

STAGE 2

# Industry-specific Subjects

CURRICULUM STATEMENT 2010



Government  
of South Australia

**SACE**  
Board of SA

## SACE STUDENT QUALITIES

It is intended that a student who completes the SACE will:

1. be an active, confident participant in the learning process (*confidence*).
2. take responsibility for his or her own learning and training (*responsibility, self-direction*).
3. respond to challenging learning opportunities, pursue excellence, and achieve in a diverse range of learning and training situations (*challenge, excellence, achievement*).
4. work and learn individually and with others in and beyond school to achieve personal or team goals (*independence, collaboration, identity*).
5. apply logical, critical, and innovative thinking to a range of problems and ideas (*thinking, enterprise, problem-solving, future*).
6. use language effectively to engage with the cultural and intellectual ideas of others (*communication, literacy*).
7. select, integrate, and apply numerical and spatial concepts and techniques (*numeracy*).
8. be a competent, creative, and critical user of information and communication technologies (*information technology*).
9. have the skills and capabilities required for effective local and global citizenship, including a concern for others (*citizenship, interdependence, responsibility towards the environment, responsibility towards others*).
10. have positive attitudes towards further education and training, employment, and lifelong learning (*lifelong learning*).

## 2-UNIT SUBJECTS

A 2-unit subject consists of 100 to 120 hours of programmed time. It is considered to be a full-year subject.

## ACCREDITATION

This curriculum statement was accredited by the Board from 2005, with the exception of Stage 2 General Construction, which was accredited as a pilot program for 2006–07 and re-accredited from 2008, Stage 2 Automotive Technology, which was accredited from 2007, and Stage 2 Electrotechnology and Stage 2 Transport and Logistics, which were accredited from 2008. This accreditation is effective until 31 December 2010.

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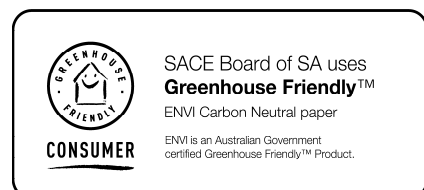
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## **RATIONALE**

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Industry-specific subjects offer students the opportunity to gain credit in the South Australian Certificate of Education (SACE) and to achieve, or work towards achieving, nationally recognised vocational qualifications under Australia’s National Training Framework (NTF) and the Australian Qualifications Framework (AQF).

Industry-specific subjects have been developed in collaboration with business and industry stakeholders, community partners, schools, and other education partners. These subjects will enable students to make better choices in their transition from school.

Students who successfully complete an Industry-specific subject will gain skills in, and knowledge and understanding of, work in industry; they will also develop a basis for further education, training, or employment. The involvement of industry, business, and the community in Industry-specific subjects facilitates students’ acquisition of work-related understandings and skills.

Industry-specific subjects are made up of vocational education and training (VET) units of competency, which have been identified as appropriate for inclusion in a broadly based program of studies as part of the SACE.

Participation in workplace learning is integral to students’ achievement of the units of competency. It enables students to demonstrate competence and skills in both real and simulated workplace situations covering duty of care, equal opportunity, safety, teamwork, and communication.

This curriculum statement was previously known as ‘SSABSA–VET Stage 2 Curriculum Statement’.

## **ADVICE FOR STUDENTS**

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There are sixteen Industry-specific subjects at Stage 2. This document describes how units of competency can be combined to form 2-unit SACE subjects, each of which must consist of a minimum of 120 nominal hours.

Students who undertake Industry-specific subjects will be expected to participate in workplace learning. These subjects include tasks and responsibilities that reflect industry standards in the workplace. Students will perform assessment tasks that depend on their understanding of the workplace for their chosen industry. Students who work part-time in that industry and/or undertake an Australian Apprenticeship in that industry may be able to have that work recognised through their SACE units.

### **Student Research**

When conducting research, in both the school and the wider community, students must be aware that their actions have the potential to affect other people positively or negatively. In its policy on students as researchers, the SACE Board sets out its commitment to supporting students in ethical research. Students who are conducting research should follow the Guidelines on Conducting Ethical Research for the SACE. See the SACE Board website ([www.saceboard.sa.edu.au](http://www.saceboard.sa.edu.au)).

### **Two Enrolment Options**

#### *Option A*

This option is for students who are not seeking a tertiary entrance rank (TER). Students who take this option, and complete the subject successfully, will:

- have their results reported as outstanding achievement, satisfactory achievement, or recorded achievement;
- meet the requirements for a 2-unit sequence at Stage 2;
- satisfy either the Group 1 requirement or the Group 2 requirement at Stage 2 (depending on which Industry-specific subject they are undertaking).

#### *Option B*

This option is for students who want to have their Stage 2 Industry-specific subject counted as part of their tertiary entrance rank. Students who take this option, and complete the subject successfully, will:

- have their results reported as a grade, a verbal description, a Subject Achievement Score out of 20, and tertiary entrance points;
- meet the requirements for a 2-unit sequence at Stage 2;
- satisfy either the Group 1 requirement or the Group 2 requirement at Stage 2 (depending on which Industry-specific subject they are undertaking).

## **DELIVERY ARRANGEMENTS**

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Industry-specific programs are subject to the requirements of the Australian Quality Training Framework (AQTF) and enable students to achieve, or work towards achieving, nationally recognised VET qualifications.

Registered training organisations (RTOs), registered in accordance with the AQTF, are responsible for training, delivery, assessment, quality assurance, record management procedures, and issuing student academic records and AQF qualifications.

In South Australia the Training and Skills Commission has the authority to register training organisations. An RTO is registered to issue specific AQF qualifications or student academic records. RTOs may be TAFE institutes, private providers, group training companies, industrial organisations, private companies or corporations, or schools. A listing of RTOs is available from the National Training Information Service (NTIS) website ([www.ntis.gov.au](http://www.ntis.gov.au)).

An RTO is responsible for conducting, or authorising the delivery and assessment procedures of, a training program. Schools that are not RTOs must enter into partnerships with RTOs for the delivery and assessment of components of a training program.

### **Delivery Options**

Schools have two main options for the delivery of Industry-specific subjects:

- In conjunction with an RTO.
- As an RTO.

A student undertaking an Australian Apprenticeship who wishes to use Industry-specific subjects to complete the SACE may select, in consultation and collaboration with his or her RTO and in addition to the units of competency outlined in this document, from units of competency for Certificate III qualifications appropriate to his or her training plan.

### **School in Conjunction with an RTO**

A school can provide VET for its students in conjunction with an RTO in the following ways:

- The school delivers training and assessment of students' competencies in partnership with an RTO.
- The RTO delivers training and assessment of students' competencies.
- A combination of the two approaches described above is used.

The school is responsible for:

- enrolling its students with the SACE Board;
- registering its students with the RTO;
- submitting its students' results to the SACE Board and the RTO.

The RTO is responsible for:

- providing students with transcripts (e.g. student academic record);  
*and/or*
- awarding the AQF qualifications or statements of attainment to students.

## School as an RTO

A school that is an RTO is responsible for all aspects of training, delivery, assessment, quality assurance, record management procedures, and issuing transcripts (e.g. student academic record), AQF qualifications, and/or statements of attainment.

The school is also responsible for enrolling its students with the SACE Board and for submitting students' results to the SACE Board.

## Training and Assessment

The training and assessment requirements for the endorsed components of a training package are set out in 'AQTF 2007: Essential Standards for Registration' (Commonwealth of Australia June 2007):

- 1.3 Staff, facilities, equipment, and training and assessment materials used by the RTO are consistent with the requirements of the Training Package or accredited course and the RTO's own training and assessment strategies.
- 1.4 Training and assessment are conducted by trainers and assessors who:
  - (a) have the necessary training and assessment competencies as determined by the National Quality Council or its successors
  - (b) have the relevant vocational competencies at least to the level being delivered or assessed
  - (c) continue developing their vocational and training and assessment competencies to support continuous improvements in delivery of the RTO's services.

Some training packages and RTOs may require further trainer and assessor qualifications.

Schools should contact their RTO for further information.

## Workplace Learning

Workplace learning is an important and integral part of Industry-specific subjects. Workplace learning offers students opportunities to relate the units of competency to workplace situations. Workplace learning can take a variety of forms. It can be in paid or unpaid, real or simulated workplace situations. Examples include:

- community projects;
- an Australian Apprenticeship;
- simulated activities and/or events;
- local enterprises;
- part-time or voluntary work.

The appropriate training package for each Industry-specific subject specifies the conditions in which competency is to be assessed. The RTO may also have preferences for delivering and/or assessing some of the units of competency specified in these curriculum statements, such as the need for a workplace setting, and recorded evidence of that experience.

Schools must implement workplace learning in accordance with state policy, as stated in *Workplace Learning Guidelines 2004* (DECS), to which the school sectors are signatories. The school

has the responsibility of exercising duty of care for its students while they are undertaking workplace learning. This includes ensuring that the students have a clear understanding of legislation, workplace policies, and procedures for occupational health and safety, and equal opportunity.

## **GOALS**

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These subjects are designed to develop students’:

- understanding of the nature, range, and structure of the industry;
- critical awareness of processes, values, procedures, and perspectives in a workplace setting;
- engagement with education, training, and employment futures in the industry;
- skills and techniques of communication, learning, and cooperative endeavour, both in and beyond the workplace;
- enterprise, self-confidence, competence, and responsibility relevant to the industry;
- skills that will enable them to demonstrate basic operations in a range of industry tasks;
- understanding of the effects of change, including the introduction of new technologies, on individuals, organisations, and society.

## STRANDS

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Industry-specific subjects inform and support students' career and employment opportunities. Students develop work skills that are transferable to any job and gain accreditation towards a nationally recognised credential in the AQF. Students undertake workplace learning in a supported environment that is clearly linked to the requirements of the subject.

Industry-specific subjects are described in the following three strands:

- Work Skills
- Work Knowledge
- Creating and Managing Opportunities.

### **Work Skills**

This strand deals with students' development of skills in, and understanding of, the following areas:

- Workplace systems
- Individual and collective rights and responsibilities in workplace situations
- Successful transitions in a changing world of work
- Effective communication and interaction with other people in the workplace and the wider community.

### **Work Knowledge**

This strand deals with students' development of skills in, and understanding of, the following areas:

- Industry structures and changing requirements at local, national, and global levels
- Industrial relations and legislation
- Sound and sustainable workplace practices
- Communication using a range of media
- Effective use of language and information and communication technologies
- Technical and industry-related skills.

