can establish a basis for further education and employment in a range of roles and trades in the manufacturing industries. With additional training and experience, potential employment opportunities may be found in drafting roles such as architectural drafter, estimator, mechanical drafter, electrical drafter, structural drafter, civil drafter and survey drafter.

Objectives
By the conclusion of the course of study, students should:

• describe industry practices in drafting and modelling tasks
• demonstrate fundamental drawing skills
• interpret drawings and technical information
• analyse drafting tasks to organise information
• select and apply drawing skills and procedures in drafting tasks
• use language conventions and features to communicate for particular purposes
• construct models from drawings
• create technical drawings from industry requirements
• evaluate industry practices, drafting processes and drawings, and make recommendations.

Structure
The Industrial Graphics Skills course is designed around core and elective topics.

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Elective topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Industry practices</td>
<td>• Building and construction drafting</td>
</tr>
<tr>
<td>• Drafting processes</td>
<td>• Engineering drafting</td>
</tr>
<tr>
<td></td>
<td>• Furnishing drafting</td>
</tr>
</tbody>
</table>
Assessment

For Industrial Graphic Skills, assessment from Units 3 and 4 is used to determine the student’s exit result, and consists of four instruments, including:

- at least two projects
- at least one practical demonstration (separate to the assessable component of a project).

<table>
<thead>
<tr>
<th>Project</th>
<th>Practical demonstration</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.</td>
<td>A response that answers a number of provided questions, scenarios and/or problems.</td>
</tr>
</tbody>
</table>
| A project consists of a technical drawing (which includes a model) component and at least one of the following components: | Students demonstrate production skills and procedures in class under teacher supervision. | • 60–90 minutes  
| • written: 500–900 words                      |                                                             | • 50–250 words per item                                                  |
| • spoken: 2½–3½ minutes                       |                                                             |                                                                           |
| • multimodal                                  |                                                             |                                                                           |
|   • non-presentation: 8 A4 pages max (or equivalent)  |                                                             |                                                                           |
|   • presentation: 3–6 minutes                 |                                                             |                                                                           |
| • product: continuous class time.             |                                                             |                                                                           |
Sport & Recreation
Applied senior subject

Sport & Recreation provides students with opportunities to learn in, through and about sport and active recreation activities, examining their role in the lives of individuals and communities.

Students examine the relevance of sport and active recreation in Australian culture, employment growth, health and wellbeing. They consider factors that influence participation in sport and recreation, and how physical skills can enhance participation and performance in sport and recreation activities. Students explore how interpersonal skills support effective interaction with others, and the promotion of safety in sport and recreation activities. They examine technology in sport and recreation activities, and how the sport and recreation industry contributes to individual and community outcomes.

Students are involved in acquiring, applying and evaluating information about and in physical activities and performances, planning and organising activities, investigating solutions to individual and community challenges, and using suitable technologies where relevant. They communicate ideas and information in, about and through sport and recreation activities. They examine the effects of sport and recreation on individuals and communities, investigate the role of sport and recreation in maintaining good health, evaluate strategies to promote health and safety, and investigate personal and interpersonal skills to achieve goals.

Pathways
A course of study in Sport & Recreation can establish a basis for further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport performance.

Objectives
By the conclusion of the course of study, students should:

- demonstrate physical responses and interpersonal strategies in individual and group situations in sport and recreation activities
- describe concepts and ideas about sport and recreation using terminology and examples
- explain procedures and strategies in, about and through sport and recreation activities for individuals and communities
- apply concepts and adapt procedures, strategies and physical responses in individual and group sport and recreation activities
- manage individual and group sport and recreation activities
- apply strategies in sport and recreation activities to enhance health, wellbeing, and participation for individuals and communities
- use language conventions and textual features to achieve particular purposes
- evaluate individual and group physical responses and interpersonal strategies to improve outcomes in sport and recreation activities
- evaluate the effects of sport and recreation on individuals and communities
- evaluate strategies that seek to enhance health, wellbeing, and participation in sport and recreation activities and provide recommendations
- create communications that convey meaning for particular audiences and purposes.
Structure

The Sport & Recreation course is designed around core and elective topics.

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Elective topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sport and recreation in the community</td>
<td>• Active play and minor games</td>
</tr>
<tr>
<td>• Sport, recreation and healthy living</td>
<td>• Challenge and adventure activities</td>
</tr>
<tr>
<td>• Health and safety in sport and recreation activities</td>
<td>• Games and sports</td>
</tr>
<tr>
<td>• Personal and interpersonal skills in sport and recreation activities</td>
<td>• Lifelong physical activities</td>
</tr>
<tr>
<td></td>
<td>• Rhythmic and expressive movement activities</td>
</tr>
<tr>
<td></td>
<td>• Sport and recreation physical activities</td>
</tr>
</tbody>
</table>

Assessment

For Sport & Recreation, assessment from Units 3 and 4 is used to determine the student’s exit result, and consists of four instruments, including:

- one project (annotated records of the performance is also required)
- one investigation, extended response or examination.

<table>
<thead>
<tr>
<th>Project</th>
<th>Investigation</th>
<th>Extended response</th>
<th>Performance</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A response that includes locating and using information beyond students’ own knowledge and the data they have been given.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response involves the application of identified skills when responding to a task that involves solving a problem, providing a solution, providing instruction or conveying meaning or intent.</td>
<td>A response that answers a number of provided questions, scenarios and/or problems.</td>
</tr>
</tbody>
</table>
CERTIFICATE II IN BUSINESS
Vocational Education & Training    CODE: VBI

QUALIFICATION: BSB20115 CERTIFICATE II IN BUSINESS

COURSE OVERVIEW
http://training.gov.au – Please refer to the training.gov.au website for specific information about the qualification. The Certificate II is a stand-alone qualification that allows individuals to develop basic business skills and knowledge to prepare for work. This qualification reflects the role of individuals who perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a business context, working under direct supervision.

DURATION
One or two years depending upon student timetable.

