

Senior Curriculum Handbook 2022



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Disclaimer: The information in this handbook is subject to change without notice due to human and physical resource allocations.

PRINCIPAL'S WELCOME

Welcome to the senior phase of your education. Australian Trade College North Brisbane prides itself on the ability to provide a structured and well-supported trade and business focused curriculum, leading to strong Queensland Certificate of Education (QCE) attainment and employment pathways. This is based on the philosophy that students can reach their potential through many and varied pathways. There is not just one way to reach your career goal.

Our responsibility as a school is to ensure we support our students through the transition from Year 10 into Years 11 and 12, so that students have every opportunity to be successful if they choose to be. Our College is committed to the pursuit of quality teaching and trade training in order to equip young people with the knowledge and skills to remain competitive in a constantly changing world.

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All students at Australian Trade College North Brisbane are encouraged and supported to strive to achieve their very best in everything they do. Our teaching and trade training staff work hard to ensure students have access to a wide range of Vocational Education and Training (VET) certificate courses, supported by quality Essential Learnings (English, Mathematics and Business) subjects as preparation for their apprenticeship pathways and/or further tertiary studies.

We continue to produce strong QCE and employment outcomes through school-based apprenticeships and traineeships. Students are supported through regular individual academic, trade and career coaching and mentoring. A major emphasis is on putting in the 'hard work' to get the job done right. Australian Trade College North Brisbane continues to be a school of choice for students wanting a trade career.

We have a wide variety of high quality VET programs up to Certificate III level. Our onsite Registered Training Organisation, Australian Trade Training College, and Australian Apprenticeship Support Network Provider, MRAEL ACE Apprenticeships Centre, ensures students are able to engage with reputable services and programs that provide strong links to industry. Only the best for our students!

Every opportunity is made available for students to prepare themselves for their desired futures while equipping them with highly competitive qualifications and extensive industry experience while completing their QCE.

Australian Trade College North Brisbane is a school for students wanting to learn in a 'hands on' industry standard training environment and kick start their trade career. Central to our core focus is the belief that all students can succeed and achieve their goals – our job being to steer them on this journey.

Every opportunity – that will 'Nail the Connection'.

Brett Kavanagh
Principal

Australian Trade College North Brisbane is part of the MRAEL group of companies. Being part of the wider MRAEL group provides Australian Trade College North Brisbane with a platform from which to access additional knowledge, experience, resources and support services to benefit its students, particularly with regard to apprenticeship and traineeship opportunities across Queensland.

MRAEL is a leading 'one solution' provider of education, training and employment services and are recognised as one of the largest and most experienced education, training and employment providers in Queensland. With over 30 years of experience and knowledge, MRAEL has grown considerably since its beginnings in 1985 as a small Group Training Organisation based in Mackay. MRAEL operates today as an Australian Apprenticeship Support Network Provider and a Group Training Organisation, as well as being the parent company of Australian Trade Training College Ltd (RTO) and Australian Trade College North Brisbane (Senior Vocational Trade College). MRAEL consistently delivers comprehensive apprentice training and workforce development solutions to businesses and individuals.

TRADE COLEGE MOTTO

Nail the Connection

STUDENT CHARACTERISTICS

We encourage our students to foster and demonstrate the following characteristics:

Courage

Act according to the College expectations and pursue individual learning and industry goals.

Engagement

Demonstrate attention, curiosity, interest, optimism, and passion in all areas of the learning within the classroom, trade training workshop and while on industry work placements.

Gratitude

Be aware of and thankful for the good things that happen in your life and take the time to express appreciation and return kindness.

MRAEL'S Vision, Purpose and Values

Vision

Vibrant Futures

Purpose

To enable and support people and businesses to realise their potential through opportunities for quality education, training and employment.

Values

Honesty and Integrity

Teamwork and Partnerships

Respect and Inclusion

Innovation

Achievement

Quality

INTRODUCTION

Australian Trade College North Brisbane is a co-educational senior school offering students the opportunity to complete their senior phase of learning while pursuing hands-on learning towards a trade career. Australian Trade College North Brisbane is an independent senior school and is accredited by the Queensland Government's Non-State Schools Accreditation Board.

This handbook has been compiled to assist students and their families in making informed choices about senior subjects by providing general senior schooling information as well as specific subject and trade descriptors.

Entering the senior phase of learning is an exciting time; however, there is a lot of information for you to take in. If there are any terms or concepts in this handbook that you still are not comfortable with, please ensure you approach Australian Trade College North Brisbane staff for assistance.

Our Cadet, Year 11 and 12 subjects are the current Queensland Curriculum based subjects and Vocational Educational and Training VET (Certificate courses), and/or school based traineeships or apprenticeships.

The Queensland Curriculum Assessment Authority (QCAA) have extensive information available on their website that explains many aspects of the senior schooling journey. Their website can be accessed at <https://www.qcaa.qld.edu.au/senior/>

GENERAL INFORMATION ABOUT THE SENIOR PHASE OF LEARNING

As a part of the Queensland Government's package of education and training reforms (The Youth Participation in Education and Training Act 2003), it mandated that students must stay at school until they finish Year 10 or turn 16, whichever comes first. After that, if not working at least 25 hours per week young people need to:

- stay in education or training for two (2) or more years; or
- get a Queensland Certificate of Education (QCE); or
- get a Certificate III vocational qualification or higher; or
- turn 17, whichever comes first.

Your senior learning program is not an ad-hoc process of simply accumulating sufficient credits to be awarded a Queensland Certificate of Education. For all students, the journey through Queensland's senior phase of learning begins with the development of a Senior Education & Training (SET) Plan, in Year 10 or our Cadet Program.