### **Creating and Managing Opportunities**

This strand deals with students' development of skills in, and understanding of, the following areas:

- Creative solutions for the management of tasks, projects, or contemporary issues in real-life contexts
- Engagement with the industry and the community
- Connections between academic learning and applied learning

- Activity, self-reliance, and enterprise
- Evaluation of the effects of values and attitudes on the workplace
- Adaptability and flexibility
- Individual and team partnerships with schools, communities, business, and industry.

## **LEARNING OUTCOMES**

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At the end of the program in a Stage 2 Industry-specific subject, students should be able to:

1. demonstrate the knowledge and skills detailed in the units of competency required by the industry;
2. apply relevant knowledge and skills in a workplace context, for a broad range of contingencies, as required by the industry;
3. operate productively and responsibly with clients and colleagues in a workplace context;
4. design and create a product, task, or service, independently and in teams, in a designated time, in a range of settings, using acquired skills and techniques, and evaluate the outcome;
5. critically explore local, national, and global issues relevant to the present and the future of the industry;
6. critically analyse their experiences in the context of the processes, values, procedures, and perspectives that operate in the industry;
7. analyse and critically evaluate information related to career pathways.

## SCOPE

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### AUTOMOTIVE TECHNOLOGY (VET)

This Industry-specific subject provides students with an opportunity to gain credit towards the following qualifications (see qualification packaging rules):

- Certificate I in Automotive AUR10105
- Certificate II in Automotive AUR20105
- Certificate II in Automotive Aftermarket Manufacturing AUR20205
- Certificate II in Bicycles AUR20305
- Certificate II in Automotive Electrical Technology AUR20405
- Certificate II in Automotive Vehicle Servicing AUR20505
- Certificate II in Marine AUR20605
- Certificate II in Automotive Mechanical AUR20705
- Certificate II in Outdoor Power Equipment AUR20805
- Certificate II in Automotive Vehicle Body AUR20905
- Certificate II in Motorsport AUR21005
- Certificate II in Automotive Sales AUR21105
- Certificate II in Automotive Warehousing/Distribution operations AUR21205.

Units of competency from the *Automotive Industry Retail, Service and Repair Training Package AUR05* that may be studied in Stage 2 Automotive Technology (VET) are listed on pages 12–13.

**Selection of appropriate units of competency must be undertaken in consultation with the RTO.**

For details of qualifications, individual units of competency, and the qualification packaging rules, refer to the NTIS website ([www.ntis.gov.au](http://www.ntis.gov.au)).

VET requires students to undertake learning in workplace settings. Workplace learning enables students to:

- gain an understanding of, and respond to, workplace practices and values;
- develop a positive sense of self;
- develop self-management skills;
- develop industry-specific knowledge and vocational skills, including employment-related skills such as reliability, adaptability, and teamwork;
- develop strategies for dealing with a range of expectations about the rights of employees and employers;

- understand and gain access to procedures for redressing grievance (harassment, unfair dismissal, discrimination);
- investigate career opportunities in the industry;
- apply information, skills, and techniques in the context of the industry;
- practise skills and techniques that they have acquired off-the-job.

This subject is designed to be undertaken in a 2-unit form.

## Selection of Units of Competency from Training Package

Students can choose units of competency from the list below to form a 2-unit subject. Students must undertake a combination of units of competency that total a minimum of 120 hours. Students can enrol in either Option A or Option B (see page 46).

Workplace learning must be integrated into the chosen units of competency.

Students who undertake Stage 2 Automotive Technology (VET) should acquire the underpinning knowledge of the unit of competency AURC172003A (Identify environmental regulations and best practice in a workplace or business) and/or AURC270103A (Apply safe working practices) before they start workplace learning.

<i>Code</i>	<i>Unit of Competency</i>	<i>Nominal Hours</i>
AURC172003A	Identify environmental regulations and best practice in a workplace or business	20
AURC261314A	Contribute to quality work outcomes	20
AURC270103A	Apply safe working practices	20
AURE218664A	Remove and replace electrical/electronic units/assemblies	20
AURE218708A	Carry out repairs to single electrical circuits	40
AURE218764A	Remove, refit and test electrical componentry for normal operation following body repair activities	20
AURE219331A	Install, test and repair low voltage wiring/lighting systems	40
AURE224008A	Carry out soldering of electrical wiring/circuits	20
AURM240080A	Operate in a motorsport environment	20
AURM240172A	Set up and dismantle temporary work location and equipment	20
AURP201570A	Service engines and associated engine components (outdoor power equipment)	20
AURP301566A	Repair engines and associated engine components (outdoor power equipment)	30
AURR271103A	Apply environmental regulations in the marine service industry	20
AURT201164A	Remove and install engine assemblies	30
AURT201170A	Inspect and service engines	20
AURT202166A	Repair cooling systems	20
AURT202170A	Inspect and service cooling systems	10
AURT206670A	Inspect and service transmissions (manual)	10
AURT207170A	Inspect and service transmissions (automatic)	10
AURT210170A	Inspect and service braking systems	40
AURT212670A	Service final drive assemblies	5
AURT213165A	Remove and refit driveline components	5
AURT215130A	Inspect steering systems	10
AURT215170A	Inspect and service steering systems	10
AURT216130A	Inspect suspension systems	10
AURT216170A	Inspect and service suspension systems	20

<i>Code</i>	<i>Unit of Competency</i>	<i>Nominal Hours</i>
AURT217606A	Balance wheels and tyres	10
AURT217665A	Remove, refit and inspect wheel assemblies	20
AURT217766A	Remove, inspect, repair and fit tyres and tubes (light)	20
AURT225667A	Use and maintain measuring equipment	15
AURT226008A	Carry out pre-repair operations (mechanical)	20
AURT271781A	Implement and monitor environmental regulations in the automotive mechanical industry	40
AURT306170A	Inspect, service and/or repair clutch assemblies and associated operating system components	30
AURT365508A	Carry out vehicle safety/roadworthy inspection	10
AURV226965A	Remove and replace/fit protector mouldings, transfers and decals	15
AURV228662A	Remove salvageable components	60
AURV230203A	Apply rust prevention and sound deadening materials	20
AURV231649A	Prepare vehicle/component/equipment for customer use	20
AURV231786BA	Wash/clean vehicle engine and engine compartment	5
AURV231786CA	Wash/clean vehicle underbody	5
AURV271403A	Apply environmental regulations and best practice in the body repair industry	20
BSBCM311A	Maintain workplace safety	40
MEM5.17C	Weld using gas metal arc welding process	60
MEM5.4C	Perform routine oxyacetylene welding	20
MEM5.7C	Perform manual heating and thermal cutting	20

*Note:* Codes, names of units of competency, and nominal hours may be affected by changes to training packages.

Students may also undertake selected industry sector Level II or Level III units of competency in this or related training packages by negotiation.

### **SACE Classification**

For the purposes of SACE completion, Stage 2 Automotive Technology (VET) is classified as a Group 2 subject.

## BROADCASTING AND MULTIMEDIA (VET)

This Industry-specific subject provides students with an opportunity to gain credit towards the following qualifications (see qualification packaging rules):

- Certificate II in Creative Industries (Media) CUF20107
- Certificate III in Media CUF30107.

Units of competency from the *Screen and Media Training Package CUF07* that may be studied in Stage 2 Broadcasting and Multimedia (VET) are listed below.

### **Selection of appropriate units of competency must be undertaken in consultation with the RTO.**

For details of qualifications, individual units of competency, and the qualification packaging rules, refer to the NTIS website ([www.ntis.gov.au](http://www.ntis.gov.au)).

VET requires students to undertake learning in workplace settings. Workplace learning enables students to:

- gain an understanding of, and respond to, workplace practices and values;
- develop a positive sense of self;
- develop self-management skills;
- develop industry-specific knowledge and vocational skills, including employment-related skills such as reliability, adaptability, and teamwork;
- develop strategies for dealing with a range of expectations about the rights of employees and employers;
- understand and gain access to procedures for redressing grievance (harassment, unfair dismissal, discrimination);
- investigate career opportunities in the industry;
- apply information, skills, and techniques in the context of the industry;
- practise skills and techniques that they have acquired off-the-job.

This subject is designed to be undertaken in a 2-unit form.

### **Selection of Units of Competency from Training Package**

Students can choose units of competency from the list below to form a 2-unit subject. Students must undertake a combination of units of competency that total a minimum of 120 hours. Students can enrol in either Option A or Option B (see page 46).

Workplace learning must be integrated into the chosen units of competency.

Students who undertake Stage 2 Broadcasting and Multimedia (VET) should acquire the underpinning knowledge of the unit of competency BSBOHS201A (Participate in OHS processes) before they start workplace learning.

<i>Code</i>	<i>Unit of Competency</i>	<i>Nominal Hours</i>
BSBCRT301A	Develop and extend critical and creative thinking skills	40
BSBOHS201A	Participate in OHS processes	20
BSBWOR202A	Organise and complete daily work activities	20
CUFANM301A	Create 2D digital animations	50
CUFDIG303A	Produce and prepare photo images	20
CUFIND301A	Work effectively in the screen and media industries	20
CUFPOS201A	Perform basic vision and sound editing	40
CUFPPM301A	Plan and prepare programs	60
CUFSOU302A	Compile audio material for broadcast	30
CUSSOU09A	Mix sound sources	34
HLTFA301B	Apply first aid	18
ICAI3020B	Install and optimise operating system software	20

<i>Code</i>	<i>Unit of Competency</i>	<i>Nominal Hours</i>
ICAI3021B	Connect internal hardware components	20
ICAT3025B	Run standard diagnostic tests	10
ICAU3019B	Migrate to new technology	20
ICAU3126B	Use advanced features of computer applications	40

*Note:* Codes, names of units of competency, and nominal hours may be affected by changes to training packages.

Students may also undertake selected industry sector Level II or Level III units of competency in this or related training packages by negotiation.

### **SACE Classification**

For the purposes of SACE completion, Stage 2 Broadcasting and Multimedia (VET) is classified as a Group 1 subject.

## BUSINESS SERVICES (VET)

This Industry-specific subject provides students with an opportunity to gain credit towards the following qualifications (see qualification packaging rules):

- Certificate II in Business BSB20107
- Certificate III in Business BSB30107
- Certificate III in Business Administration BSB30407.