COURSE UNITS
To attain a Certificate II in Business, 12 units must be achieved:

<table>
<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWHS201</td>
<td>Contribute to health and safety of self and others</td>
</tr>
<tr>
<td>BSBWOR202</td>
<td>Organise and complete daily work activities</td>
</tr>
<tr>
<td>BSBWOR203</td>
<td>Work effectively with others</td>
</tr>
<tr>
<td>BSBWOR204</td>
<td>Use business technology</td>
</tr>
<tr>
<td>BSBCCM201</td>
<td>Communicate in the workplace</td>
</tr>
<tr>
<td>BSBITU101</td>
<td>Operate a personal computer</td>
</tr>
<tr>
<td>BSBITU201</td>
<td>Produce simple word processed documents</td>
</tr>
<tr>
<td>BSBITU202</td>
<td>Create and use spreadsheets</td>
</tr>
<tr>
<td>BSBITU302</td>
<td>Create electronic presentations</td>
</tr>
<tr>
<td>BSBITU203</td>
<td>Communicate electronically</td>
</tr>
<tr>
<td>BSBSUS201</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
<tr>
<td>BSBIND201</td>
<td>Work effectively in a business environment</td>
</tr>
</tbody>
</table>

ASSESSMENT TECHNIQUES
The emphasis in this subject is on completing tasks in a competent manner. Assessment will be delivered using a variety of techniques:
- Projects
- Written and Practical Tasks
- Teacher Observation
- Computing Tasks
- Folio of Collected Evidence of Competency

Students must achieve competency at every task in order to be issued with a full certificate at the completion of this course.

SPECIAL REQUIREMENTS
Nil

CAREER OPPORTUNITIES & PATHWAYS
Articulation into:
- BSB30115 Certificate III in Business
- BSB40215 Certificate IV in Business

Other specific financial qualifications available at http://training.gov.au

Employment outcomes are limited and individuals are strongly advised that in order to meet the entry-level requirements of this industry, the Certificate III in Business should be undertaken.

Disclaimer: “The College must have certain teachers and equipment to run this course. If the school loses access to these resources, the school will attempt to provide students with alternative opportunities to complete the course and the related qualifications. The school retains the right to cancel the vocational component of the course if it is unable to meet requirements.”
CERTIFICATE III IN BUSINESS

Vocational Education & Training

CODE: ZBA & ZBB / VBX

THIS COURSE IS BEING DELIVERED IN PARTNERSHIP WITH BINNACLE TRAINING, RTO 31319

UPON COMPLETION OF THIS COURSE, CERTIFICATION WILL BE ISSUED BY BINNACLE TRAINING

QUALIFICATION: BSB30115 CERTIFICATE III IN BUSINESS

COURSE OVERVIEW


The Certificate III is a stand-alone qualification that allows individuals to develop basic business skills and knowledge to prepare for work. This qualification reflects the role of individuals who perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a business context, working under direct supervision.

DURATION

One or two years depending upon student timetable.

COURSE UNITS

To attain a Certificate III in Business, 12 units must be achieved:

<table>
<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWHS302</td>
<td>Apply knowledge of WHS legislation in the workplace</td>
</tr>
<tr>
<td>BSCCUS301</td>
<td>Deliver and monitor a service to customers</td>
</tr>
<tr>
<td>BSBINN301</td>
<td>Promote innovation in a team environment</td>
</tr>
<tr>
<td>BSITU306</td>
<td>Design and produce business documents</td>
</tr>
<tr>
<td>BSPPRO301</td>
<td>Recommend products and services</td>
</tr>
<tr>
<td>BSBWOR301</td>
<td>Organise personal work priorities and development</td>
</tr>
<tr>
<td>BSBFLM312</td>
<td>Contribute to team effectiveness</td>
</tr>
<tr>
<td>BSBCRT301</td>
<td>Write simple documents</td>
</tr>
<tr>
<td>BSCTRT301</td>
<td>Develop and extend critical and creative thinking skills</td>
</tr>
<tr>
<td>BSBWHS303</td>
<td>Participate in WHS hazard identification, risk assessment and risk control</td>
</tr>
<tr>
<td>BSBLED301A</td>
<td>Undertake e-learning</td>
</tr>
<tr>
<td>BSBSMB201</td>
<td>Identify suitability for micro business</td>
</tr>
<tr>
<td>BSMB302</td>
<td>Develop a micro business proposal</td>
</tr>
<tr>
<td>FNSFLT301</td>
<td>Be MoneySmart</td>
</tr>
</tbody>
</table>

ASSESSMENT TECHNIQUES

The emphasis in this subject is on completing tasks in a competent manner. Assessment will be delivered using a variety of techniques:

- Projects
- Written and Practical Tasks
- Teacher Observation
- Computing Tasks
- Folio of Collected Evidence of Competency

Students must achieve competency at every task in order to be issued with a full certificate at the completion of this course.

SPECIAL REQUIREMENTS

Students must have successfully completed Certificate II in Business.

CAREER OPPORTUNITIES & PATHWAYS

Articulation into:

BSB40215 Certificate IV in Business

Other specific financial qualifications available at http://training.gov.au

Employment outcomes are limited and individuals are strongly advised that in order to meet the entry-level requirements of this industry, the Certificate IV in Business should be undertaken.

Subject fees for students who undertake a VET Certificate in partnership with an external provider will not be refunded once the transfer of funds has occurred from the College to the external provider, and are subject to each organisation’s refund policy and procedure.

Disclaimer: “The College must have certain teachers and equipment to run this course. If the school loses access to these resources, the school will attempt to provide students with alternative opportunities to complete the course and the related qualifications. The school retains the right to cancel the vocational component of the course if it is unable to meet requirements.”

Date Published: 6/09/2019
Correct at time of publication but subject to change.
DIPLOMA IN BUSINESS

Vocational Education & Training  CODE: DIA, DIB & DIC

THIS COURSE IS BEING DELIVERED IN PARTNERSHIP WITH PRESTIGE SERVICE TRAINING, RTO 31981

UPON COMPLETION OF THIS COURSE, CERTIFICATION WILL BE ISSUED BY PRESTIGE SERVICE TRAINING

QUALIFICATION: BSB50215 DIPLOMA IN BUSINESS

COURSE OVERVIEW
http://training.gov.au – Please refer to the training.gov.au website for specific information about the qualification. The Diploma is a stand-alone qualification that allows individuals to develop business skills and knowledge to prepare for work. This qualification reflects the role of individuals who perform a range of mainly routine tasks using practical skills and fundamental operational knowledge in a business context, working under some supervision.

DURATION
One or two years depending upon student timetable.