Through the SET planning process, you will start structuring your study, training and career options around your abilities, interests and ambitions. A SET Plan is intended to help you plan for possible careers and develop a program of study to provide the pathway to your future goals. Further information about SET Plans is included later in this handbook.

Upon successful completion of Year 12, students will receive a Senior Statement and may be eligible to receive a Queensland Certificate of Education (QCE).

SENIOR EDUCATION PROFILE

The Queensland Curriculum and Assessment Authority (QCAA) issues senior education profiles to Queensland students upon completion of Year 12. This profile may include a:

- Statement of Results
- Queensland Certificate of Education (QCE)
- Queensland Certificate of Individual Achievement (QCIA).

For more information about the senior education profiles, visit the QCAA website at <https://www.qcaa.qld.edu.au/senior/certificates-qualifications/sep>

STATEMENT OF RESULTS

Students are issued with a Statement of Results in the December following the completion of a QCAA-developed course of study. A new Statement of Results is issued to students after each QCAA-developed course of study is completed.

A full record of study will be issued, along with the QCE qualification, in the first December or July after the student meets the requirements for a Queensland Certificate of Education.

QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

Students may be eligible for a Queensland Certificate of Education (QCE) at the end of their senior schooling. Students who do not meet the QCE requirements can continue to work towards the certificate post-secondary schooling. The QCAA awards a QCE in the following July or December, once a student becomes eligible. Learning accounts are closed after nine years; however, a student may apply to the QCAA to have the account reopened and all credit continued.

WHAT IS THE QUEENSLAND CERTIFICATE OF EDUCATION?

The Queensland Certificate of Education (QCE) is Queensland's senior schooling qualification. The QCE offers flexibility in what is learnt, as well as where and when learning occurs. Students have a wide range of learning options; these can include senior school subjects, vocational education and training, on-the-job hours as part of an official school-based apprenticeship or traineeship, workplace and community learning, as well as university subjects undertaken while at school.

The QCE attests to:

- a significant amount of quality assured learning
- learning at a set standard of achievement
- literacy and numeracy requirements

The Queensland Curriculum Assessment Authority (QCAA) will award young people a QCE when they complete the Senior Phase of Learning within certain guidelines. To be awarded a QCE, students must have at least 20 credits in the required pattern, and fulfil literacy and numeracy requirements. You will find the table on page 9 useful in further clarifying this. If there are less than 20 credits in a student's learning account at the end of Year 12, it will remain open and the student can continue to bank credits.

WHAT IS THE DIFFERENCE BETWEEN THE QCE AND THE SENIOR STATEMENT?

The Senior Statement is a record of all learning achievements banked to a student's Learning Account during their senior phase of learning. It records the details of where and when the learning took place and the level of achievement. The QCE, on the other hand, is awarded only when a specific study pattern has been achieved.

The study pattern for a QCE requires:

- Completion of at least 20 credits of courses of study; and
- A set standard of achievement in these completed courses of study; and
- Completion of a literacy and numeracy component.

At Australian Trade College North Brisbane, our aim is that every student will graduate with a QCE. The completion of a SET Plan in our Cadet Program is a perfect platform for this to occur.

ABOUT THE QCE

About the QCE

The Queensland Certificate of Education (QCE) is Queensland's senior secondary schooling qualification. It is internationally recognised and provides evidence of senior schooling achievements.

The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and career goals. Most students will plan their QCE pathway in Year 10 when choosing senior courses of study. Their school will help them develop their individual plan and a QCAA learning account will be opened.

To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. The QCE is issued to eligible students when they meet all the requirements, either at the completion of Year 12, or after they have left school.



QCE requirements

As well as meeting the below requirements, students must have an open learning account before starting the QCE, and accrue a minimum of one credit from a Core course of study while enrolled at a Queensland school.

S

Set amount

20 credits from contributing courses of study, including:

- QCAA-developed subjects or courses
- vocational education and training (VET) qualifications
- non-Queensland studies
- recognised studies.

S

Set pattern

12 credits from completed Core courses of study and 8 credits from any combination of:

- Core
- Preparatory (maximum 4)
- Complementary (maximum 8).

S

Set standard

Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent.

L

Literacy & numeracy

Students must meet literacy and numeracy requirements through one of the available learning options.

More information

For more information about the QCE requirements, see the following factsheets, which are available on the QCAA website at www.qcaa.qld.edu.au:

- QCE credit and duplication of learning
- QCE credit: completed Core requirement
- QCE literacy and numeracy requirement.

S

Set pattern

Within the set pattern requirement, there are three categories of learning — Core, Preparatory and Complementary. When the set standard is met, credit will accrue in a student's learning account. To meet the set pattern requirement for a QCE, at least 12 credits must be accrued from completed Core courses of study. The remaining 8 credits may accrue from a combination of Core, Preparatory or Complementary courses of study.

● **Core:** At least 12 credits must come from completed Core courses of study

COURSE	QCE CREDITS PER COURSE
QCAA General subjects and Applied subjects	up to 4
QCAA General Extension subjects	up to 2
QCAA General Senior External Examination subjects	4
Certificate II qualifications	up to 4
Certificate III and IV qualifications (includes traineeships)	up to 8
School-based apprenticeships	up to 6
Recognised studies categorised as Core	as recognised by QCAA

● **Preparatory:** A maximum of 4 credits can come from Preparatory courses of study

QCAA Short Courses	1
<ul style="list-style-type: none"> QCAA Short Course in Literacy QCAA Short Course in Numeracy 	
Certificate I qualifications	up to 3
Recognised studies categorised as Preparatory	as recognised by QCAA

● **Complementary:** A maximum of 8 credits can come from Complementary courses of study

QCAA Short Courses	1
<ul style="list-style-type: none"> QCAA Short Course in Aboriginal & Torres Strait Islander Languages QCAA Short Course in Career Education 	
University subjects (while a student is enrolled at a school)	up to 4
Diplomas and Advanced Diplomas (while a student is enrolled at a school)	up to 8
Recognised studies categorised as Complementary	as recognised by QCAA

L

Literacy & numeracy

The literacy and numeracy requirements for a QCE meet the standards outlined in the Australian Core Skills Framework (ACSF) Level 3.