Units of competency from the *Business Services Training Package BSB07* that may be studied in Stage 2 Business Services (VET) are listed below.

### **Selection of appropriate units of competency must be undertaken in consultation with the RTO.**

For details of qualifications, individual units of competency, and the qualification packaging rules, refer to the NTIS website ([www.ntis.gov.au](http://www.ntis.gov.au)).

VET requires students to undertake learning in workplace settings. Workplace learning enables students to:

- gain an understanding of, and respond to, workplace practices and values;
- develop a positive sense of self;
- develop self-management skills;
- develop industry-specific knowledge and vocational skills, including employment-related skills such as reliability, adaptability, and teamwork;
- develop strategies for dealing with a range of expectations about the rights of employees and employers;
- understand and gain access to procedures for redressing grievance (harassment, unfair dismissal, discrimination);
- investigate career opportunities in the industry;
- apply information, skills, and techniques in the context of the industry;
- practise skills and techniques that they have acquired off-the-job.

This subject is designed to be undertaken in a 2-unit form.

### **Selection of Units of Competency from Training Package**

Students can choose units of competency from the list below to form a 2-unit subject. Students must undertake a combination of units of competency that total a minimum of 120 hours. Students can enrol in either Option A or Option B (see page 46).

Workplace learning must be integrated into the chosen units of competency.

Students who undertake Stage 2 Business Services (VET) should acquire the underpinning knowledge of the unit of competency BSBOHS201A (Participate in OHS processes) before they start workplace learning.

<i>Code</i>	<i>Unit of Competency</i>	<i>Nominal Hours</i>
BSBITU301A	Create and use databases	30
BSBITU302A	Create electronic presentations	20
BSBFIA303A	Process accounts payable and receivable	30
BSBFIA304A	Maintain a general ledger	60
BSBCUS201A	Deliver a service to customers	40
BSBOHS201A	Participate in OHS processes	20
BSBITU202A	Create and use spreadsheets	30
BSBINM301A	Organise workplace information	30
BSBITU306A	Design and produce business documents	80

*Note:* Codes, names of units of competency, and nominal hours may be affected by changes to training packages.

Students may also undertake selected industry sector Level II or Level III units of competency in this or related training packages by negotiation.

### **SACE Classification**

For the purposes of SACE completion, Stage 2 Business Services (VET) is classified as a Group 1 subject.

## COMMUNITY SERVICES AND HEALTH (VET)

This Industry-specific subject provides students with an opportunity to gain credit towards the following qualifications (see qualification packaging rules):

- Certificate II in Community Services CHC20108
- Certificate III in Community Services Work CHC30108.
- Certificate III in Aged Care CHC30208.

Units of competency from the *Community Services Training Package CHC08* and the *Health Training Package HLT07* that may be studied in Stage 2 Community Services and Health (VET) are listed below.

### **Selection of appropriate units of competency must be undertaken in consultation with the RTO.**

For details of qualifications, individual units of competency, and the qualification packaging rules, refer to the NTIS website ([www.ntis.gov.au](http://www.ntis.gov.au)).

VET requires students to undertake learning in workplace settings. Workplace learning enables students to:

- gain an understanding of, and respond to, workplace practices and values;
- develop a positive sense of self;
- develop self-management skills;
- develop industry-specific knowledge and vocational skills, including employment-related skills such as reliability, adaptability, and teamwork;
- develop strategies for dealing with a range of expectations about the rights of employees and employers;
- understand and gain access to procedures for redressing grievance (harassment, unfair dismissal, discrimination);
- investigate career opportunities in the industry;
- apply information, skills, and techniques in the context of the industry;
- practise skills and techniques that they have acquired off-the-job.

This subject is designed to be undertaken in a 2-unit form.

### **Selection of Units of Competency from Training Package**

Students can choose units of competency from the list below to form a 2-unit subject. Students must undertake a combination of units of competency that total a minimum of 120 hours. Students can enrol in either Option A or Option B (see page 46).

Workplace learning must be integrated into the chosen units of competency.

Students who undertake Stage 2 Community Services and Health (VET) should acquire the underpinning knowledge of one of the following units of competency before they start workplace learning: CHCOHS312A (Follow safety procedures for direct care work), or HLTOHS200A (Participate in OHS processes).

<i>Code</i>	<i>Unit of Competency</i>	<i>Nominal Hours</i>
CHCAC316B	Provide food services	20
CHCAC317A	Support older people to maintain their independence	20
CHCAC318A	Work effectively with older people	30
CHCADMIN201C	Undertake basic administrative duties	15
CHCADMIN305D	Work within the administration protocols of the organisation	75
CHCCD307C	Support community resources	30
CHCCN301A	Ensure the health and safety of children	60
CHCCOM302C	Communicate appropriately with clients and colleagues	20

<i>Code</i>	<i>Unit of Competency</i>	<i>Nominal Hours</i>
CHCCS405C	Identify and address specific client needs	15
CHCGROUP201C	Support the activities of existing groups	20
CHCGROUP302D	Support group activities	20
CHCIC201B	Communicate with children	30
CHCNET301D	Participate in networks	20
CHCOHS312A	Follow safety procedures for direct care work	30
CHCORG303A	Participate effectively in the work environment	20
HLTAH301A	Assist with an allied health program	40
HLTAP301A	Recognise healthy body systems in a health care context	70
HLTCSD201B	Maintain high standard of client services	30
HLTCSD203B	Prepare and maintain beds	15
HLTCSD305B	Assist with client movement	20
HLTCSD306B	Respond effectively to difficult or challenging behaviour	20
HLTFS201B	Distribute meals and refreshments to clients	20
HLTFS204B	Provide ward or unit based food preparation and distribution services	20
HLTFS205B	Perform kitchenware washing	20
HLTFS206B	Carry out cafeteria operations	20
HLTFS207B	Follow basic food safety practices	30
HLTFS208B	Transport food	20
HLTIN301A	Comply with infection control policies and procedures in health work	40
HLTIR301A	Communicate and work effectively in health	40
HLTIR403B	Work effectively with culturally diverse clients and co-workers	20
HLTMS204B	Handle and move equipment, and goods, mail and furniture	15
HLTMS208B	Handle waste in a health care environment	20
HLTMS201B	Collect and manage linen stock at user locations	15
HLTMS203B	Undertake routine stock maintenance	20
HLTMS206B	Perform general cleaning tasks in a clinical setting	15
HLTMS207B	Handle medical gases safely	20
HLTNA302B	Plan and evaluate meals and menus to meet recommended dietary guidelines	20
HLTNA305B	Support food services in menu and meal order processing	10
HLTOHS200A	Participate in OHS processes	20

*Note:* Codes, names of units of competency, and nominal hours may be affected by changes to training packages.

### **SACE Classification**

For the purposes of SACE completion, Stage 2 Community Services and Health (VET) is classified as a Group 1 subject.

## CONSERVATION AND LAND MANAGEMENT (VET)

This Industry-specific subject provides students with an opportunity to gain credit towards the following qualifications (see qualification packaging rules):

- Certificate I in Conservation and Land Management RTD10102
- Certificate II in Conservation and Land Management RTD20102 (specialising in selected career areas).

Units of competency from the *Conservation and Land Management Training Package RTD02* that may be studied in Stage 2 Conservation and Land Management (VET) are listed below.

**Selection of appropriate units of competency must be undertaken in consultation with the RTO.**

For details of qualifications, individual units of competency, and the qualification packaging rules, refer to the NTIS website ([www.ntis.gov.au](http://www.ntis.gov.au)).

VET requires students to undertake learning in workplace settings. Workplace learning enables students to:

- gain an understanding of, and respond to, workplace practices and values;
- develop a positive sense of self;
- develop self-management skills;
- develop industry-specific knowledge and vocational skills, including employment-related skills such as reliability, adaptability, and teamwork;
- develop strategies for dealing with a range of expectations about the rights of employees and employers;
- understand and gain access to procedures for redressing grievance (harassment, unfair dismissal, discrimination);
- investigate career opportunities in the industry;
- apply information, skills, and techniques in the context of the industry;
- practise skills and techniques that they have acquired off-the-job.

This subject is designed to be undertaken in a 2-unit form.

### Selection of Units of Competency from Training Package

Students can choose units of competency from the list below to form a 2-unit subject. Students must undertake a combination of units of competency that total a minimum of 120 hours. Students can enrol in either Option A or Option B (see page 46).

Workplace learning must be integrated into the chosen units of competency.

Students who undertake Stage 2 Conservation and Land Management (VET) should acquire the underpinning knowledge of the unit of competency RTC1801A (Prepare for work) before they start workplace learning.

<i>Code</i>	<i>Unit of Competency</i>	<i>Nominal Hours</i>
FPIFGM162A	Collect, treat and store seed	20
NWP210A	Perform basic water tests	20
NWP218A	Perform sampling	20
RTC1801A	Prepare for work	10
RTC2012A	Plant trees and shrubs	30
RTC2026A	Undertake propagation activities	30
RTC2203A	Conduct visual inspection of park facilities	20
RTC2209A	Install, maintain and repair fencing	30
RTC2210A	Maintain properties and structures	30
RTC2401A	Treat weeds	40
RTC2404A	Treat plant pests, diseases and disorders	30

<i>Code</i>	<i>Unit of Competency</i>	<i>Nominal Hours</i>
RTC2706A	Apply chemicals under supervision	30
RTD2004A	Collect, prepare and preserve plant specimens	30
RTD2022A	Carry out natural area restoration works	40
RTD2101A	Apply animal trapping techniques	40
RTD2202A	Conduct erosion and sediment control activities	40
RTD2206A	Install aggregate paths	30
RTD2402A	Clear features that harbour pest animals	30
RTD2501A	Maintain cultural places	30
RTD2502A	Maintain wildlife habitat refuges	40
RTD2703A	Operate in isolated and remote situations	50
RTD2802A	Record information about country	40
RTD2803A	Observe and report plants and/or animals	40
THTFAT01B	Provide on-site information and assistance	20
THTFTG01B	Work as a guide	90

*Note:* Codes, names of units of competency, and nominal hours may be affected by changes to training packages.

Students may also undertake selected industry sector Level II or Level III units of competency in this or related training packages by negotiation.

### **SACE Classification**

For the purposes of SACE completion, Stage 2 Conservation and Land Management (VET) is classified as a Group 2 subject.