COURSE UNITS
To attain a Diploma in Business, 8 units must be achieved:

<table>
<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWOR501</td>
<td>Manage personal work priorities and professional development</td>
</tr>
<tr>
<td>BSBADM502</td>
<td>Manage meetings</td>
</tr>
<tr>
<td>BSBMKG501</td>
<td>Identify &amp; evaluate marketing opportunities</td>
</tr>
<tr>
<td>BSBMGT516</td>
<td>Facilitate continuous improvement</td>
</tr>
<tr>
<td>BSBHRM506</td>
<td>Manage recruitment, selection and induction processes</td>
</tr>
<tr>
<td>BSBFIM501</td>
<td>Manage budgets &amp; financial plans</td>
</tr>
<tr>
<td>BSBADM506</td>
<td>Manage business document design &amp; development</td>
</tr>
<tr>
<td>SBPMG522</td>
<td>Undertake project work</td>
</tr>
</tbody>
</table>

ASSESSMENT TECHNIQUES
The emphasis in this subject is on completing tasks in a competent manner. Assessment will be delivered using a variety of techniques:
- Projects
- Written and Practical Tasks
- Teacher Observation
- Computing Tasks

Students must achieve competency for each unit in order to be issued with a full diploma at the completion of this qualification.

SPECIAL REQUIREMENTS
Assessment will be conducted on-line.

CAREER OPPORTUNITIES & PATHWAYS
Successful completion of this qualification widens tertiary options including degree pathways.

Subject fees for students who undertake a VET Certificate in partnership with an external provider will not be refunded once the transfer of funds has occurred from the College to the external provider and are subject to each organisation’s refund policy and procedure.

Disclaimer: "The College must have certain teachers and equipment to run this course. If the school loses access to these resources, the school will attempt to provide students with alternative opportunities to complete the course and the related qualifications. The school retains the right to cancel the vocational component of the course if it is unable to meet requirements."
CERTIFICATE III IN EARLY CHILDHOOD EDUCATION AND CARE

Vocational Education & Training  CODE: VEC

THIS COURSE IS BEING DELIVERED IN PARTNERSHIP WITH AUSTRALIAN CHILD CARE CAREER OPTIONS, RTO 5404

UPON COMPLETION OF THIS COURSE, CERTIFICATION WILL BE ISSUED BY ACCCO

QUALIFICATION: CHC30113 CERTIFICATE III IN EARLY CHILDHOOD EDUCATION AND CARE

COURSE OVERVIEW

This subject allows students to explore Early Childhood careers while opening the doors and giving direction in Early Childhood career pathways. Successful completion of this qualification enables students to work as an Assistant in any childcare centre in Australia, as a Nanny or Teacher-Aide. Students are required to undertake work placements throughout the course in an approved Early Childhood Service. This allows them to sample the industry first hand, whilst giving them the opportunity to gain the knowledge and skills required at this level of competency. Assessment is undertaken throughout the course both in practical and theory exercises. Assessment is competency based and requires the completion of all projects and assignments written and/or practical as set out within the Unit Study Guides and Workbooks.

DURATION

Two years

COURSE UNITS

To attain a Certificate III in Child Care 17 units of competency must be achieved:

<table>
<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCECE007</td>
<td>Develop positive and respectful relationships with children</td>
</tr>
<tr>
<td>CHCECE003</td>
<td>Provide care for children</td>
</tr>
<tr>
<td>CHCECE005</td>
<td>Provide care for babies and toddlers</td>
</tr>
<tr>
<td>CHCECE010</td>
<td>Support the holistic development of children in early childhood</td>
</tr>
<tr>
<td>HLTAID004</td>
<td>Provide an emergency first aid response in an education and care setting</td>
</tr>
<tr>
<td>CHCECE002</td>
<td>Ensure the health and safety of children</td>
</tr>
<tr>
<td>CHCECE004</td>
<td>Promote and provide healthy food and drinks</td>
</tr>
<tr>
<td>CHCLEG001</td>
<td>Work legally and ethically</td>
</tr>
<tr>
<td>HLTWHS001</td>
<td>Participate in workplace health and safety</td>
</tr>
<tr>
<td>CHCECE011</td>
<td>Provide experiences to support children’s play and learning</td>
</tr>
<tr>
<td>CHCECE013</td>
<td>Use information about children to inform practice</td>
</tr>
<tr>
<td>CHCECE009</td>
<td>Use an approved learning framework to guide practice</td>
</tr>
<tr>
<td>CHCDIV002</td>
<td>Promote Aboriginal and / or Torres Strait Islander cultural safety</td>
</tr>
<tr>
<td>CHCECE001</td>
<td>Develop cultural competence</td>
</tr>
<tr>
<td>CHCECE006</td>
<td>Support behaviour of children and young people</td>
</tr>
<tr>
<td>CHCECE018</td>
<td>Nurture creativity in children</td>
</tr>
<tr>
<td>BSBWOR301</td>
<td>Organise personal work priorities and development</td>
</tr>
<tr>
<td>CHCPRT001</td>
<td>Identify and respond to children and young people at risk</td>
</tr>
</tbody>
</table>

CAREER OPPORTUNITIES & PATHWAYS

Successful completion of this qualification widens tertiary options including degree pathways. This course is industry recognised and industry supported. Students will have the opportunity to gain employment as an assistant in all childcare centres Australia-wide (provided they are 17 years of age), teacher aide to Year 3, nanny and children’s clubs.

VET PATHWAY: After completing the certificate III the student may consider completing the Diploma which opens the doors to employment as a Lead Educator or Director.

UNIVERSITY PATHWAY: Bachelor of Early Childhood, Bachelor of Education

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CERTIFICATE I IN EMPLOYMENT PATHWAYS

Vocational Education & Training  CODE: VWP

THIS COURSE IS BEING DELIVERED IN PARTNERSHIP WITH IVET INSTITUTE, RTO 40548

UPON COMPLETION OF THIS COURSE, CERTIFICATION WILL BE ISSUED BY IVET INSTITUTE

QUALIFICATION: 22280VIC CERTIFICATE I IN EMPLOYMENT PATHWAYS

COURSE OVERVIEW
This course is designed to provide you with the information, knowledge and skills to prepare you for employment in whatever field sparks your interests, whether it be a trade, finance, nursing, teaching, retail etc. Through this course you will conduct study relating to employment expectations, preparing to work, examining your strengths and limitations, career planning as well as participate in job seeking activities.

