



Board Endorsed

Stage 6 Course Description

Industry-based Learning

from the
**On-the-job training component of
School-Based Apprenticeships
or
Traineeships**

for implementation with the cohort of school-based trainees and apprentices
commencing in 2007

© 2006 Copyright Board of Studies NSW the for and on behalf of the Crown in right of the State of New South Wales.

This document contains Material prepared by the Board of Studies NSW for and on behalf of the State of New South Wales. The Material is protected by Crown copyright.

All rights reserved. No part of the Material may be reproduced in Australia or in any other country by any process, electronic or otherwise, in any material form or transmitted to any other person or stored electronically in any form without the prior written permission of the Board of Studies NSW, except as permitted by the *Copyright Act* 1968. School students in NSW and teachers in schools in NSW may copy reasonable portions of the Material for the purposes of bona fide research or study.

When you access the Material you agree:

- to use the Material for information purposes only
- to reproduce a single copy for personal bona fide study use only and not to reproduce any major extract or the entire Material without the prior permission of the Board of Studies NSW
- to acknowledge that the Material is provided by the Board of Studies NSW
- not to make any charge for providing the Material or any part of the Material to another person or in any way make commercial use of the Material without the prior written consent of the Board of Studies NSW and payment of the appropriate copyright fee
- to include this copyright notice in any copy made
- not to modify the Material or any part of the Material without the express prior written permission of the Board of Studies NSW.

The Material may contain third party copyright materials such as photos, diagrams, quotations, cartoons and artworks. These materials are protected by Australian and international copyright laws and may not be reproduced or transmitted in any format without the copyright owner's specific permission. Unauthorised reproduction, transmission or commercial use of such copyright materials may result in prosecution.

The Board of Studies has made all reasonable attempts to locate owners of third party copyright material and invites anyone from whom permission has not been sought to contact the Copyright Officer, ph (02) 9367 8289, fax (02) 9279 1482.

Published by Board of Studies NSW
GPO Box 5300
Sydney NSW 2001
Australia

Tel: (02) 9367 8111
Fax: (02) 9367 8484
Internet: <http://www.boardofstudies.nsw.edu.au>

ISBN 978 1 7414 74949

2006689

Contents

1	The Higher School Certificate Program of Study	4
2	School-based Apprenticeships and Traineeships in New South Wales.....	4
3	Eligibility	4
4	Rationale	5
5	Aim	5
6	Objectives.....	5
7	Outcomes	6
8	Course Requirements and Structure	7
9	Course Completion Requirements.....	7
10	Evidence of Industry-based Learning.....	7
	10.1 The Log.....	7
	10.2 The Journal.....	8
11	Assessment of Evidence of Industry-based Learning.....	8
12	Preliminary and HSC Unit Credit.....	8
13	Links with Other HSC Courses	8

1 The Higher School Certificate Program of Study

The purpose of the Higher School Certificate program of study is to:

- provide a curriculum structure which encourages students to complete secondary education
- foster the intellectual, social and moral development of students, in particular developing their:
 - knowledge, skills, understanding and attitudes in the fields of study they choose
 - capacity to manage their own learning
 - desire to continue learning in formal or informal settings after school
 - capacity to work together with others
 - respect for the cultural diversity of Australian society
- provide a flexible structure within which students can prepare for:
 - further education and training
 - employment
 - full and active participation as citizens
- provide formal assessment and certification of students' achievements
- provide a context within which schools also have the opportunity to foster students' physical and spiritual development.

2 School-based Apprenticeships and Traineeships in New South Wales

From 2007 school-based apprenticeships and traineeships in New South Wales will:

- be integrated within the Higher School Certificate
- be established under a training contract
- be governed by appropriate industrial arrangements
- be regulated under the *Apprenticeship and Traineeship (A&T) Act 2001* (NSW)
- be inclusive of on-the-job and off-the-job training
- comprise a minimum of 100 days on-the-job component across a two year period.

In addition, school-based apprenticeships will be undertaken at a minimum Certificate III Australian Qualifications Framework (AQF) qualification level, as specified in the relevant Vocational Training Order (VTO). It is envisaged that, post-school, school-based apprentices will progress to a full time apprenticeship with their employer.

Information on school-based apprenticeships and traineeships in NSW is available on the NSW Department of Education and Training apprenticeships and traineeships website (<http://apprenticeship.det.nsw.edu.au/index1.htm>).

3 Eligibility

Industry-Based Learning is a 240 Hour (2 unit x 2 years) Stage 6 Board Endorsed Course which is only available for students:

- with an approved school-based apprenticeship or traineeship training contract, and
- who are also entered for the appropriate HSC VET course(s) for the formal off-the-job training component of the school-based apprenticeship or traineeship.

4 Rationale

The purpose of this course is to enable students to demonstrate the additional knowledge, understandings, skills, values and attitudes they develop from the on-the-job training component of a school-based apprenticeship or traineeship. It will provide a degree of flexibility for school-based apprentices and trainees within the Higher School Certificate. It will assist in addressing the challenges faced by students who concurrently undertake the Higher School Certificate and formal industry training. Across the minimum 100 days of on-the-job attendance students will have the opportunity to develop competencies toward their apprenticeship or traineeship as well as develop knowledge, understanding, skills, values and attitudes related to enterprise, work and employability.