## ELECTROTECHNOLOGY (VET)

This Industry-specific subject provides students with an opportunity to gain credit towards the following qualifications (see qualification packaging rules):

- Certificate II in Computer Assembly Repair UEE20507
- Certificate II in Custom Electronics Assembly and Set-up UEE20607
- Certificate II in Winding and Assembly UEE20407
- Certificate II in Data and Voice Communications UEE20707
- Certificate II in Electronic Assembly UEE20907
- Certificate II in Fire Alarms Servicing UEE21007
- Certificate II in Gaming Machines Servicing UEE21107
- Certificate II in Antennae Equipment UEE21207
- Certificate II in Remote Area Essential Service UEE21307
- Certificate II in Remote Area Power Supply Maintenance UEE21407
- Certificate II in Renewable Energy UEE21507
- Certificate II in Security Assembly and Set-up UEE21607
- Certificate II in Technical Support UEE21707
- Certificate II in Appliance Servicing – Refrigerants UEE21807
- Certificate II in Electronics UEE21907
- Certificate II in Electrotechnology (Career Start) UEE22007
- Certificate II in Sustainable Energy (Career Start) UEE22107.

Units of competency from the *Electrotechnology Training Package UEE07* that may be studied in Stage 2 Electrotechnology (VET) are listed on page 23.

**Selection of appropriate units of competency must be undertaken in consultation with the RTO.**

For details of qualifications, individual units of competency, and the qualification packaging rules, refer to the NTIS website ([www.ntis.gov.au](http://www.ntis.gov.au)).

VET requires students to undertake learning in workplace settings. Workplace learning enables students to:

- gain an understanding of, and respond to, workplace practices and values;
- develop a positive sense of self;
- develop self-management skills;
- develop industry-specific knowledge and vocational skills, including employment-related skills such as reliability, adaptability, and teamwork;
- develop strategies for dealing with a range of expectations about the rights of employees and employers;
- understand and gain access to procedures for redressing grievance (harassment, unfair dismissal, discrimination);
- investigate career opportunities in the industry;
- apply information, skills, and techniques in the context of the industry;
- practise skills and techniques that they have acquired off-the-job.

This subject is designed to be undertaken in a 2-unit form.

### **Selection of Units of Competency from Training Package**

Students can choose units of competency from the following list to form a 2-unit subject. Students must undertake a combination of units of competency that total a minimum of 120 hours. Students can enrol in either Option A or Option B (see page 46).

Workplace learning must be integrated into the chosen units of competency.

<i>Code</i>	<i>Unit of Competency</i>	<i>Nominal Hours</i>
UEENEEC002B	Source and purchase materials/parts for installation or service jobs	20
UEENEED002B	Assemble, set up and test personal computers	80
UEENEED043B	Install and configure operating systems and software	40
UEENEED046B	Set up and configure basic local area network	40
UEENEEE001B	Apply OHS practices in the workplace	20
UEENEEE008B	Lay wiring and cabling and terminate accessories for extra-low voltage circuits	40
UEENEEE032B	Document occupational hazards and risks in computer systems	20
UEENEEE033B	Document occupational hazards and risks in electrical work	20
UEENEED001B	Solve problems in electromagnetic circuits	60
UEENEED003B	Install wiring and accessories for low voltage circuits	80

*Note:* Codes, names of units of competency, and nominal hours may be affected by changes to training packages.

Students may also undertake selected industry sector Level II or Level III units of competency in this or related training packages by negotiation.

### **SACE Classification**

For the purposes of SACE completion, Stage 2 Electrotechnology (VET) is classified as a Group 2 subject.

## FINANCIAL SERVICES (VET)

This Industry-specific subject provides students with an opportunity to gain credit towards the following qualifications (see qualification packaging rules):

- Certificate II in Financial Services FNS20104
- Certificate III in Financial Services FNS30107.

Units of competency from the *Financial Services Training Package FNS04* that may be studied in Stage 2 Financial Services (VET) are listed below.

**Selection of appropriate units of competency must be undertaken in consultation with the RTO.**

For details of qualifications, individual units of competency, and the qualification packaging rules, refer to the NTIS website ([www.ntis.gov.au](http://www.ntis.gov.au)).

VET requires students to undertake learning in workplace settings. Workplace learning enables students to:

- gain an understanding of, and respond to, workplace practices and values;
- develop a positive sense of self;
- develop self-management skills;
- develop industry-specific knowledge and vocational skills, including employment-related skills such as reliability, adaptability, and teamwork;
- develop strategies for dealing with a range of expectations about the rights of employees and employers;
- understand and gain access to procedures for redressing grievance (harassment, unfair dismissal, discrimination);
- investigate career opportunities in the industry;
- apply information, skills, and techniques in the context of the industry;
- practise skills and techniques that they have acquired off-the-job.

This subject is designed to be undertaken in a 2-unit form.

### Selection of Units of Competency from Training Package

Students can choose units of competency from the list below to form a 2-unit subject. Students must undertake a combination of units of competency that total a minimum of 120 hours. Students can enrol in either Option A or Option B (see page 46).

Workplace learning must be integrated into the chosen units of competency.

Students who undertake Stage 2 Financial Services (VET) should acquire the underpinning knowledge of the unit of competency FNSICGEN304B (Apply health and safety practices in the workplace) before they start workplace learning.

<i>Code</i>	<i>Unit of Competency</i>	<i>Nominal Hours</i>
BSBCMN308A	Maintain financial records	60
BSBADM308A	Process payroll	20
BSBADM408A	Prepare financial reports	40
FNSCRDT301B	Process applications for credit	30
FNSICGEN301B	Communicate in the workplace	20
FNSICGEN302B	Use technology in the workplace	50
FNSICGEN304B	Apply health and safety practices in the workplace	25
FNSICGEN305B	Maintain financial/business records	30
FNSICIND301B	Work within a financial services industry	30
FNSICSAM301B	Identify opportunities for cross selling products and services	40
FNSRETA305B	Process customer accounts	15

*Note:* Codes, names of units of competency, and nominal hours may be affected by changes to training packages.

Students may also undertake selected industry sector Level II or Level III units of competency in this or related training packages by negotiation.

### **SACE Classification**

For the purposes of SACE completion, Stage 2 Financial Services (VET) is classified as a Group 2 subject.

## GENERAL CONSTRUCTION (VET)

This Industry-specific subject provides students with an opportunity to gain credit towards the following qualifications (see qualification packaging rules):

- Certificate I in Construction CPC10108
- Certificate II in Construction CPC20108.

In addition, some units in this subject contribute to a range of Certificate III qualifications in this training package.

Units of competency from the *Construction, Plumbing and Services Integrated Framework Training Package CPC08* that may be studied in Stage 2 General Construction (VET) are listed below.

### **Selection of appropriate units of competency must be undertaken in consultation with the RTO.**

For details of qualifications, individual units of competency, and the qualification packaging rules, refer to the NTIS website ([www.ntis.gov.au](http://www.ntis.gov.au)).

VET requires students to undertake learning in workplace settings. Workplace learning enables students to:

- gain an understanding of, and respond to, workplace practices and values;
- develop a positive sense of self;
- develop self-management skills;
- develop industry-specific knowledge and vocational skills, including employment-related skills such as reliability, adaptability, and teamwork;
- develop strategies for dealing with a range of expectations about the rights of employees and employers;
- understand and gain access to procedures for redressing grievance (harassment, unfair dismissal, discrimination);
- investigate career opportunities in the industry;
- apply information, skills, and techniques in the context of the industry;
- practise skills and techniques that they have acquired off-the-job.

This subject is designed to be undertaken in a 2-unit form.

### **Selection of Units of Competency from Training Package**

Students can choose units of competency from the list below to form a 2-unit subject. Students must undertake a combination of units of competency that total a minimum of 120 hours. Students can enrol in either Option A or Option B (see page 46).

Workplace learning must be integrated into the chosen units of competency.

Students who undertake Stage 2 General Construction (VET) should acquire the underpinning knowledge of the unit of competency CPCCCM1002A (Work effectively and sustainably in the construction industry) and hold a White Card before they start workplace learning.

Teachers can select competencies that suit their student cohort, taking into consideration available resources. The delivery of some of the following units of competency is subject to an arrangement with the construction industry. Information on these arrangements can be found in the support materials on the SACE Board website ([www.saceboard.sa.edu.au](http://www.saceboard.sa.edu.au)).

<i>Code</i>	<i>Unit of Competency</i>	<i>Nominal Hours</i>
BCCCM2007B	Spread and compact materials manually	12
CPCCBL2001A	Handle and prepare bricklaying and blocklaying materials	16
CPCCBL2002A	Use bricklaying and blocklaying tools and equipment	30
CPCCBL3005A	Lay masonry walls and corners	76
CPCCCA2001A	Handle carpentry materials	16

<i>Code</i>	<i>Unit of Competency</i>	<i>Nominal Hours</i>
CPCCCA2002A	Use carpentry tools and equipment	96
CPCCCA3002A	Carry out setting out	24
CPCCCA3004A	Construct wall frames	60
CPCCCM1002A	Work effectively and sustainably in the construction industry	20
CPCCCM2008A	Erect and dismantle restricted height scaffolding*	40
CPCCCM2009A	Carry out basic demolition	32
CPCCCO2001A	Handle concreting materials	24
CPCCCO2002A	Use concreting tools and equipment	80
CPCCCO2003A	Carry out concreting to simple forms	20
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	20
CPCCSF2001A	Handle steelfixing materials	24
CPCCSF2002A	Use steelfixing tools and equipment	80
CPCCSF2003A	Cut and bend materials using oxy/LPG equipment	20
CPCCSF2004A	Place and fix reinforcement materials	80
CPCCSP2003A	Prepare surfaces for plastering	40
CPCCVE1002A	Undertake a basic computer design project	36
CPCCWC2001A	Complete penetrations and flashings	20
CPCCWF2001A	Handle wall and floor tiling materials	32
CPCCWF2002A	Use wall and floor tiling tools and equipment	96
CPCCWF3001A	Prepare surfaces for tiling application	40
CPCCWF3002A	Fix floor tiles	120
CPCCWF3003A	Fix wall tiles	140
CPCCWF3004A	Repair wall and floor tiles	40
CPCPCM2004A	Read plans and calculate plumbing quantities	8
CPCPCM2007A	Carry out levelling	6
CPCPCM2012A	Weld using oxyacetylene equipment	16
CPCPCM2013A	Weld using arc welding equipment	16

*Notes:* Codes, names of units of competency, and nominal hours may be affected by changes to training packages.