DURATION
One year

COURSE UNITS
To attain a Certificate I in Employment Pathways, 7 units must be achieved.

<table>
<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>VU21663</td>
<td>Develop personal effectiveness</td>
</tr>
<tr>
<td>VU21664</td>
<td>Prepare for employment</td>
</tr>
<tr>
<td>VU21665</td>
<td>Develop an action plan for career planning</td>
</tr>
<tr>
<td>BSBWHS201</td>
<td>Contribute to health and safety of self and others</td>
</tr>
<tr>
<td>BSBWOR202</td>
<td>Organise and complete daily work activities</td>
</tr>
<tr>
<td>BSBCMM201</td>
<td>Communicate in the workplace</td>
</tr>
<tr>
<td>FSKWTG09</td>
<td>Write routine workplace texts</td>
</tr>
</tbody>
</table>

Subject fees for students who undertake a VET Certificate in partnership with an external provider will not be refunded once the transfer of funds has occurred from the College to the external provider, and are subject to each organisation’s refund policy and procedure.

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CERTIFICATE II IN ENGINEERING PATHWAYS

Vocational Education & Training CODE: VEP

QUALIFICATION: MEM20413 CERTIFICATE II IN ENGINEERING PATHWAYS

COURSE OVERVIEW
This qualification delivers broad-based underpinning skills and knowledge in a range of engineering and manufacturing tasks which will enhance the graduates’ entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace.

DURATION
Two years

COURSE UNITS
To attain a Certificate II in Engineering Pathways, 12 units must be achieved.

UNIT CODE   UNIT NAME
MEM13014A   Apply principles of occupational health and safety in the work environment
MEMPE005A   Develop a career plan for the engineering and manufacturing industry
MEMPE006A   Undertake a basic engineering project
MSMENV272   Participate in environmentally sustainable work practices
MEM16006A   Organise and communicate information
MEM18001C   Use hand tools
MEM18002B   Use power tools/hand held operations
MEMPE001A   Use engineering workshop machines
MEMPE002A   Use electric welding machines
MEMPE003A   Use oxy-acetylene and soldering equipment
MEMPE004A   Use fabrication equipment
MSMSUP106   Work in a team

CAREER OPPORTUNITIES & PATHWAYS
Achievement of competence in units: MEM13014A Apply principles of occupational health and safety in a work environment; MSAPMSUP106A Work in a team; MEM16006A Organise and communicate information; MEM16008A Interact with computing technology; MSAENV272B Participate in environmentally sustainable work practices; MEM18001C Use hand tools; and MEM18002B Use power tools/hand held operations, will provide credit towards a range of manufacturing and engineering trade and production qualifications.

Achievement of competence in all of the other units will provide advanced progress towards reaching competence in units contained in other metal and engineering qualifications.

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CERTIFICATE III IN EVENTS
Vocational Education & Training   CODE: VEV

QUALIFICATION: SIT30516 CERTIFICATE III IN EVENTS

COURSE OVERVIEW
This qualification reflects the role of individuals who use a range of well-developed events administration or operational skills and knowledge to complete event-related work activities. Using discretion and judgement, they work with some independence under the guidance of more senior event personnel, using plans, policies and procedures to guide work activities.

Events are diverse in nature and this qualification provides a pathway to work for event or exhibition organisations operating in a range of industries including the tourism and travel, hospitality, sport, cultural and community sectors.

The diversity of employers includes event or exhibition management companies, event venues, or organisations that organise their own events. Work could be undertaken in an office environment where the planning of events takes place, on-site at venues where events are staged or a combination of both.

DURATION
One – Two years depending on timetable

COURSE UNITS

<table>
<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITEEVT001</td>
<td>Source and use information on the events industry</td>
</tr>
<tr>
<td>SITXCOM002</td>
<td>Show social and cultural sensitivity</td>
</tr>
<tr>
<td>SITXWHS001</td>
<td>Participate in safe work practices</td>
</tr>
<tr>
<td>SITXCCS006</td>
<td>Provide service to customers</td>
</tr>
<tr>
<td>BSBWOR203</td>
<td>Work effectively with others</td>
</tr>
<tr>
<td>SITEEVT002</td>
<td>Process and monitor event registrations</td>
</tr>
<tr>
<td>SITEEVT003</td>
<td>Coordinate on-site event registrations</td>
</tr>
<tr>
<td>SITEEVT004</td>
<td>Provide event staging support</td>
</tr>
<tr>
<td>SITXCOM004</td>
<td>Address protocol requirements</td>
</tr>
<tr>
<td>SITXHRM001</td>
<td>Coach others in job skills</td>
</tr>
<tr>
<td>SITXWHS002</td>
<td>Identify hazards, assess and control safety risks</td>
</tr>
<tr>
<td>SISXIND006</td>
<td>Conduct sport, fitness or recreation events</td>
</tr>
<tr>
<td>CHCVOL001</td>
<td>Be an effective volunteer</td>
</tr>
</tbody>
</table>

CAREER OPPORTUNITIES & PATHWAYS
After achieving the Certificate III in Events, individuals could progress to Certificate IV in Events, or to Certificate IV qualifications in any service industry field.

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CERTIFICATE III IN FITNESS

Vocational Education & Training  CODE: VPT

THIS COURSE IS BEING DELIVERED IN PARTNERSHIP WITH FITEDUCATION, RTO 32155

UPON COMPLETION OF THIS COURSE, CERTIFICATION WILL BE ISSUED BY FIT EDUCATION

QUALIFICATION: SIS30315 CERTIFICATE III IN FITNESS

COURSE OVERVIEW

This qualification provides the skills and knowledge for an individual to be competent in a range of activities and functions requiring autonomous work within a defined range of exercise instruction situations and activities. Students are expected to successfully complete all units of competency listed below during the one year course of study to be awarded the Certificate III in Fitness. Upon successful completion of this course, students will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, and conducting group fitness sessions in community and commercial fitness settings.

DURATION

One year

COURSE UNITS

To attain a Certificate III in Fitness, 16 units of competency must be achieved.