To meet the literacy and numeracy requirement for the QCE, a student must achieve the set standard in one of the literacy and one of the numeracy learning options:

● **Literacy**

- QCAA General or Applied English subjects
- QCAA Short Course in Literacy
- Senior External Examination in a QCAA English subject
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved English subjects
- Recognised studies listed as meeting literacy requirements

● **Numeracy**

- QCAA General or Applied Mathematics subjects
- QCAA Short Course in Numeracy
- Senior External Examination in a QCAA Mathematics subject
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved Mathematics subjects
- Recognised studies listed as meeting numeracy requirements

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Australian Trade College North Brisbane

WHAT IS A SET PLAN?

A Senior Education and Training Plan, or SET Plan, is a 'road map' to assist young people in achieving their learning goals during the senior phase of learning. It assists young people to examine options across education, training and employment sectors and allows them to communicate with personnel at the College who work collaboratively to achieve their goals.

Students at Australian Trade College North Brisbane are exposed to variety of trades through planned Cadet trade rotations, which enables them to develop their SET Plan into a dynamic document, of which they have the opportunity to revise and reflect at various stages.

Below is the process that is followed here at Australian Trade College North Brisbane for the preparation of each individual student's SET Plan.

Stage	Year Level	Description
Industry Preparation Program	Cadet	Students will spend one lesson per week learning about work and career expectations.
Industry Work Experience	Cadet	Students engage in 5 days of industry work experience to assist with understanding the workplace and informing their trade selection.
SET Plan Interview and Trade Selection	Cadet	Students along with their parent/carer are involved in a formal meeting to allow students to complete their SET Plan and select their trade study pathway for Year 11.
Industry Work Experience	Year 11 / 12	Students engage in extended blocks of work experience (up to 35 days in Year 11 and up to 40 days in Year 12) to build trade skills, strengthen their workplace knowledge, career development and industry relationships.
Review and Consultation	Year 11 / 12	At various stages, students reflect on their academic outcomes, trade progression and SET Plan, and realign trade and career goals as required.

PLANNING YOUR SUBJECTS AND COURSES

It is important to select your trade pathway carefully as your decisions may affect the types of occupations you can choose in the future. Your choices will also affect your success and the feelings you have about school. Changing trades mid-term or mid-semester IS NOT ideal, and can often lead to more issues such as ‘playing catch up’ with your new trade or affect your QCE attainment. SO, CHOOSE CAREFULLY! Remember... it is your future.... Not your friends’!

As an overall plan, it is suggested that you choose a trade pathway:

- you enjoy; and
- which reflect your interests and abilities.

Things to remember when choosing a pathway:

- Your greatest chance of success is choosing a trade pathway that is suited to your ability levels;
- Find out everything you can about your possible career path and ensure you are covering any necessary prerequisites for this career;
- Remember that with many occupations there is ‘more than one way in’.
- Investigate which path is best suited to your abilities; and
- The prospect of obtaining a school-based apprenticeship or traineeship in your chosen trade.

SENIOR SUBJECTS

The QCAA develops four types of senior subject syllabuses — General, Applied, Senior External Examinations and Short Courses. Results in General and Applied subjects contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although no more than one result in an Applied subject can be used in the calculation of a student’s ATAR.

Australian Trade College North Brisbane offers Applied Subjects. Typically, it is expected that most students will complete these across Years 11 and 12.

General Syllabuses

General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies and to pathways for vocational education and training and work.

Applied Subject Syllabuses

Applied subjects are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to Vocational Education and Training or employment outcomes.

Underpinning factors

All senior syllabuses are underpinned by:

- Literacy — the set of knowledge and skills about language and texts essential for understanding and conveying content
- Numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.
-

General syllabuses and Short Courses

In addition to literacy and numeracy, General syllabuses and Short Courses are underpinned by:

- 21st century skills — the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. These include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills.

APPLIED SYLLABUSES

In addition to literacy and numeracy, applied syllabuses are underpinned by:

- Applied learning — the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts
- Community connections — the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom
- Core skills for work — the set of knowledge, understanding and non-technical skills that underpin successful participation in work.

Structure

The syllabus structure consists of a course overview and assessment as outlined in the QCAA syllabuses.

Course Overview

Applied syllabuses are developmental four-unit courses of study. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners.

Units 1 and 2 of the course are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understanding and skills of the subject.

Units 3 and 4 consolidate student learning. Results from assessment in Applied subjects contribute to the award of a QCE and results from Units 3 and 4 may contribute as a single input to ATAR calculation.

A course of study for Applied syllabuses includes core topics and elective areas for study.

Assessment

Applied syllabuses use four summative internal assessments from Units 3 and 4 to determine a student's exit result.

Schools are required to develop at least two but no more than four internal assessments for Units 1 and 2 and these assessments should provide students with opportunities to become familiar with the summative internal assessment techniques to be used for Units 3 and 4.

Applied syllabuses do not use external assessment.