\*Please check age requirements.

Students may also undertake selected other industry sector Level (Cert) II units of competency in this or related training packages by negotiation, and in partnership with a Registered Training Organisation.

### **SACE Classification**

For the purposes of SACE completion, Stage 2 General Construction (VET) is classified as a Group 2 subject.

## HOSPITALITY (VET)

This Industry-specific subject provides students with an opportunity to gain credit towards the following qualifications (see qualification packaging rules):

- Certificate I in Hospitality (Kitchen Operations) SIT10307
- Certificate II in Hospitality (Kitchen Operations) SIT20307.

Units of competency from the *Tourism, Hospitality and Events Training Package SIT07* that may be studied in Stage 2 Hospitality (VET) are listed below.

**Selection of appropriate units of competency must be undertaken in consultation with the RTO.**

For details of qualifications, individual units of competency, and the qualification packaging rules, refer to the NTIS website ([www.ntis.gov.au](http://www.ntis.gov.au)).

VET requires students to undertake learning in workplace settings. Workplace learning enables students to:

- gain an understanding of, and respond to, workplace practices and values;
- develop a positive sense of self;
- develop self-management skills;
- develop industry-specific knowledge and vocational skills, including employment-related skills such as reliability, adaptability, and teamwork;
- develop strategies for dealing with a range of expectations about the rights of employees and employers;
- understand and gain access to procedures for redressing grievance (harassment, unfair dismissal, discrimination);
- investigate career opportunities in the industry;
- apply information, skills, and techniques in the context of the industry;
- practise skills and techniques that they have acquired off-the-job.

This subject is designed to be undertaken in a 2-unit form.

### Selection of Units of Competency from Training Package

Students can choose units of competency from the list below to form a 2-unit subject. Students must undertake a combination of units of competency that total a minimum of 120 hours. Students can enrol in either Option A or Option B (see page 46).

Workplace learning must be integrated into the chosen units of competency.

Students who undertake Stage 2 Hospitality (VET) should acquire the underpinning knowledge of the unit of competency SITXOHS001A (Follow health, safety and security procedures) before they start workplace learning.

<i>Code</i>	<i>Unit of Competency</i>	<i>Nominal Hours</i>
SITHCCC005A	Use basic methods of cookery	55
SITHCCC008A	Prepare stocks, sauces and soups	35
SITHCCC009A	Prepare vegetables, eggs and farinaceous dishes	45
SITHCCC010A	Select, prepare and cook poultry and game	30
SITHCCC011A	Select, prepare and cook seafood	30
SITHCCC013A	Prepare hot and cold desserts	45
SITHCCC014A	Prepare pastry, cakes and yeast goods	40
SITXFSA001A	Implement food safety procedures	40
SITHFAB004A	Provide food and beverage service	100
SITHCCC027A	Prepare, cook and serve food for food service	60
SITXOHS001A	Follow health, safety and security procedures	10

*Note:* Codes, names of units of competency, and nominal hours may be affected by changes to training packages.

Students may also undertake selected industry sector Level II units of competency in this or related training packages by negotiation.

### **SACE Classification**

For the purposes of SACE completion, Stage 2 Hospitality (VET) is classified as a Group 1 subject.

## INFORMATION TECHNOLOGY (VET)

This Industry-specific subject provides students with an opportunity to gain credit towards the following qualification (see qualification packaging rules):

- Certificate II in Information Technology ICA20105
- Certificate III in Information Technology ICA30105.

Units of competency from the *Information and Communications Technology Training Package ICA05* that may be studied in Stage 2 Information Technology (VET) are listed below.

### **Selection of appropriate units of competency must be undertaken in consultation with the RTO.**

For details of qualifications, individual units of competency, and the qualification packaging rules, refer to the NTIS website ([www.ntis.gov.au](http://www.ntis.gov.au)).

VET requires students to undertake learning in workplace settings. Workplace learning enables students to:

- gain an understanding of, and respond to, workplace practices and values;
- develop a positive sense of self;
- develop self-management skills;
- develop industry-specific knowledge and vocational skills, including employment-related skills such as reliability, adaptability, and teamwork;
- develop strategies for dealing with a range of expectations about the rights of employees and employers;
- understand and gain access to procedures for redressing grievance (harassment, unfair dismissal, discrimination);
- investigate career opportunities in the industry;
- apply information, skills, and techniques in the context of the industry;
- practise skills and techniques that they have acquired off-the-job.

This subject is designed to be undertaken in a 2-unit form.

### **Selection of Units of Competency from Training Package**

Students can choose units of competency from the list below to form a 2-unit subject. Students must undertake a combination of units of competency that total a minimum of 120 hours. Students can enrol in either Option A or Option B (see page 46).

Workplace learning must be integrated into the chosen units of competency.

Students who undertake Stage 2 Information Technology (VET) should acquire the underpinning knowledge of the unit of competency BSBCM106A (Follow workplace safety procedures (or equivalent)) before they start workplace learning.

<i>Code</i>	<i>Unit of Competency</i>	<i>Nominal Hours</i>
BSBCM106A	Follow workplace safety procedures	20
ICAB3018B	Develop macros and templates for clients using standard products	40
ICAD2003B	Receive and process oral and written communication	20
ICAD3218B	Create user documentation	20
ICAI2015B	Install software applications	20
ICAI3020B	Install and optimise operating system software	20
ICAI3021B	Connect internal hardware components	20
ICAI3110B <sup>1</sup>	Implement system software changes	20
ICAS2014B	Connect hardware peripherals	40
ICAS2017B	Maintain system integrity	20

<sup>1</sup> For this unit, ICAI0320B should be undertaken first.

<i>Code</i>	<i>Unit of Competency</i>	<i>Nominal Hours</i>
ICAS3031B	Provide advice to clients	40
ICAS3234B	Care for computer hardware	20
ICAT3025B	Run standard diagnostic tests	10
ICAU3004B	Apply occupational health and safety procedures	20
ICAU3019B	Migrate to new technology	20
ICAU3028B <sup>2</sup>	Customise packaged software applications for clients	40
ICAU3126B	Use advanced features of computer applications	40
ICPMM263B	Access and use the Internet	20
ICPMM321B	Capture a digital image	40

<sup>2</sup> For this unit, ICAU3126B should be undertaken first.

*Note:* Codes, names of units of competency, and nominal hours may be affected by changes to training packages.

Students may also undertake selected industry sector Level II or Level III units of competency in this or related training packages by negotiation.

### **SACE Classification**

For the purposes of SACE completion, Stage 2 Information Technology (VET) is classified as a Group 2 subject.

## MANUFACTURING AND ENGINEERING (VET)

This Industry-specific subject provides students with an opportunity to gain credit towards the following qualifications (see qualification packaging rules):

- Certificate I in Engineering MEM10105
- Certificate II in Engineering (Production) MEM20105.

Units of competency from the *Metal and Engineering Training Package MEM05* that may be studied in Stage 2 Manufacturing and Engineering (VET) are listed below.

**Selection of appropriate units of competency must be undertaken in consultation with the RTO.**

For details of qualifications, individual units of competency, and the qualification packaging rules, refer to the NTIS website ([www.ntis.gov.au](http://www.ntis.gov.au)).

VET requires students to undertake learning in workplace settings. Workplace learning enables students to:

- gain an understanding of, and respond to, workplace practices and values;
- develop a positive sense of self;
- develop self-management skills;
- develop industry-specific knowledge and vocational skills, including employment-related skills such as reliability, adaptability, and teamwork;
- develop strategies for dealing with a range of expectations about the rights of employees and employers;
- understand and gain access to procedures for redressing grievance (harassment, unfair dismissal, discrimination);
- investigate career opportunities in the industry;
- apply information, skills, and techniques in the context of the industry;
- practise skills and techniques that they have acquired off-the-job.

This subject is designed to be undertaken in a 2-unit form.

### Selection of Units of Competency from Training Package

Students can choose units of competency from the list below to form a 2-unit subject. Students must undertake a combination of units of competency that total a minimum of 120 hours. Students can enrol in either Option A or Option B (see page 46).

Workplace learning must be integrated into the chosen units of competency.

Students who undertake Stage 2 Manufacturing and Engineering (VET) should acquire the underpinning knowledge of the unit of competency MEM13.14B (Apply principles of occupational health and safety in the work environment) before they start workplace learning. Prerequisite and corequisite requirements that apply to many of the units of competency are set out in the *Metal and Engineering Training Package MEM05*.

<i>Code</i>	<i>Unit of Competency</i>	<i>Nominal Hours</i>
MEM13.14B	Apply principles of occupational health and safety in the work environment	10
MEM15.24	Apply quality procedures	18
MEM16.7B	Work with others in a manufacturing, engineering or related environment	18
MEM16.8A	Interact with computing technology	20
MEM18.1C	Use hand tools	20
MEM18.2B	Use power tools/hand held operations	20
MEM18.3C	Use tools for precision work	40
MEM3.1B	Perform manual production assembly	40

<i>Code</i>	<i>Unit of Competency</i>	<i>Nominal Hours</i>
MEM3.3B	Perform sheet and plate assembly	40
MEM5.12C	Perform routine manual metal arc welding	20
MEM5.49B	Perform routine gas tungsten arc welding	20
MEM5.4C	Perform routine oxyacetylene welding	20
MEM5.50B	Perform routine gas metal arc welding	20
MEM5.5B	Carry out mechanical cutting	20
MEM5.7C	Manual heating and thermal cutting	20
MEM7.32B	Use workshop machines for basic operations	20

*Note:* Codes, names of units of competency, and nominal hours may be affected by changes to training packages.

Students may also undertake selected industry sector Level II or Level III units of competency in this or related training packages by negotiation.

### **SACE Classification**

For the purposes of SACE completion, Stage 2 Manufacturing and Engineering (VET) is classified as a Group 2 subject.

## RETAIL (VET)

This Industry-specific subject provides students with an opportunity to gain credit towards the following qualifications (see qualification packaging rules):

- Certificate I in Retail Services SIR10107
- Certificate II in Retail SIR20107
- Certificate II in Wholesale SIR10307.

Units of competency from the *Retail Services Training Package SIR07* that may be studied in Stage 2 Retail (VET) are listed below.