<table>
<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>SISXFAC001</td>
<td>Maintain equipment for activities</td>
</tr>
<tr>
<td>HLTWHS001</td>
<td>Participate in workplace health and safety</td>
</tr>
<tr>
<td>SISFFIT004</td>
<td>Incorporating anatomy and physiology principles into fitness programming</td>
</tr>
<tr>
<td>SISFFIT001</td>
<td>Provide health screening and fitness orientation</td>
</tr>
<tr>
<td>SISFFIT006</td>
<td>Conduct fitness appraisals</td>
</tr>
<tr>
<td>SIXIND001</td>
<td>Work effectively in sport, fitness and recreation environments</td>
</tr>
<tr>
<td>SIXCCS001</td>
<td>Provide quality service</td>
</tr>
<tr>
<td>SISFFIT005</td>
<td>Provide healthy eating information</td>
</tr>
<tr>
<td>SISFFIT003</td>
<td>Instruct fitness programs</td>
</tr>
<tr>
<td>SISSSTC301A</td>
<td>Instruct strength and conditioning techniques</td>
</tr>
<tr>
<td>SISFFIT002</td>
<td>Recognise and apply exercise considerations for specific populations</td>
</tr>
<tr>
<td>SISFFIT014</td>
<td>Instruct exercise to older clients</td>
</tr>
<tr>
<td>SISFFIT007</td>
<td>Instruct group exercise sessions</td>
</tr>
<tr>
<td>SISFFIT011</td>
<td>Instruct approved community fitness programs</td>
</tr>
<tr>
<td>BSBRSK401</td>
<td>Identify risk and apply risk management programs</td>
</tr>
<tr>
<td>HLTAIM003</td>
<td>Provide first aid</td>
</tr>
</tbody>
</table>

ASSESSMENT TECHNIQUES

Assessment will be delivered using a variety of techniques, including:

- Practical assessment
- Written tasks
- Exams
- Teacher observation
- Teacher questioning

SPECIAL REQUIREMENTS

Students should have a high level of knowledge of sport and a high level of ability in playing sport and/or a significant interest in playing or administration of sport.

CAREER OPPORTUNITIES & PATHWAYS

The Certificate III in Fitness is an entry-level program that leads to expertise in sport and recreation. Graduates would be highly suited to entry-level positions such as Fitness Instructor, Fitness Trainer, Fitness Specialist, PCYC/Gym Instructors and Coaching & Sports Trainees. This course also provides a pathway to careers in sport and health science at University by establishing a track record in tertiary education.

TAFE: Certificate IV and Diploma in related industry areas including Sport and Recreation, Community Recreation, Fitness, Sport Development, Sport Coaching, Sport Trainer.


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CERTIFICATE I IN HOSPITALITY

Vocational Education & Training  CODE: VHZ

QUALIFICATION: SIT10216 CERTIFICATE I IN HOSPITALITY

COURSE OVERVIEW
This qualification provides the skills and knowledge for an individual to be competent in a range of activities and functions requiring basic operational knowledge and limited practical skills in a defined context within the hospitality industry. Work will be undertaken in the classroom, the college kitchens and various college campus functions. Individuals may work with some autonomy or in a team but usually under close supervision.

DURATION
One year

COURSE UNITS
To attain a Certificate I in Hospitality, 6 units of competency must be completed.

<table>
<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWOR203</td>
<td>Work effectively with others</td>
</tr>
<tr>
<td>SITXCCS001</td>
<td>Provide customer information and assistance</td>
</tr>
<tr>
<td>SITXWHS001</td>
<td>Participate in safe work practices</td>
</tr>
<tr>
<td>BSBITU201</td>
<td>Produce simple word processed documents</td>
</tr>
<tr>
<td>TIE1005</td>
<td>Carry out basic workplace calculations</td>
</tr>
<tr>
<td>SITXFS001</td>
<td>Use hygienic practices for food safety</td>
</tr>
</tbody>
</table>

ASSESSMENT TECHNIQUES
Assessment will include practical demonstrations, team tasks, observation checklists, knowledge tests, internet research, oral presentations and work place simulations.

SPECIAL REQUIREMENTS
All units of competency must be achieved to receive the full certificate.

CAREER OPPORTUNITIES & PATHWAYS
Possible career opportunities include:
Bar attendant  Housekeeping attendant
Bottle shop attendant  Porter
Catering assistant  Receptionist or front office assistant
Food and beverage attendant  Gaming attendant

Successful completion of this Certificate will allow articulation into a range of other Certificate II level qualifications in this Vocational Training Area.

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CERTIFICATE II IN HOSPITALITY

Vocational Education & Training  CODE: VHT

THIS COURSE IS BEING DELIVERED IN PARTNERSHIP WITH EAST COAST TAFE, RTO 0275

UPON COMPLETION OF THIS COURSE, CERTIFICATION WILL BE ISSUED BY SUNSHINE COAST TAFE

QUALIFICATION: SIT20316 CERTIFICATE II IN HOSPITALITY

COURSE OVERVIEW
This qualification will be delivered in partnership with the Sunshine Coast Institute of TAFE. An asterisk (*) indicates which units will be delivered by TAFE. This qualification provides the skills and knowledge for an individual to be competent in a range of activities and functions requiring basic operational knowledge and limited practical skills in a defined context. Work would be undertaken in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops. Individuals may work with some autonomy or in a team but usually under close supervision.

DURATION
One year

COURSE UNITS
To attain a Certificate II in Hospitality, 12 units of competency must be completed.

UNIT CODE  UNIT NAME
BSBWOR203  Work effectively with others
SITHIND002  Source and use information on the hospitality industry
SITXCCS003  Interact with customers
SITXCOM002  Show social and cultural sensitivity
SITXWHS001  Participate in safe work practices
SITHIND003  Use hospitality skills effectively* (with our industry partner)
SITHGAM001  Provide responsible gambling services
TLIE1005  Carry out basic workplace calculations
SITHFAB002  Provide responsible service of alcohol*
SITHFAB004  Prepare and serve non-alcoholic beverages
SITHFAB005  Prepare and serve espresso coffee
SITXFSA001  Use hygienic practices for food safety

ASSESSMENT TECHNIQUES
Assessment will include practical demonstrations, team tasks, observation checklists, knowledge tests, internet research, oral presentations, work place simulations, work experience and café work.

SPECIAL REQUIREMENTS
All units of competency must be achieved to receive the full certificate. This certificate will require students to participate in Structured Work Placement and this may involve attending an industry related work site out of normal school hours. Split shifts may be required as part of this Structured Work Placement. Transport to and from work site may incur additional costs.