INSTRUMENT-SPECIFIC STANDARDS MATRIXES

For each assessment instrument, schools develop an instrument-specific standards matrix by selecting the syllabus standards descriptors relevant to the task and the dimension/s being assessed. The matrix is shared with students and used as a tool for making judgments about the quality of students' responses to the instrument. Schools develop assessments to allow students to demonstrate the range of standards.

Essential English and Essential Mathematics — Common Internal Assessment

Students complete a total of four summative internal assessments in Units 3 and 4 that count toward their overall subject result. Schools develop three of the summative internal assessments for each senior subject and the other summative assessment is a common internal assessment (CIA) developed by the QCAA.

The CIA for Essential English and Essential Mathematics is based on the learning described in Unit 3 of the respective syllabus. The CIA is:

- developed by the QCAA
- common to all schools
- delivered to schools by the QCAA
- administered flexibly in Unit 3
- administered under supervised conditions
- marked by the school according to a common marking scheme developed by the QCAA.

The CIA is not privileged over the other summative internal assessment.

Summative Internal Assessment — Instrument-Specific Standards

The Essential English and Essential Mathematics syllabuses provide instrument-specific standards for the three summative internal assessments in Units 3 and 4.

The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

GENERAL SYLLABUSES

Structure

The syllabus structure consists of a course overview and assessment.

General Syllabuses Course Overview

General syllabuses are developmental four-unit courses of study. Units 1 and 2 provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter. It is intended that Units 1 and 2 are studied as a pair. Assessment in Units 1 and 2 provides students with feedback on their progress in a course of study and contributes to the award of a QCE.

Students should complete Units 1 and 2 before starting Units 3 and 4. Units 3 and 4 consolidate student learning. Assessment in Units 3 and 4 is summative and student results contribute to the award of a QCE and to ATAR calculations.

Assessment

Units 1 and 2 Assessments

Schools decide the sequence, scope and scale of assessments for Units 1 and 2. These assessments should reflect the local context. Teachers determine the assessment program, tasks and marking guides that are used to assess student performance for Units 1 and 2.

Units 1 and 2 assessment outcomes provide feedback to students on their progress in the course of study. Schools should develop at least two but no more than four assessments for Units 1 and 2. At least one assessment must be completed for each unit.

Schools report satisfactory completion of Units 1 and 2 to the QCAA, and may choose to report levels of achievement to students and parents/carers using grades, descriptive statements or other indicators.

Units 3 and 4 Assessments

Students complete a total of four summative assessments — three internal and one external — that count towards the overall subject result in each General subject.

Schools develop three internal assessments for each senior subject to reflect the requirements described in Units 3 and 4 of each General syllabus.

The three summative internal assessments need to be endorsed by the QCAA before they are used in schools. Students' results in these assessments are externally confirmed by QCAA assessors. These confirmed results from internal assessment are combined with a single result from an external assessment, which is developed and marked by the QCAA. The external assessment result for a subject contributes to a determined percentage of a students' overall subject result. For most subjects this is 25%; for Mathematics and Science subjects it is 50%.

Instrument-specific Marking Guides

Each syllabus provides instrument-specific marking guides (ISMGs) for summative internal assessments. The ISMGs describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

Schools cannot change or modify an ISMG for use with summative internal assessment.

As part of quality teaching and learning, schools should discuss ISMGs with students to help them understand the requirements of an assessment task.

External Assessment

External assessment is summative and adds valuable evidence of achievement to a student's profile. External assessment is:

- Common to all schools
- Administered under the same conditions at the same time and on the same day
- Developed and marked by the QCAA according to a commonly applied marking scheme.

The external assessment contributes a determined percentage (see specific subject guides — assessment) to the student's overall subject result and is not privileged over summative internal assessment.

WHAT IS VOCATIONAL EDUCATION AND TRAINING (VET)?

Vocational education training focuses on preparing students and providing them with the skills and knowledge that are essential to entering the workforce, changing career, upgrading skills or moving into further education. VET training delivered by Registered Training Organisations help to build students professional toolkit to advance their career.

Enrolling in a VET program will assist you to:

- Gain skills and knowledge in a practical learning environment
- Gain a qualification that is recognised Australia wide
- Build your career in a wide variety of industries.
- Gain as Apprenticeship or traineeship
- Join the workforce for the first time

Enrolling in a VET qualification assists students to develop their personal qualities of independence, initiative and self-determination that will benefit them in future employment and life opportunities.

Qualifications:

The Australian Trade Training College (ATTC) is the Australian Trade College North Brisbane's (ATCNB) onsite Registered Training Organisation (RTO) and delivers all vocational training.

There are two main modes of delivery for VET training at ATCNB:

1. On Campus completing theoretical and practical training or
2. School-based Apprenticeship or Traineeship (SAT)

Literacy, Language and Numeracy Support

If you are undertaking a VET subject that has embedded units of competency from a Training Package, you will find that basic literacy/numeracy elements have been incorporated. This should help you learn these basic literacy/numeracy components more readily, as these skills are delivered and or assessed in the context of an industry vocational area that individuals have agreed to complete while attending this RTO.

Language, literacy and numeracy assistance can be obtained from a specialised VET trainer and assessor involved with the course, the College Trade Support Teacher or the Senior Schooling Head of Department. Where additional assistance is required this can be requested from the Trade Support Centre via the course teacher/trainer.

If you still feel you need additional language, literacy or numeracy support, please approach the Senior Schooling Head of Department, Trade Support Teacher or Guidance Officer within the school.

All Trade College students will be required to complete a Language Literacy and Numeracy (LLN) assessment to support a pre-enrolment, pre-training requirements, whereby the VET trainer and assessor will identify the individual learning needs of the student to support the completion of the vocational qualification.

This pre-enrolment assessment may be completed in more than one vocational qualification and may include itemised questions in relation to key content, assessment and qualification requirements identified within the training and assessment strategy of the qualification.