### **Selection of appropriate units of competency must be undertaken in consultation with the RTO.**

For details of qualifications, individual units of competency, and the qualification packaging rules, refer to the NTIS website ([www.ntis.gov.au](http://www.ntis.gov.au)).

VET requires students to undertake learning in workplace settings. Workplace learning enables students to:

- gain an understanding of, and respond to, workplace practices and values;
- develop a positive sense of self;
- develop self-management skills;
- develop industry-specific knowledge and vocational skills, including employment-related skills such as reliability, adaptability, and teamwork;
- develop strategies for dealing with a range of expectations about the rights of employees and employers;
- understand and gain access to procedures for redressing grievance (harassment, unfair dismissal, discrimination);
- investigate career opportunities in the industry;
- apply information, skills, and techniques in the context of the industry;
- practise skills and techniques that they have acquired off-the-job.

This subject is designed to be undertaken in a 2-unit form.

### **Selection of Units of Competency from Training Package**

Students can choose units of competency from the list below to form a 2-unit subject. Students must undertake a combination of units of competency that total a minimum of 120 hours. Students can enrol in either Option A or Option B (see page 46).

Workplace learning must be integrated into the chosen units of competency.

Students who undertake Stage 2 Retail (VET) should acquire the underpinning knowledge of the unit of competency SIROHS001A (Apply safe working practices) before they start workplace learning.

<i>Code</i>	<i>Unit of Competency</i>	<i>Nominal Hours</i>
SIROHS001A	Apply safe working practices	20
SIRRFSA001A	Apply retail food safety practices	40
SIRRMER001A	Merchandise food products	25
SIRXFIN001A	Balance point-of-sale terminal	20
SIRXINV001A	Perform stock control procedures	35
SIRXMER001A	Merchandise products	35
SIRXRSK001A	Minimise theft	20

*Note:* Codes, names of units of competency, and nominal hours may be affected by changes to training packages.

Students may also undertake selected industry sector Level II or Level III units of competency in this or related training packages by negotiation.

## **SACE Classification**

For the purposes of SACE completion, Stage 2 Retail (VET) is classified as a Group 1 subject.

## SEAFOOD OPERATIONS (VET)

This Industry-specific subject provides students with an opportunity to gain credit towards the following qualifications (see qualification packaging rules):

- Certificate I in the Seafood Industry (Aquaculture) SFI10104
- Certificate I in the Seafood Industry (Fishing Operations) SFI10204
- Certificate I in the Seafood Industry (Seafood Processing) SFI10504
- Certificate II in the Seafood Industry (Aquaculture) SFI20104
- Certificate II in the Seafood Industry (Fishing Operations) SFI20204.

Units of competency from the *Seafood Industry Training Package SFI04* that may be studied in Stage 2 Seafood Operations (VET) are listed below.

### **Selection of appropriate units of competency must be undertaken in consultation with the RTO.**

For details of qualifications, individual units of competency, and the qualification packaging rules, refer to the NTIS website ([www.ntis.gov.au](http://www.ntis.gov.au)).

VET requires students to undertake learning in workplace settings. Workplace learning enables students to:

- gain an understanding of, and respond to, workplace practices and values;
- develop a positive sense of self;
- develop self-management skills;
- develop industry-specific knowledge and vocational skills, including employment-related skills such as reliability, adaptability, and teamwork;
- develop strategies for dealing with a range of expectations about the rights of employees and employers;
- understand and gain access to procedures for redressing grievance (harassment, unfair dismissal, discrimination);
- investigate career opportunities in the industry;
- apply information, skills, and techniques in the context of the industry;
- practise skills and techniques that they have acquired off-the-job.

This subject is designed to be undertaken in a 2-unit form.

### **Selection of Units of Competency from Training Package**

Students can choose units of competency from the list below to form a 2-unit subject. Students must undertake a combination of units of competency that total a minimum of 120 hours. Students can enrol in either Option A or Option B (see page 46).

Workplace learning must be integrated into the chosen units of competency.

Students who undertake Stage 2 Seafood Operations (VET) should acquire the underpinning knowledge of the unit of competency SFICORE106A (Meet workplace OHS requirements) before they start workplace learning.

<i>Code</i>	<i>Unit of Competency</i>	<i>Nominal Hours</i>
BSBCM206A	Process and maintain workplace information	40
SFIAQUA209A	Manipulate stock culture environment	20
SFIAQUA211B	Undertake routine maintenance of water supply and disposal systems and structures	25
SFIAQUA213B	Monitor stock and environmental conditions	30
SFIAQUA217A	Maintain stock culture and other aquaculture operations structures	25
SFIAQUA218A	Control pests, predators and diseases	35
SFICORE106A	Meet workplace OHS requirements	20

<i>Code</i>	<i>Unit of Competency</i>	<i>Nominal Hours</i>
SFIFISH210A	Assemble and repair damaged netting	40
SFISH205B	Maintain marine plant	20
SFISH215A	Apply deckhand skills aboard a fishing vessel	40
SFISHIP201B	Comply with organisational and legislative requirements	10
SFISHIP202B	Contribute to safe navigation	20

*Note:* Codes, names of units of competency, and nominal hours may be affected by changes to training packages.

Students may also undertake selected industry sector Level II or Level III units of competency in this or related training packages by negotiation.

### **SACE Classification**

For the purposes of SACE completion, Stage 2 Seafood Operations (VET) is classified as a Group 2 subject.

## SPORT AND RECREATION (VET)

This Industry-specific subject provides students with an opportunity to gain credit towards the following qualifications (see qualification packaging rules):

- Certificate II in Community Recreation SRC20204
- Certificate II in Outdoor Recreation (Multiple Activities) SRO20303
- Certificate II in Sport (Coaching) SRS20303
- Certificate II in Sport (Officiating) SRS20403
- Certificate II in Sport (Career-oriented Participation) SRS20203
- Certificate III in Community Recreation SRC30204.

Units of competency from the *Community Recreation Training Package SRC04*, the *Sport Industry Training Package SRS03*, and the *Outdoor Recreation Training Package SRO03* that may be studied in Stage 2 Sport and Recreation (VET) are listed below.

**Selection of appropriate units of competency must be undertaken in consultation with the RTO.**

For details of qualifications, individual units of competency, and the qualification packaging rules, refer to the *Community Recreation Training Package SRC04*, available from the NTIS website ([www.ntis.gov.au](http://www.ntis.gov.au)), and the *Sport Industry Training Package SRS03* and the *Outdoor Recreation Training Package SRO03*, available from [www.serviceskills.com.au](http://www.serviceskills.com.au).

VET requires students to undertake learning in workplace settings. Workplace learning enables students to:

- gain an understanding of, and respond to, workplace practices and values;
- develop a positive sense of self;
- develop self-management skills;
- develop industry-specific knowledge and vocational skills, including employment-related skills such as reliability, adaptability, and teamwork;
- develop strategies for dealing with a range of expectations about the rights of employees and employers;
- understand and gain access to procedures for redressing grievance (harassment, unfair dismissal, discrimination);
- investigate career opportunities in the industry;
- apply information, skills, and techniques in the context of the industry;
- practise skills and techniques that they have acquired off-the-job.

This subject is designed to be undertaken in a 2-unit form.

### Selection of Units of Competency from Training Package

Students can choose units of competency from the list below to form a 2-unit subject. Students must undertake a combination of units of competency that total a minimum of 120 hours. Students can enrol in either Option A or Option B (see page 46).

Workplace learning must be integrated into the chosen units of competency.

Students who undertake Stage 2 Sport and Recreation (VET) should acquire the underpinning knowledge of the unit of competency SRXOHS001B (Follow defined occupational health and safety policy and procedures) before they start workplace learning.

<i>Code</i>	<i>Unit of Competency</i>	<i>Nominal Hours</i>
BSBCM210A	Implement improved work practices	30
SRCAQU003B	Respond to an aquatic emergency using basic water rescue techniques	20
SRCAQU006B	Supervise clients at an aquatic facility or environment	15

<i>Code</i>	<i>Unit of Competency</i>	<i>Nominal Hours</i>
SRCAQU007B	Respond to an aquatic emergency using advanced water rescue techniques	30
SRCAQU008B	Apply the principles of movement in water to aquatic activities	10
SRCAQU009B	Instruct water familiarisation, buoyancy and mobility skills	10
SRCAQU010A	Instruct water safety and survival skills	15
SRCCRD002B	Apply the principles of community development to community recreation work	30
SRCCRD003B	Promote access, equity and diversity in community recreation	30
SRCCRD004B	Facilitate community development through recreation initiatives	20
SRCCRD005B	Apply the principles and issues of volunteering	20
SRCCRO002B	Respond to clients at risk	20
SRCCRO007B	Operate in accordance with accepted instructional practices, styles and legal and ethical responsibilities	25
SROOPS001B	Implement minimal environmental impact practices	20
SROODR001A	Apply basic outdoor recreation logistics	10
SRSCGP001A	Operate in accord with accepted coaching practices, styles, legal and ethical responsibilities	40
SRSCOP010B	Collect information on stress management	10
SRSCOP011B	Develop an integrated time management plan	10
SRSCOP001B	Prepare for public speaking	20
SRSCOP002B	Plan for and participate in a media interview	15
SRSCOP003B	Demonstrate personal image and presentation skills	10
SRSCOP008B	Prepare a pre-event or post-event meal	20
SRSCOP009B	Collect information on drugs in sport	10
SRSOGP001A	Operate in accord with accepted officiating practices, styles, legal and ethical responsibilities to manage risk	20
SRSOGP003A	Judge competitive situations	10
SRXFAC002B	Maintain sport and recreation facilities	7
SRXOHS001B	Follow defined occupational health and safety policy and procedures	10

*Note:* Codes, names of units of competency, and nominal hours may be affected by changes to training packages.

Students may also undertake selected industry sector Level II or Level III units of competency in this or related training packages by negotiation.

### **SACE Classification**

For the purposes of SACE completion, Stage 2 Sport and Recreation (VET) is classified as a Group 1 subject.

## TOURISM OPERATIONS (VET)

This Industry-specific subject provides students with an opportunity to gain credit towards the following qualifications (see qualification packaging rules):

- Certificate I in Tourism (Australian Indigenous Culture) SIT10107.
- Certificate II in Tourism SIT20107.

Units of competency from the *Tourism, Hospitality and Events Training Package SIT07* that may be studied in Stage 2 Tourism Operations (VET) are listed below.

In addition, some units in this subject contribute to a range of qualifications in this training package.