CAREER OPPORTUNITIES & PATHWAYS
Possible career opportunities include:
Bar attendant  Housekeeping attendant
Bottle shop attendant  Porter
Catering assistant  Receptionist or front office assistant
Food and beverage attendant  Gaming attendant

Successful completion of this Certificate will allow articulation into a range of other Certificate III level qualifications in this Vocational Training Area.

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Date Published: 17/08/2018  External RTO Partnership
Correct at time of publication but subject to change.
CERTIFICATE I IN INFORMATION, DIGITAL MEDIA AND TECHNOLOGY

Vocational Education & Training  CODE: VIT

QUALIFICATION: ICT10115 CERTIFICATE I IN INFORMATION, DIGITAL MEDIA AND TECHNOLOGY

COURSE OVERVIEW
http://training.gov.au – Please refer to the training.gov.au website for specific information about the qualification. The Certificate I is a standalone qualification that allows individuals to develop basic ICT skills and knowledge to prepare for work. Students work through a range of tasks in a project based scenario.

DURATION
One term

COURSE UNITS
To attain a Certificate I in Information, Digital Media and Technology, 6 units must be achieved:
4 Core units
2 Elective units

<table>
<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICTICT101</td>
<td>Operate a personal computer</td>
</tr>
<tr>
<td>ICTICT102</td>
<td>Operate word processing applications</td>
</tr>
<tr>
<td>ICTICT103</td>
<td>Use, communicate and search securely on the internet</td>
</tr>
<tr>
<td>ICTICT104</td>
<td>Use digital devices</td>
</tr>
<tr>
<td>ICTICT105</td>
<td>Operate spreadsheet applications</td>
</tr>
<tr>
<td>ICTICT106</td>
<td>Operate presentation packages</td>
</tr>
</tbody>
</table>

ASSESSMENT TECHNIQUES
The emphasis in this subject is on completing tasks in a competent manner. Assessment will be delivered using a variety of techniques:
Project
Computing Tasks
Folio of Collected Evidence of Competency
Students must achieve competency at every task in order to be issued with a full certificate at the completion of this course.

SPECIAL REQUIREMENTS
Nil

CAREER OPPORTUNITIES AND PATHWAYS
Articulation into:
Certificate II in Information, Digital Media and Technology
Certificate III in Information, Digital Media and Technology
Other specific children’s services qualifications available at http://training.gov.au

Employment outcomes are limited and individuals are strongly advised that in order to meet the entry-level requirements of this industry, the Certificate II in Information, Digital Media and Technology should be undertaken.

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CERTIFICATE II IN INFORMATION, DIGITAL MEDIA AND TECHNOLOGY

Vocational Education & Training CODE: VDN

QUALIFICATION: ICT20115 CERTIFICATE II IN INFORMATION, DIGITAL MEDIA AND TECHNOLOGY

COURSE OVERVIEW
The Certificate II in Information, Digital Media and Technology qualification provides the foundation ICT skills and knowledge for an individual to be an effective ICT user or employee. This qualification has a fundamental ICT knowledge and skills base which is pivotal for all other qualifications in the ICT field.

DURATION
One – two years depending upon student timetable.

COURSE UNITS
To attain a Certificate II in Information, Digital Media and Technology, 14 units must be achieved:

<table>
<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWHS201</td>
<td>Contribute to health and safety of self and others</td>
</tr>
<tr>
<td>BSBSUS201</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
<tr>
<td>ICTICT201</td>
<td>Use computer operating systems and hardware</td>
</tr>
<tr>
<td>ICTICT202</td>
<td>Work and communicate effectively in an ICT environment</td>
</tr>
<tr>
<td>ICTICT203</td>
<td>Operate application software packages</td>
</tr>
<tr>
<td>ICTICT204</td>
<td>Operate a digital media technology package</td>
</tr>
<tr>
<td>ICTICT205</td>
<td>Design basic organisational documents using computing packages</td>
</tr>
<tr>
<td>ICTICT207</td>
<td>Integrate commercial computing packages</td>
</tr>
<tr>
<td>ICTICT210</td>
<td>Operate database applications</td>
</tr>
<tr>
<td>ICPDMT321</td>
<td>Capture a digital image</td>
</tr>
<tr>
<td>BSBITU201</td>
<td>Produce simple word processed documents</td>
</tr>
<tr>
<td>ICPDMT263</td>
<td>Access and use the Internet</td>
</tr>
<tr>
<td>BSBITU202</td>
<td>Create and use spreadsheets</td>
</tr>
</tbody>
</table>

ASSESSMENT TECHNIQUES
The emphasis in this subject is on completing tasks in a competent manner. Assessment will be delivered using a variety of techniques:
- Projects
- Computing Tasks
- Written and Practical Activities
- Teacher Observation
- Folio of Collected Evidence of Competency

Students must achieve competency at every task in order to be issued with a full certificate at the completion of this course.

SPECIAL REQUIREMENTS
Nil

CAREER OPPORTUNITIES & PATHWAYS
Articulation into:
- ICT30115 Certificate III in Information, Digital Media and Technology
- ICT40115 Certificate IV in Information, Digital Media and Technology

Employment outcomes are limited and individuals are strongly advised that in order to meet the entry-level requirements of this industry, the Certificate III in Information, Digital Media and Technology should be undertaken.

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CERTIFICATE III IN INFORMATION, DIGITAL MEDIA AND TECHNOLOGY

Vocational Education & Training   CODE: ZDA & ZDB

QUALIFICATION: ICT30115 CERTIFICATE III IN INFORMATION, DIGITAL MEDIA AND TECHNOLOGY

COURSE OVERVIEW
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.

DURATION
One – two years depending on timetable.

COURSE UNITS
To attain a Certificate III in Information, Digital Media and Technology, 17 units of competency must be achieved.

UNIT CODE   UNIT NAME
BSBWHS304   Participate effectively in WHS communication and consultation processes
BSBSUS401   Implement and monitor environmentally sustainable work practices
ICTICT202   Work and communicate effectively in an ICT environment
ICTICT301   Create user documentation
ICTICT302   Install and optimise operating system software
ICTSAS301   Run standard diagnostic tests
ICTNWK301   Provide network systems administration
ICTNWK302   Determine and action network problems
ICTNWK304   Administer network peripherals
ICTNWK305   Install and manage network protocols
ICTSAS307   Install, configure and secure a small office or home office network
ICTWEB201   Use social media tools for collaboration and engagement
ICTWEB301   Create a simple markup language document
ICTICT203   Operate application software packages
ICTICT308   Use advanced features of computer applications
ICTWEB303   Produce digital images for the web
CUAANM301   Create 2D digital animation

CAREER OPPORTUNITIES & PATHWAYS
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.