VET trainers and assessors will use the feedback and data gathered from this diagnostic tool to support individualised learning experiences in order support students to obtain the required level of performance expected within the qualification and unit of competency being delivered. VET trainers and assessors will consult with the Senior Schooling and/or VET in School (VETiS) Heads of Department of in order to support student's improvement within the five core skills of learning, reading, writing, oral communication and numeracy.

SCHOOL-BASED APPRENTICESHIP OR TRAINEESHIP (SAT)

School-based apprenticeships and traineeships (SATs) allow students at Australian Trade College North Brisbane (typically year 11 and 12 students) to work with an employer in a real workplace as paid employees while still at school. Students benefit from hands-on experience without having to leave school. Students at the Australian Trade College North Brisbane will spend a minimum of two days per week in PAID employment, while the majority of other Queensland schools only offer students to participate in SATs one day per week. At the same time, students undertake a training qualification with a registered training organisation (like the Australian Trade Training College) chosen by both the employer and the student to receive nationally recognised vocational training qualifications.

Students gain valuable points towards their QCE at the end of year 12, and also train towards a qualification in their chosen career that will be recognised Australia wide.

Students are paid for the time spent working, including an extra amount to compensate for not receiving recreation and sick leave, but are not paid for the training component delivered by the registered training organisation or RTO.

Australian Tertiary Admission Rank (ATAR) eligibility

The calculation of an Australian Tertiary Admission Rank (ATAR) will be based on a student's:

- best five General subject results or
- best results in a combination of four General subject results plus an Applied subject result or a Certificate III or higher VET qualification.

The Queensland Tertiary Admissions Centre (QTAC) has responsibility for ATAR calculations.

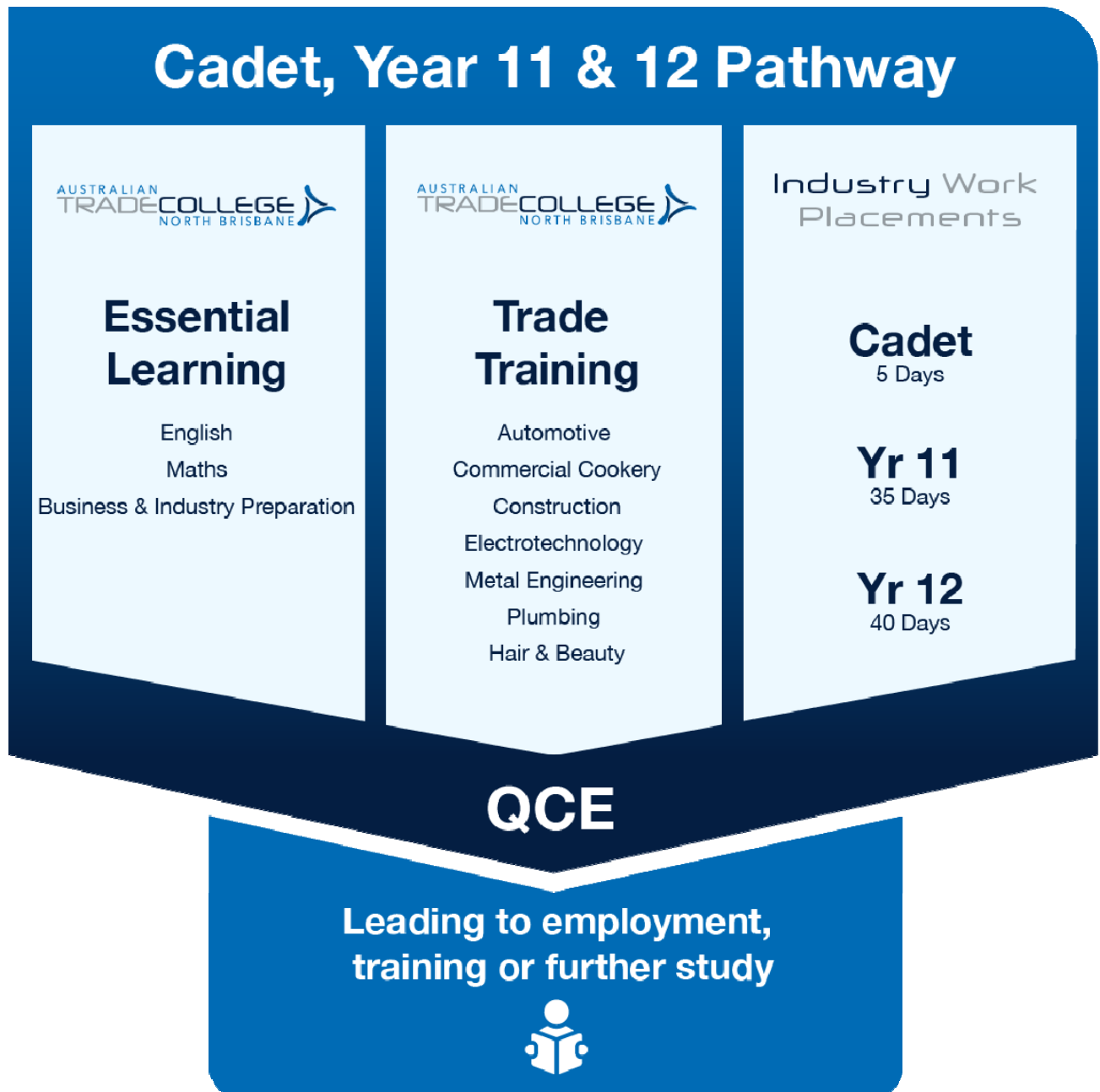
English requirement

Eligibility for an ATAR will require satisfactory completion of a QCAA English subject.

Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in one of two subjects — English and Essential English.

While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student's English result to be included in the calculation of their ATAR.

COURSE FRAMEWORK



ESSENTIAL LEARNINGS

Cadet Short Course Literacy

Literacy is a social practice — a flexible and sustainable mastery of a repertoire of practices with texts using traditional and new communication technologies. It enables individuals to develop knowledge and understanding, and is thus integral to learning across all areas of the curriculum.

Effective literacy is intrinsically purposeful, flexible and dynamic, and involves the integration of speaking, listening and critical thinking with reading and writing. New technologies, the influences of globalisation and restructured workplaces require students to be able to interpret, construct and make judgments about meanings of texts in a range of contexts for different audiences and purposes.

This Short Course in Literacy is a one-unit course, developed to meet a specific curriculum need. It contributes one credit toward a Queensland Certificate of Education (QCE). Results in Literacy do not contribute to an Australian Tertiary Admission Rank (ATAR) calculation.

Pathways

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

Objectives

In this course of study students will:

- evaluate and integrate information and ideas to construct meaning from texts and text types
- select and apply reading strategies that are appropriate to purpose and text type
- communicate relationships between ideas and information in a style appropriate to audience and purpose
- select vocabulary, grammatical structures and conventions that are appropriate to the text
- select and use appropriate strategies to establish and maintain spoken communication
- derive meaning from a range of oral texts
- plan, implement and adjust processes to achieve learning outcomes
- apply learning strategies

Structure

Topic 1 – Personal identity and education	Topic 2 – The work environment
<p>These topics provide a context for student learning and experience and align with the three domains of communication.</p> <ul style="list-style-type: none"> • Personal and community • Education and training • Workplace and employment 	

Assessment

Students will complete two summative internal assessments that count towards their overall subject result. Schools develop these assessments, based on the learning described in the syllabus.

Cadet Short Course Numeracy

Numeracy is considered integral to a person's ability to function effectively in society. To be numerate requires more than being able to operate with numbers: it requires mathematical knowledge and understanding, mathematical problem-solving skills, literacy skills and positive beliefs and attitudes.

When students become numerate, they are able to manage situations or solve problems in real contexts such as everyday life, work and further learning. Students are able to identify or locate, act upon, interpret and communicate mathematical ideas and information. They learn to represent these ideas and information in a number of ways. This learning should take place in contexts that are relevant, cooperative, supportive, enjoyable and non-competitive.

This Short Course in Numeracy is a one-unit course of study, developed to meet a specific curriculum need. It contributes one credit toward a Queensland Certificate of Education (QCE). Results in Numeracy do not contribute to an Australian Tertiary Admission Rank (ATAR) calculation.

Pathways

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

Objectives

In this course of study students will:

- select and interpret mathematical information
- select from and use a variety of mathematical and problem-solving strategies
- use oral and written mathematical language and representation to communicate mathematically
- plan, implement and adjust processes to achieve learning outcomes
- apply learning strategies

Structure

Topic 1 – Personal identity and education	Topic 2 – The work environment
<p>These topics provide a context for student learning and experience and align with the three domains of communication.</p> <ul style="list-style-type: none"> • Personal and community • Education and training • Workplace and employment 	

Assessment

Students will complete two summative internal assessments that count towards their overall subject result. Schools develop these assessments based on the learning described in the syllabus.

Short Course Career Education

The QCAA Short Career Education is embedded within the Year 11 and Year 12 Industry Preparation program and focuses on the development of knowledge, processes, skills, attributes and attitudes that will assist students to make informed decisions about their options and enable effective participation in their future study, working life and career.

Students explore career development and management strategies that help them plan for and shape their future, providing them with essential knowledge, understanding and skills for participation in a rapidly changing world of work. They come to understand what they need to adapt to multiple transitions in work, career and life, and use opportunities to transfer their developing abilities to a range of work-related and career contexts and activities.

As students consider their future directions and prepare to make successful transitions to work, career and further education and/or training, they explore career options that incorporate their interests and skills, set personal goals and implement initial stages of career plans.

This Short Course in Career Education is a one-unit course of study, developed to meet a specific curriculum need. It contributes one credit toward a Queensland Certificate of Education (QCE). Results in Career Education do not contribute to an Australian Tertiary Admission Rank (ATAR) calculation.

Pathways

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

Objectives

In this course of study students will:

- demonstrate knowledge and understanding of self, work practices and career development processes
- select, analyse and apply information related to work and career development
- use oral and written language to communicate information
- plan, implement and adjust processes to achieve learning outcomes
- apply learning.

Structure

Topic 1 – Personal identity and education	Topic 2 – The work environment
One assessment consisting of two parts: a spoken/signed presentation — workplace interview or survey (Internal assessment 1A) a student learning journal (Internal assessment 1B)	One assessment consisting of two parts: an extended written response — a career investigation (Internal assessment 2A) a student learning journal (Internal assessment 2B)

Assessment

Students will complete two summative internal assessments that count towards their overall subject result. Schools develop these assessments based on the learning described in the syllabus.