5 Aim

By engaging in on-the-job training, students will develop knowledge, understandings, values and attitudes about enterprise, work and industry and a range of employability related skills valued within and beyond the workplace. Students will gain experiences that can be applied to a range of contexts including work, study and leisure, and which can assist them in making informed career decisions.

6 Objectives

Students will:

1. develop knowledge and understanding about the nature of enterprise and work
2. develop knowledge and understanding about the industry and workplace(s) in which they are working and training
3. develop a range of skills relating to employability
4. value and appreciate personal attributes that contribute to overall employability
5. value and appreciate the range of behaviours and attitudes appropriate to work.

7 Outcomes

Table 1 Mapping Outcomes to Objectives

Objectives	Course Outcomes
Students will:	Students:
1. develop knowledge and understanding about the nature of work and enterprise	1.1 understand work and enterprise
2. develop knowledge and understanding about the industry and workplace(s) in which they are working and training	2.1 understand the relationship between workplace and the broader industry 2.2 understand the pathways for work, education and training in the industry 2.3 understand the contribution of the industry to the Australian society and economy
3. develop a range of skills relating to employability	3.1 demonstrate skills in communication and teamwork 3.2 demonstrate skills in initiative, problem-solving and enterprise 3.3 demonstrate skills in planning, organising and self-managing 3.4 demonstrate skills in life-long learning and technology
4. value and appreciate personal attributes that contribute to overall employability	4.1 identify and appreciate the personal attributes that contribute to overall employability
5. value and appreciate the range of behaviours and attitudes appropriate to work	5.1 identify and appreciate the range of behaviours appropriate to work 5.2 identify and appreciate appropriate attitudes towards work 5.3 identify and appreciate the ethical and social responsibility dimensions of work

8 Course Requirements and Structure

Students must present for assessment evidence of the learning related to the course outcomes they have achieved whilst in the workplace (refer to Section 10).

To be accredited for a total of 4 units a student must submit their evidence for assessment on a regular basis from 6 to 10 times across a two-year period of HSC study.

Students may be accredited with 2 units of credit if they submit their evidence for assessment on a regular basis from 3 to 5 times across any twelve month period of HSC study.

With each successive submission, an increasing level of complexity and sophistication in the evidence presented related to the course outcomes should be evident.

The structure of courses includes:

- BOS Course Number (19905) credited for 2 units by 2 years (Year 11 to 12) for a total of 4 units
- BOS Course Number (19900) credited for 2 units by 1 year (Year 11 or 12).

9 Course Completion Requirements

For a student to be considered to have satisfactorily completed this course there must be sufficient evidence that the student has:

- followed the course endorsed by the Board
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course
- achieved some or all of the course outcomes, and
- met the on-the-job attendance requirements contained within the approved school-based apprenticeship or traineeship training plan.

10 Evidence of Industry-based Learning

It is intended that the evidence of industry-based learning will be built up across the on-the-job training attendance requirement.

The evidence of Industry-Based Learning will consist of two parts:

- a **log** of those tasks and activities which have been undertaken in the workplace which are related to the course outcomes, and
- a reflective and self-descriptive **journal** of learning related to the course outcomes which has developed from the on-the-job training component of the school-based apprenticeship or traineeship.

10.1 The Log

The log of workplace tasks and activities undertaken must be maintained on a regular basis and include:

- a brief description by the student of the tasks and activities undertaken, and
- verification that these tasks and activities have been undertaken.

10.2 The Journal

The journal of learning will complement the log by providing, on a regular basis, a record of what has been learned from the workplace related to the course outcomes. This record will be different from the record of competencies achieved which is required by the RTO. The journal will not only describe what has been learned but its usefulness and applicability to the apprentice or trainee in the workplace. The journal will be in the apprentice or trainees' own words and comprise:

- a synthesis of what has been learned
- a reflection on the tasks and activities undertaken
- an evaluation of the experiences gained in workplace, and
- synthesis of what has been learned related to the course outcomes.

11 Assessment of Evidence of Industry-based Learning

The evidence of Industry-Based Learning will be assessed by the school. In managing the development of the log and journal by the student, it is anticipated that the school teacher will mentor the student's on-the-job placement by regularly meeting with the student.

The school should establish clear communication channels to ensure that the employer is aware of the requirements of this course and able to support the student in achieving the course outcomes.

The school is required to develop an assessment program indicating when the evidence of industry-based learning will be assessed. In this way the student's time-management and project-management skills may be monitored and developed. The assessment schedule/plan should include milestones designed to assist student understanding of what is required and to set timeframes for the regular submission of work. The final outcome of the assessment program will be a decision by the school as to whether or not the student has satisfactorily completed the course.

12 Preliminary and HSC Unit Credit

To facilitate flexibility in the Higher School Certificate, the HSC unit credit from this course may be counted in either the Preliminary and/or the HSC pattern of study.

13 Links with Other HSC Courses

The knowledge and skills achieved from this course will complement the outcomes from the student's concurrent HSC VET course(s) as described by the units of competency. Students may also draw on the knowledge and skills they acquire in other HSC subjects to help them achieve the objectives and outcomes of this course.