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CERTIFICATE II IN MANUFACTURING TECHNOLOGY

Vocational Education & Training  CODE: VMY

QUALIFICATION: MSM20216 CERTIFICATE II IN MANUFACTURING TECHNOLOGY

COURSE OVERVIEW
This course draws upon the fundamental principles of Occupational Health and Safety, Work Planning, Timber Industries, Metal Industries, Plastic/Composite Industries and Drawing Interpretation. This course consists mainly of practical skill development with some written related to practical experience.

DURATION
Two years

COURSE UNITS
To attain a Certificate II in Manufacturing Technology, 10 units of competency must be achieved.

5 core units
5 elective units

UNIT CODE  UNIT NAME
MSAENV272  Participate in environmentally sustainable work practices
MSMWHS200  Work safely
MSS402001  Apply competitive systems and practices
MSS402051  Apply quality standards
MSS402080  Undertake root cause analysis
MSS402002  Sustain process improvements
MSMPCIi295  Operate manufacturing equipment
MSMPCIi296  Make a small furniture item from timber
MSMOPS101  Make measurements
MSFFM2006  Hand make timber joints

ASSESSMENT TECHNIQUES
Assessment will be delivered using a variety of techniques, including:
- Practical assessment
- Written tasks
- Exams
- Teacher observation
- Teacher questioning

CAREER OPPORTUNITIES & PATHWAYS
The Certificate II in Manufacturing Technology is an entry-level program that leads to a variety of industry outcomes. Graduates would be highly suited to entry-level positions in various timber and metal manufacturing industries.

SPECIAL REQUIREMENTS
Students must have access to their own computer at home or school and have basic to intermediate knowledge of Microsoft Office. Keyboarding skills required, together with the ability to produce text documents and emails.

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CERTIFICATE III IN SPORT AND RECREATION

Vocational Education & Training CODE: ZRA & ZRB

THIS COURSE IS BEING DELIVERED IN PARTNERSHIP WITH IVET INSTITUTE, RTO 40548

UPON COMPLETION OF THIS COURSE, CERTIFICATION WILL BE ISSUED BY IVET INSTITUTE

QUALIFICATION: SIS30115 CERTIFICATE III IN SPORT AND RECREATION

COURSE OVERVIEW


This qualification provides the skills and knowledge for an individual wishing to work in the sport and recreation industry in a generalist capacity. Likely functions for someone with this qualification can include providing support in the provision of sport and recreation programs, grounds and facilities maintenance, routine housekeeping, retail and customer service assistance, administrative assistance or bar and café service in a location such as fitness centre, outdoor sporting grounds or complexes or aquatic centres. All job roles are performed under supervision.

DURATION

One or two years depending on student timetable.

COURSE UNITS

To attain a Certificate III in Sport and Recreation, 15 units of competency must be achieved.

<table>
<thead>
<tr>
<th>UNITS CODE</th>
<th>UNIT NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWOR301</td>
<td>Organise personal work priorities and development</td>
</tr>
<tr>
<td>HLTAID003</td>
<td>Provide first aid</td>
</tr>
<tr>
<td>HLTWHS001</td>
<td>Participate in workplace health and safety</td>
</tr>
<tr>
<td>ICTWEB201</td>
<td>Use social media tools for collaboration and engagement</td>
</tr>
<tr>
<td>SISXCAI003</td>
<td>Conduct non-instructional sport, fitness or recreation sessions</td>
</tr>
<tr>
<td>SISXCS001</td>
<td>Provide quality service</td>
</tr>
<tr>
<td>SISXEMR001</td>
<td>Respond to emergency situations</td>
</tr>
<tr>
<td>SISSSOF101</td>
<td>Develop and update officiating knowledge</td>
</tr>
<tr>
<td>SISXIND006</td>
<td>Conduct sport, fitness or recreation events</td>
</tr>
<tr>
<td>BSBWHS303</td>
<td>Participate in WHS hazard identification, risk assessment and risk control</td>
</tr>
<tr>
<td>SISSSCO101</td>
<td>Develop and update knowledge of coaching practices</td>
</tr>
<tr>
<td>SISSSPT303A</td>
<td>Conduct basic warm-up and cool down programs</td>
</tr>
<tr>
<td>SISXCAI004</td>
<td>Plan and conduct programs</td>
</tr>
<tr>
<td>SISXCAI006</td>
<td>Facilitate groups</td>
</tr>
<tr>
<td>SISXRES002</td>
<td>Educate user groups</td>
</tr>
</tbody>
</table>

Elective units are subject to change prior to the commencement of the 2019 school year. This is to ensure a) school delivery and b) alignment to current industry practices, is at its optimum.

ASSESSMENT TECHNIQUES

Assessment will be delivered using a variety of techniques, including:

• Practical assessment  • Written tasks  • Exams  • Teacher observation  • Teacher questioning

SPECIAL REQUIREMENTS

Students should have some knowledge of sport and a reasonable ability in playing sport and/or a significant interest in playing or administration of sport. Students wishing to be a part of the Football/Futsal or Touch Football Academy class will need to apply and trial.

*If a student has an appropriate First Aid qualification that is current at the time of completion of the course the cost of this course will be deducted from their fees.

CAREER OPPORTUNITIES & PATHWAYS

The Certificate III in Sport and Recreation is an entry-level program that leads to expertise in sport and recreation. Graduates would be highly suited to entry-level positions such as recreation assistant, administration assistant, grounds assistant, retail assistant. This course also provides a pathway to careers in sport and health science at University by establishing a track record in tertiary education.

TAFE: Certificate IV and Diploma in related industry areas including Sport and Recreation, Community Recreation, Fitness, Sport Development, Sport Coaching, Sport Trainer.