Year 11 & Year 12 Essential English

Essential English Applied Senior Subject

Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. Students recognise language and texts as relevant in their lives now and in the future and learn to understand, accept or challenge the values and attitudes in these texts. Students engage with language and texts to foster skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including every day, social, community, further education and work-related contexts. They choose generic structures, language, language features and technologies to best convey meaning. They develop skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts. Students use language effectively to produce texts for a variety of purposes and audiences and engage creative and imaginative thinking to explore their own world and the worlds of others. They actively and critically interact with a range of texts, developing an awareness of how the language they engage with positions them and others.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works <ul style="list-style-type: none"> • Responding to a variety of texts used in and developed for a work context • Creating multimodal and written texts 	Texts and human experiences <ul style="list-style-type: none"> • Responding to reflective and nonfiction texts that explore human experiences • Creating spoken and written texts 	Language that influences <ul style="list-style-type: none"> • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences 	Representations and popular culture texts <ul style="list-style-type: none"> • Responding to popular culture texts • Creating representations of Australian identities, places, events and concepts

Assessment

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

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

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Extended response — spoken/signed response 	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Extended response — Multimodal response
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Common internal assessment (CIA) 	Summative internal assessment (IA4): <ul style="list-style-type: none"> • Extended response — Written response

Year 11 & Year 12 Essential Mathematics

Essential Mathematics Applied Senior Subject

Essential Mathematics' major domains are Number, Data, Location and Time, Measurement and Finance.

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Number, data and graphs <ul style="list-style-type: none"> • Fundamental topic: Calculations • Number • Representing data • Graphs 	Money, travel and data <ul style="list-style-type: none"> • Fundamental topic: Calculations • Managing money • Time and motion • Data collection 	Measurement, scales and data <ul style="list-style-type: none"> • Fundamental topic: Calculations • Measurement • Scales, plans and models • Summarising and comparing data 	Graphs, chance and loans <ul style="list-style-type: none"> • Fundamental topic: Calculations • Bivariate graphs • Probability and relative frequencies • Loans and compound interest

Assessment

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

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

Summative Assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Problem-solving and modelling task 	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Problem-solving and modelling task
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Common internal assessment (CIA) 	Summative internal assessment (IA4): <ul style="list-style-type: none"> • Examination

Year 11 & Year 12 General Mathematics

General Mathematics General Senior Subject

General Mathematics' major domains are Number and algebra, Measurement and geometry, Statistics, and Networks and matrices, building on the content of the P–10 Australian Curriculum.

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus.

Students build on and develop key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics.

Students engage in a practical approach that equips learners for their needs as future citizens. They learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They develop the ability to understand, analyse and take action regarding social issues in their world.

Pathways

A course of study in General Mathematics can establish a basis for further education and employment in the fields of business, electrotechnology, engineering, education, finance, IT, and the social sciences.

Objectives

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

- Select, recall and use facts, rules, definitions and procedures drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices
- Comprehend mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices
- Communicate using mathematical, statistical and everyday language and conventions
- Evaluate the reasonableness of solutions
- Justify procedures and decisions by explaining mathematical reasoning
- Solve problems by applying mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement and relations <ul style="list-style-type: none"> • Consumer arithmetic • Shape and Measurement • Linear equations and their graphs 	Applied trigonometry, algebra, matrices and univariate data <ul style="list-style-type: none"> • Applications of trigonometry • Algebra and matrices • Univariate data analysis 	Bivariate data, sequences and change, and Earth geometry <ul style="list-style-type: none"> • Bivariate data analysis • Time series analysis • Growth and decay in sequences • Earth geometry and time zones 	Investing and Networking <ul style="list-style-type: none"> • Loans, investments and annuities • Graphs and networks • Networks and decision mathematics

Assessment

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

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative Assessments

Unit 3		Unit 4	
<ul style="list-style-type: none"> • Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Problem-solving and modelling task 	20%	Summative internal assessment 3 (IA3): • Examination	15%
<ul style="list-style-type: none"> • Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Examination 	15%		
Summative external assessment (EA): 50% <ul style="list-style-type: none"> • Examination 			

BSB30120 Certificate III Business

Year 11 and Year 12 Essential Learning Subject – 2 Year Course

Qualification offered by external RTO: Binnacle Training RTO #31319

Delivered at Australian Trade College North Brisbane



The Certificate III in Business program is offered as a subject where students learn what it takes to become a Business Professional. Students achieve skills in leadership and organisation, customer service, personal management, teamwork and relationships, business technology and financial literacy – incorporating the delivery of a range of projects and services within their industry work experience, school-based apprenticeship placements and school community. Students will also investigate a range of business opportunities.

QCE Credits: Successful completion of the Certificate III in Business contributes a maximum of eight (8) credits towards a student's QCE. A maximum of eight credits from the same training package can contribute to a QCE.

Requirements for completion of this qualification

To be awarded this qualification, competency must be achieved in 6 core unit plus 7 electives units.

Unit Code	Unit Name
BSBPEF201	Support personal wellbeing in the workplace
BSBWHS311	Assist with maintaining workplace safety
BSBSUS211	Participate in sustainable work practices
BSBTWK301	Use inclusive work practices
BSBXCM301	Engage in workplace communication
BSBCRT311	Apply critical thinking skills in a team environment
BSBPEF301	Organise personal work priorities
BSBXTW301	Work in a team
BSBTEC301	Design and produce business documents
BSBWRT311	Write simple documents
BSBTEC303	Create electronic presentations
BSBOPS304	Deliver and monitor a service to customers
FNSFLT301	Be MoneySmart

Program Disclosure Statement (PDS)

This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services). To access Binnacle's PDS, visit: <http://www.binnacletraining.com.au/rto.php> and select 'RTO Files'.

Assessment

Learning experiences will be achieved by students working alongside an experienced Business Teacher (Program Deliverer) – incorporating delivery of a range of projects and services within their school community. This includes a group project where students design and plan for a new product or service (Binnacle Boss Entrepreneurship Program).

A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Practical tasks / experience
- Hands-on activities including customer interactions
- Group projects
- e-Learning projects

Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies.