### **Selection of appropriate units of competency must be undertaken in consultation with the RTO.**

For details of qualifications, individual units of competency, and the qualification packaging rules, refer to the NTIS website ([www.ntis.gov.au](http://www.ntis.gov.au)).

VET requires students to undertake learning in workplace settings. Workplace learning enables students to:

- gain an understanding of, and respond to, workplace practices and values;
- develop a positive sense of self;
- develop self-management skills;
- develop industry-specific knowledge and vocational skills, including employment-related skills such as reliability, adaptability, and teamwork;
- develop strategies for dealing with a range of expectations about the rights of employees and employers;
- understand and gain access to procedures for redressing grievance (harassment, unfair dismissal, discrimination);
- investigate career opportunities in the industry;
- apply information, skills, and techniques in the context of the industry;
- practise skills and techniques that they have acquired off-the-job.

This subject is designed to be undertaken in a 2-unit form.

### **Selection of Units of Competency from Training Package**

Students can choose units of competency from the list below to form a 2-unit subject. Students must undertake a combination of units of competency that total a minimum of 120 hours. Students can enrol in either Option A or Option B (see page 46).

Workplace learning must be integrated into the chosen units of competency.

Students who undertake Stage 2 Tourism Operations (VET) should acquire the underpinning knowledge of the unit of competency SITXOHS001A (Follow health, safety and security procedures) before they start workplace learning.

<i>Code</i>	<i>Unit of Competency</i>	<i>Nominal Hours</i>
BSBCMN205A	Use business technology	30
SITXOHS001A	Follow health, safety and security procedures	10
SITXCOM004A	Communicate on the telephone	20
SITXCCS002A	Provide quality customer service	30
SITXCOM005A	Make presentations	5
SITTGDE001A	Work as a guide	90
SITTGDE007A	Develop and maintain the general and regional knowledge required by guides	80
SITTGDE006A	Prepare and present tour commentaries or activities	70
SITTGDE008A	Research and share general information on Australian Indigenous cultures	80

<i>Code</i>	<i>Unit of Competency</i>	<i>Nominal Hours</i>
SITTGDE010A	Prepare specialised interpretive content on flora, fauna and landscape	80
SITTGDE011A	Prepare specialised interpretive content on marine environments	80
SITTGDE012A	Prepare specialised interpretive content on cultural and heritage environments	80
SITXEVT004A	Coordinate on-site event registrations	40
SITXEVT001A	Develop and update events industry knowledge	25
SITTTSL004A	Source and provide Australian destination information and advice	30
SITTTSL002A	Access and interpret product information	60
SITTTSL005A	Sell tourism products and services	45
SITTTSL008A	Book and coordinate supplier services	20
SITXEVT003A	Process and monitor event registrations	20

*Note:* Codes, names of units of competency, and nominal hours may be affected by changes to training packages.

Students may also undertake selected industry sector Level II or Level III units of competency in this or related training packages by negotiation.

### **SACE Classification**

For the purposes of SACE completion, Stage 2 Tourism Operations (VET) is classified as a Group 1 subject.

## TRANSPORT AND LOGISTICS (VET)

This Industry-specific subject provides students with an opportunity to gain credit towards the following qualifications (see qualification packaging rules):

- Certificate II in Transport and Logistics (Logistics Operations) TLI21107
- Certificate II in Transport and Logistics (Rail Operations) TLI20407
- Certificate II in Transport and Logistics (Road Transport) TLI20207
- Certificate II in Transport and Logistics (Stevedoring) TLI20307
- Certificate II in Transport and Logistics (Warehousing and Storage) TLI20107
- Certificate III in Transport and Logistics (Logistics Operations) TLI31107
- Certificate III in Transport and Logistics (Rail Operations) TLI30407
- Certificate III in Transport and Logistics (Road Transport) TLI30207
- Certificate III in Transport and Logistics (Stevedoring) TLI30307
- Certificate III in Transport and Logistics (Warehousing and Storage) TLI30107.

Units of competency from the *Transport and Logistics Training Package TLI07* that may be studied in Stage 2 Transport and Logistics (VET) are listed below. Units of competency from the *Aviation Training Package AVI08*, and the *Maritime Training Package TDM07* may be undertaken in Stage 2 Transport and Logistics (VET), upon negotiation.

### **Selection of appropriate units of competency must be undertaken in consultation with the RTO.**

For details of qualifications, individual units of competency, and the qualification packaging rules, refer to the NTIS website ([www.ntis.gov.au](http://www.ntis.gov.au)).

VET requires students to undertake learning in workplace settings. Workplace learning enables students to:

- gain an understanding of, and respond to, workplace practices and values;
- develop a positive sense of self;
- develop self-management skills;
- develop industry-specific knowledge and vocational skills, including employment-related skills such as reliability, adaptability, and teamwork;
- develop strategies for dealing with a range of expectations about the rights of employees and employers;
- understand and gain access to procedures for redressing grievance (harassment, unfair dismissal, discrimination);
- investigate career opportunities in the industry;
- apply information, skills, and techniques in the context of the industry;
- practise skills and techniques that they have acquired off-the-job.

This subject is designed to be undertaken in a 2-unit form.

### **Selection of Units of Competency from Training Package**

Students can choose units of competency from the following list to form a 2-unit subject. Students must undertake a combination of units of competency that total a minimum of 120 hours. Students can enrol in either Option A or Option B (see page 46).

Workplace learning must be integrated into the chosen units of competency.

Students who undertake Stage 2 Transport and Logistics (VET) should acquire the underpinning knowledge of the unit of competency TLIF107C (Follow OHS procedures) before they start workplace learning.

<i>Code</i>	<i>Unit of Competency</i>	<i>Nominal Hours</i>
BSBCMN302A	Organise personal work priorities and development	40
BSBCMN310A	Deliver and monitor a service to customers	40

<i>Code</i>	<i>Unit of Competency</i>	<i>Nominal Hours</i>
BSBCMN311A	Maintain workplace safety	40
BSBCMN416A	Identify risk and apply risk management processes	50
BSBEBUS403A	Communicate electronically	10
BSBFLM303B	Contribute to effective workplace relationships	40
BSBFLM311B	Support a workplace learning environment	40
BSBFLM312A	Contribute to team effectiveness	40
TLIA1407C	Use product knowledge to complete work operations	20
TLIA1507C	Complete receiptal/despatch documentation	40
TLIA2007C	Replenish stock	20
TLIA2107C	Despatch stock	20
TLIA2207C	Participate in stocktakes	20
TLIA4307B	Consolidate mail	20
TLIA4407B	Carry out delivery operations	20
TLIA4507B	Process international parcels and letters	20
TLIA4607B	Process parcels and letters	20
TLIA907D	Complete and check import/export documentation	20
TLIB107C	Check and assess operational capabilities of equipment	40
TLIB2407B	Clean transportation units and facilities for passenger use	20
TLIB2907B	Use and maintain minor mechanical equipment	20
TLIB807C	Carry out inspection of trailers	30
TLIC207C	Drive light rigid vehicle	40
TLID4507B	Operate specialised light load shifting equipment	40
TLID407C	Load and unload goods/cargo	30
TLIE107C	Present routine workplace information	40
TLIE207C	Estimate/calculate mass, area and quantify dimensions	30
TLIE407C	Prepare workplace documents	20
TLIE707B	Use communication systems	20
TLIE807C	Process workplace documentation	20
TLIF107C	Follow OHS procedures	20
TLIF307C	Implement and monitor OHS procedures	30
TLIF607C	Apply accident-emergency procedures	20
TLIG207C	Lead a work team or group	40
TLIG707B	Work in a socially diverse environment	20
TLIH107D	Interpret road maps and navigate pre-determined routes	20
TLIH307C	Prioritise courier/delivery operations	30
TLII607C	Provide freight forwarding services to customers	30
TLIJ207C	Apply quality systems	40
TLIK707C	Perform electronic data interchange (EDI) to transmit shipping documentation	10
TLIL307C	Conduct induction process	20
TLIL807C	Complete routine administrative tasks	10
TLIO1207C	Manage disruptive and/or unlawful behaviour	20
TLIO1307C	Administer the security of assets and facilities	20
TLIQ1107B	Maintain petty cash account	10
TLIQ707C	Prepare and process financial documents	30
TLIQ907C	Conduct courier/delivery cash transactions	10
TLIT107C	Capture records into a records keeping system	20
TLIT307C	Identify and classify records to be captured	40
TLIT407C	Maintain control of records	20
TLIT507C	Provide information from and about records	20
TLIU707B	Care for the environment	20

*Note:* Codes, names of units of competency, and nominal hours may be affected by changes to training packages.

Students may also undertake selected industry sector Level II or Level III units of competency in this or related training packages by negotiation.

### **SACE Classification**

For the purposes of SACE completion, Stage 2 Transport and Logistics (VET) is classified as a Group 2 subject.

## **ASSESSMENT**

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Stage 2 assessment for Industry-specific subjects can provide students with documentation of their achievement of the:

- VET units of competency;
- SACE learning outcomes.

Thus trainers and/or teachers will need to be familiar with the procedures for conducting:

- competency-based assessment;
- SACE assessment.

### **COMPETENCY-BASED ASSESSMENT**

To gain a unit of competency a student must be assessed as competent in all the elements of the unit of competency.

The training package for each subject contains guidelines for assessing the competency standards that training providers must meet.

An integrated, holistic approach to assessment is desirable, to ensure that the range of aspects of workplace performance is considered. Assessment across a number of units of competency, taken together rather than singly, is encouraged.

### **SACE ASSESSMENT**

Assessment is subject to the requirements, policies, and procedures of the Board.

One of the purposes of assessment is to measure the extent to which students have achieved the learning outcomes of a program based on this curriculum statement.

The four assessment components of Stage 2 Industry-specific subjects have been chosen to provide a balanced assessment of all learning outcomes in this curriculum statement. The description of each assessment component indicates the learning outcome(s) that the component is designed to assess primarily. However, in designing their assessment plan, teachers may include additional outcomes for a particular task, or exclude others.

#### **Important Note: Choosing Assessment Tasks**

The assessment tasks used to gather evidence of competence for the units of competency could also be used as evidence of achievement for the SACE.

An integrated, holistic approach to assessment is desirable, to ensure that the range of aspects of workplace performance is considered. Assessment across a number of units of competency, taken together rather than singly, is encouraged. Workplace learning can contribute to all the assessment components.