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Date Published: 6/09/2019

Correct at time of publication but subject to change.
CERTIFICATE II IN TOURISM
Vocational Education & Training   CODE: VTR

QUALIFICATION: SIT20116 CERTIFICATE II IN TOURISM

COURSE OVERVIEW
This qualification provides students with the skills and knowledge to be competent in a defined range of basic tourism technical skills. Individuals with this qualification are able to work in many tourism industry sectors and enterprise types including retail travel agencies, tour wholesalers, tour operators, attractions and cultural and heritage sites as well as the many small tourism business requiring multi-skilled employees.
The qualification recognises the diversity of tourism operations and the increasing industry trend for operators to provide specialised tourism products.

DURATION
One or two years depending upon student timetable.

COURSE UNITS
To attain a Certificate II in Tourism, 11 units of competency must be achieved.

UNIT CODE   UNIT NAME
SITXCOM002   Show social and cultural sensitivity
SITXCCS003   Interact with customers
SITXWHS001   Participate in safe work practices
SITTTIND001   Source and use information on the tourism and travel industry
SITTTSSL001   Source and use information on the tourism and travel industry
SITTTSSL002   Access and interpret product information
SITTTSSL004   Provide advice on Australian destinations
SITXCCS002   Provide visitor information
SITXCOM001   Source and present information
SITXCOM003   Provide a briefing or scripted commentary
SITTTSSL005   Sell tourism products and services*

*May be used subject to availability of work placement and resources

This course is completed in one year and can be completed in either Year 11 or 12.

ASSESSMENT TECHNIQUES
Assessment will be delivered using a variety of techniques, including:
Practical assessment
Written tasks
Exams
Teacher observation
Teacher questioning
Work placement

SPECIAL REQUIREMENTS
Students should have a high level of interest in the industry area of Tourism.
Work placement is a compulsory component of this course

CAREER OPPORTUNITIES & PATHWAYS
The Certificate II in Tourism is an entry-level program that leads to a variety of industry outcomes. Graduates would be highly suited to entry-level positions such as office assistant for a small tour operator, documentation clerk for a tour wholesaler, receptionist and office assistant in a professional conference organiser, receptionist and office assistant in a retail travel agency, retail sales assistant in an attraction, museum attendant, ride attendant in an attraction.
This course also provides a pathway to further study and careers in specific tourism industry sectors. Specialist certificate III tourist qualifications should be selected for the appropriate job outcome, e.g. guiding, travel consultancy or tour coordination.

TAFE: Certificate III in Tourism, Diploma of Tourism

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CERTIFICATE III IN TOURISM

Vocational Education & Training   CODE: VTM / ZTA & ZTB

QUALIFICATION: SIT30116 CERTIFICATE III IN TOURISM

COURSE OVERVIEW
This qualification reflects the role of individuals who use a range of well-developed tourism service, sales or operational skills. They use discretion and judgement 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.

DURATION
One – Two years depending on timetable

COURSE UNITS
To attain a Certificate III in Tourism, 15 units of competency must be achieved.

UNIT CODE   UNIT NAME
SITTIND001   Source and use information in the tourism and travel industry
SITXCOM002   Show social and cultural sensitivity
SITXWHS001   Participate in safe work practices
SITXCCS006   Provide service to customers
SITTTSL003   Provide advice on international destinations
SITTTSL009   Process travel-related documentation
SITXMPR002   Create a promotional display or stand
SITTTSL001   Operate an online information system
SITXCOM003   Provide a briefing or scripted commentary
SITTTSL005   Sell tourism products and services
SITTTSL002   Access and interpret product information
SITXCCS002   Provide visitor information
SITXFIN001   Process financial transactions
SITTTSL004   Provide advice on Australian destinations
SITXCOM001   Source and present information

CAREER OPPORTUNITIES & PATHWAYS
After achieving the Certificate III in Tourism, individuals could progress to Certificate IV in Travel and Tourism, or to Certificate IV qualifications in any service industry field.

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CERTIFICATE III IN VISUAL ARTS

Vocational Education & Training   CODE: VAC / ZAA & ZAB

QUALIFICATION: CUA31115 CERTIFICATE III IN VISUAL ARTS

DURATION
One or two years depending upon student timetable.

COURSE OVERVIEW
This unit provides students with the opportunity to develop the necessary skills in a range of Fine Art disciplines such as painting, drawing, printmaking, sculpture, fibre arts, ceramics, installation, jewellery smithing, and performance. This unit could focus on one or more of the disciplines.

COURSE UNITS

<table>
<thead>
<tr>
<th>UNIT CODE</th>
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</tr>
</thead>
<tbody>
<tr>
<td>BSBWHS201</td>
<td>Contribute to health and safety of self and others</td>
</tr>
<tr>
<td>CUAACD201</td>
<td>Develop drawing skills to communicate ideas</td>
</tr>
<tr>
<td>CUAPPR301</td>
<td>Produce creative work</td>
</tr>
<tr>
<td>CUARES301</td>
<td>Apply knowledge of history and theory to own arts practice</td>
</tr>
<tr>
<td>BSBD77201</td>
<td>Follow a design process</td>
</tr>
<tr>
<td>CUACER301</td>
<td>Produce ceramics</td>
</tr>
<tr>
<td>CUADRA201</td>
<td>Develop drawing skills</td>
</tr>
<tr>
<td>CUAPAI201</td>
<td>Develop painting skills</td>
</tr>
<tr>
<td>CUAPRI301</td>
<td>Produce prints</td>
</tr>
<tr>
<td>CUAPPAI01</td>
<td>Produce paintings</td>
</tr>
<tr>
<td>CUAPPR407</td>
<td>Select and prepare creative work for exhibition</td>
</tr>
<tr>
<td>CUAPHI302</td>
<td>Capture photographic images</td>
</tr>
</tbody>
</table>

ASSESSMENT TECHNIQUES
An assessment technique is a strategy for assessing student work and forms part of an assessment instrument. Techniques include: teacher observation, checklist, peer assessment and self-assessment, student-teacher consultation, improvisation, short responses (written or oral), demonstrations, performances, presentations.

SPECIAL REQUIREMENTS
VET programs, whether delivered by schools or other institutions, should include quality work placement for a number of reasons. Therefore, it is strongly recommended that students are given the opportunity for work placement: the equivalent of 10 days for Certificate I level and 20 days for Certificate II level. This could include part-time, paid or unpaid work.

CAREER OPPORTUNITIES & PATHWAYS
Certificate IV in Visual Arts
Diploma of Visual Arts

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