Workplace learning is an important and integral part of the Industry-specific subjects, and is one of the compulsory requirements of the assessment scheme. Students' existing paid part-time employment or voluntary work relevant to the Industry-specific subject they are undertaking can be used as their workplace learning.

## Option A

Students who take this option would not be seeking a tertiary entrance rank (TER). For this option, students complete the requirements of Assessment Components 1, 2, and 3 (described below).

Students who gain a moderated score of 20 will be granted outstanding achievement, those who gain a moderated score of 10–19 will be granted satisfactory achievement, and those who gain a moderated score of 3–9 will be granted recorded achievement.

This option enables students to meet the 2-unit sequence requirement and either the Group 1 requirement or the Group 2 requirement at Stage 2 of the SACE (depending on which Industry-specific subject they are undertaking).

## Option B

Students who take this option would be seeking to have this subject counted as part of their tertiary entrance rank. For this option, students complete the requirements of Assessment Components 1, 2, 3, and 4 (described below).

Students' results in this option will be reported as a grade, a verbal description, a Subject Achievement Score, and tertiary entrance points.

This option enables students to meet the 2-unit sequence requirement and either the Group 1 requirement or the Group 2 requirement at Stage 2 of the SACE (depending on which Industry-specific subject they are undertaking).

## ASSESSMENT COMPONENTS

Assessment for the two options in Stage 2 Industry-specific subjects consists of the following components, weighted as shown:

<i>Assessment Component</i>	<i>Option A</i>	<i>Option B</i>
Assessment Component 1: Evidence Folio	70%	40%
Assessment Component 2: Student Academic Record	10%	10%
Assessment Component 3: Workplace Reflection	20%	20%
Assessment Component 4: Work Project	—	30%

The assessment specifications and the criteria for judging performance that are outlined on the following pages reflect the learning outcome(s) that each assessment component is designed to assess. The criteria for judging performance state the qualities or features that assessors will look for and are followed by questions that aim to clarify for the student precisely what is being assessed.

In most cases the clarifying questions will apply to the specific assessment task that students have undertaken. However, in some cases, particularly when students and teachers negotiate and design aspects of an assessment task, teachers may need to vary the clarifying questions.

It is important that students clearly understand the criteria for judging performance before they undertake an assessment task.

## **SACE Word-count Policy**

The SACE Word-count Policy states that all words used in the body of the text are counted for assessment purposes. This includes all words that the assessor reads, from the beginning of the introduction to the end of the conclusion.

The word-count includes:

- headings
- direct quotations
- in-text references
- footnotes that are used as explanatory notes.

The word-count does not include:

- the title/question page
- the contents page
- words in tables, flow charts, graphs, and diagrams
- the reference list or bibliography (including footnotes that are used as references)
- appendixes.

Argument or analysis that is required for an assessment task should be presented in the body of the text, and not in supporting materials such as tables, flow charts, graphs, and diagrams. These supporting materials should be used only to illustrate or support the body of the text. Any argument or analysis that is introduced in supporting materials will be included in the word-count.

The purpose of word-limits is to give students clear information about the specifications of assessment components and to ensure that all students undertake assessments that are comparable. Word-limits enable students to have a reasonable workload within and across subjects.

Assessors do not assess beyond the word-limit.

## **Assessment Component 1: Evidence Folio**

This assessment component is designed to assess primarily Learning Outcomes 1, 2, 3, 4, and 7. It is weighted at 70% for Option A and 40% for Option B.

Students undertake between four and eight assessment tasks that are designed to provide evidence of achievement of the VET units of competency and the SACE learning outcomes. Assessment tasks may provide evidence of process and/or product. This evidence is kept in a folio.

In setting assessment tasks, teachers and trainers should give students opportunities to: investigate, interpret, and communicate information to clients and colleagues; draw on skills, independently and in teams, to create a product, task, or service; and identify and investigate information related to career pathways. Assessment tasks to provide evidence could include:

- career planning tasks
- a collaborative task
- a demonstration task
- a design project
- an oral task
- a practical task
- a skills task
- a structured or guided task
- a technical report
- a visual or multimedia display.

As students are required to collect and compile specific evidence to indicate competence in each of the units of competency specified, the assessment tasks set should also be negotiated with this aim in mind.

## Criteria for Judging Performance

The student's performance in the evidence folio will be judged by the extent to which he or she demonstrates:

### *knowledge*

- How effectively does the student develop and apply the knowledge and skills needed to create a product, task, or service?

### *understanding*

- How clear are the student's grasp and application of the concepts and processes of the industry?

### *organisation*

- How well planned and organised is the product, task, or service that the student presents?

### *application*

- To what extent does the student apply learnt skills and understandings to a new situation?

### *communication*

- How effectively does the student express relevant and appropriate knowledge and information?
- To what extent does the student work responsibly, both independently and in teams?

This assessment component is school assessed, and externally moderated by the SACE Board.

## Assessment Component 2: Student Academic Record

This assessment component is designed to assess primarily Learning Outcomes 1, 2, 3, and 4. It is weighted at 10% for Option A and 10% for Option B.

Students will be required to show documentation from an RTO, attesting to their successful achievement in each unit of competency undertaken for a 2-unit subject.

## Criteria for Judging Performance

Students who demonstrate their successful achievement in all the units of competency undertaken for a 2-unit subject will be granted 10%. Students who do not demonstrate achievement in all the units of competency undertaken for a 2-unit subject will receive zero for this assessment component.

## Assessment Component 3: Workplace Reflection

This assessment component is designed to assess primarily Learning Outcomes 5, 6, and 7. It is weighted at 20% for Option A and 20% for Option B.

Students are required to reflect critically on their experiences and learning in the workplace. They should be given the opportunity to indicate their understanding of the workplace practices, conditions, customs, and values of the industry. They can demonstrate this in a number of ways, for example, in:

- role-plays
- discussion with an assessor
- an oral presentation
- discussion with colleagues
- a journal
- evaluation
- an exit interview
- a feedback report (e.g. from or to an employer and/or a representative of an industry or association).

Before they begin this task, students will need to negotiate with their teacher the form and conditions in which it is to be undertaken.

## Criteria for Judging Performance

The student's performance in workplace reflection will be judged by the extent to which he or she demonstrates:

### *evaluation*

- To what extent does the student analyse, reflect critically on, and evaluate his or her learning?
- To what extent does the student discuss issues with depth and relevance?
- How well does the student appreciate the culture and values of the industry?

### *application*

- How effectively does the student apply underpinning knowledge and skills to workplace practice?

### *communication*

- How clearly does the student describe and document the activities undertaken?
- To what extent does the student communicate well-considered personal opinions about issues related to the workplace or career opportunities in the industry?

## Assessment Component 4: Work Project

This assessment component is designed to assess primarily Learning Outcomes 1, 2, 3, 4, 5, and 6. It is weighted at 30% for Option B.

The work project may be a practical task *or* an investigation.

### Practical Task

Students, using their skills and techniques independently or in teams, design and/or create a product, task, or service.

The practical task may be presented in a range of forms, including written, oral, and multimedia. It can include documentation such as working drawings, site photographs, sketches, charts, designs, operational procedures, processes, and brochures. Students complete a report on their practical task in which they document the process of planning, making, delivering, and evaluating.

Before they begin this task, students will need to negotiate with their teacher, assessor, and/or workplace supervisor the form and conditions in which it is to be undertaken. A practical task in written form should be a maximum of 1000 words. (Refer to page 47 for information on the SACE Word-count Policy.)

### Investigation

Students undertake an investigation of a local, national, and/or global issue in the industry. This task should be based on the units of competency chosen for study. It requires students to gather data and evidence from the workplace and the wider community.

For the investigation report, students document the collation, presentation, analysis, and evaluation of the data. The investigation may be presented in a range of forms, including written, oral, and multimedia. It can include documentation such as working drawings, site photographs, sketches, charts, designs, operational procedures, processes, and brochures.

Before they begin this task, students will need to negotiate with their teacher, assessor, and/or workplace supervisor the form and conditions in which it is to be undertaken. An investigation in written form should be a maximum of 1000 words. (Refer to page 47 for information on the SACE Word-count Policy.)

## Criteria for Judging Performance

The student's performance in the *practical task* will be judged by the extent to which he or she demonstrates:

*enterprise*

- To what extent does the student display initiative and creativity in the practical task?

*social interaction*

- How well does the student engage in productive and responsible interactions with clients and colleagues?

*application*

- To what extent does the student interpret operational workplace procedures and processes, and implement or respond to them effectively?
- How effectively does the student generate and maintain quality in the practical task?
- How well does the student make connections between the product, task, or service, and its local, national, and/or global context?

*communication*

- How clearly and confidently does the student present ideas and concepts?
- How effectively does the student plan and organise required elements of the practical task?

*evaluation*

- To what extent does the student analyse and evaluate the practical task in a well-balanced way?

The student's performance in the *investigation* will be judged by the extent to which he or she demonstrates:

*enterprise*

- To what extent does the student display initiative and creativity in the investigation?

*social interaction*

- How well does the student engage in productive and responsible interactions with clients and colleagues?

*application*

- How effectively does the student research operational workplace procedures, processes, and issues?
- How effectively does the student use a range of resources to present his or her opinions?
- How clearly does the student make connections between the product, task, or service, and its local, national, and/or global context?

*communication*

- How clearly and confidently does the student present ideas and concepts?
- How effectively does the student plan and organise required elements of the investigation?

*evaluation*

- To what extent does the student analyse and evaluate the investigation in a well-balanced way?

This assessment component is school assessed and externally moderated by the SACE Board.

## **MODERATION**

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Moderation is subject to the requirements, policies, and procedures of the Board. The specific moderation requirements are published annually.

Moderation is a process undertaken to ensure that the school-assessed marks awarded to students who take a subject are comparable from school to school. The purpose of moderation is to help to ensure fairness to students and to provide the wider community with reliable information about student performance.

Assessment Component 1: Evidence Folio, Assessment Component 2: Student Academic Record, Assessment Component 3: Workplace Reflection, and Assessment Component 4: Work Project will be centrally moderated.

## **SUPPORT MATERIALS**

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Useful support materials are available on the SACE Board website ([www.saceboard.sa.edu.au](http://www.saceboard.sa.edu.au)), for example:

- annotated work samples
- assessment exemplars
- assessment plans
- illustrative programs
- performance standards
- resources
- teaching and learning strategies.