NOTE: From time to time, project delivery may require a mandatory 'outside subject' component (e.g. before / after school or during an industry placement).



Australian Trade Training College RTO #31399

Australian Trade Training College Ltd (ATTC) is part of the MRAEL group of companies.

ATTC has been registered as a Registered Training Organisation (RTO) since 2006 and is a not-for-profit organisation with significant experience in the delivery of quality vocational education qualifications.

ATTC specialises in the delivery of training and assessment for traditional trade areas, delivering Certificate I through to Diploma level qualifications. ATTC's Scope of Registration encompasses more than 60 Nationally Recognised Qualifications in the following trade areas: Automotive, Carpentry, Joinery, Cabinet Making, Electrotechnology, Engineering, Hospitality, Cookery, Hair & Beauty, Plumbing, Work, Health & Safety, Business, and Leadership and Management.

As part of our organisational structure, ATTC delivers vocational training in partnership with the Australian Trade College North Brisbane (ATCNB) to Cadets, Year 11 and 12 school students. Students enrol in specialised trade programs and undertake regular periods of external industry placement. Each student receives individual and group training and with this approach it has been proven that students secure employment outcomes upon graduation.

All Trade Trainers hold relevant trade qualifications and have extensive industry experience which is updated on a yearly basis to ensure they have the most up to date knowledge to pass onto the students. Trainers work collaboratively and independently with students to foster strategies that will overcome any barriers that are identified during the student enrolment process with ATCNB. Trainers provide mentoring and skills development for all students whilst allowing them to express and develop their creativity and innovation whilst providing the professional direction.

In support of the students QCE requirements, ATTC provided trade programs are run over eighteen months giving the opportunity for students to experience some of the real life challenges that workers in each of the respective industries face on a daily basis. Each qualification provides a range of basic skills as a stepping stone towards an apprenticeship.

The pages that follow in this handbook outline the Vet in Schools Certificate level qualifications that are available to students at Australian Trade College North Brisbane. All training is delivered on Campus in partnership with Australian Trade Training College (RTO 31399).

AUR20720 Certificate II in Automotive Vocational Preparation

Year 11 and Year 12 Trade Training Qualification – Elective Course

This course will give you the basic skills and knowledge needed to pursue an automotive apprenticeship.

The automotive industry offers the opportunity to get involved in a broad-based skills area driven by new technologies. Automotive employment opportunities are emerging in diagnostic, servicing, repair and maintenance roles across Australia.

In this course, you will gain the basic skills and knowledge required to carry out workplace tasks safely and effectively. You will become familiar with electrical and mechanical components and systems and learn how to use appropriate tools and equipment to complete basic removal, inspection and refitting of automotive components.

This course will set you on the path to finding an apprenticeship in a wide range of automotive occupations including as a light or heavy vehicle mechanic, an automotive electrician, a diesel fitter or an outdoor power equipment technician. You may also like to seek employment as a vehicle service assistant or as an automotive parts interpreter.

Requirements for completion of this qualification

To be awarded this qualification, competency must be achieved in 7 core units plus 5 elective units.

Unit Code	Unit Name
AURAEA002	Follow environmental and sustainability best practice in an automotive workplace
AURAF103	Communicate effectively in an automotive workplace
AURAF104	Resolve routine problems in an automotive workplace
AURASA102	Follow safe working practices in an automotive workplace
AURETR103	Identify automotive electrical systems and components
AURLTA101	Identify automotive mechanical systems and components
AURTTK102	Use and maintain tools and equipment in an automotive workplace
AURETK003	Operate electrical test equipment
AURTTA127	Carry out basic vehicle servicing operation
AURTTA105	Select and use bearings, seals, gaskets, sealants and adhesives
AURTTE008	Dismantle and assemble multi-cylinder four-stroke petrol engines
AURTTA003	Use and maintain basic mechanical measuring devices

CPC10120 Certificate I in Construction

Year 11 and Year 12 Trade Training Qualification – Elective Course

Certificate I in Construction provides students with an introduction to the construction industry. This course is perfect for students to learn how to use basic construction tools and materials, all the essential Work Health and Safety (WHS) requirements and how to apply them to your job on a day-to-day basis, how to effectively communicate and understand the culture, occupations, job roles and employer expectations in the construction world.

Requirements for completion of this qualification - CPC10120 Certificate I in Construction

To be awarded this qualification, competency must be achieved in 8 core units plus 3 elective units.

Unit Code	Unit Name
CPCCCM1011	Undertake basic estimation and costing
CPCCCM2004	Handle construction materials
CPCCCM2005	Use construction tools and equipment
CPCCOM1012	Work effectively and sustainably in the construction industry
CPCCOM1013	Plan and organise work
CPCCVE1011	Undertake a basic construction project
CPCCWHS1001	Prepare to work safely in the construction industry
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry
CPCCOM1015	Carry out measurements and calculations
CPCCOM2001	Read and interpret plans and specifications
CPCCCM2006	Apply basic levelling procedures

UEE22020 Certificate II in Electrotechnology (Career Start)

Year 11 and Year 12 Trade Training Qualification – Elective Course

This course is ideal for Year 11 and 12 students wanting to gain an insight into the electrical industry. This course will suit students who enjoy problem-solving, working with technology and who want a career in the Electrotechnology industry.

Requirements for completion of this qualification

To be awarded this qualification, competency must be achieved in 8 core units plus 4 elective units.

Unit Code	Unit Name
UEECD0007	Apply work health and safety regulations, codes and practices in the workplace
CPCCWHS1001	Prepare to work safely in the construction industry
UEECD0009	Carry out routine work activities in an energy sector environment
UEECD0021	Identify and select components, accessories and materials for energy sector work activities
UEECD0038	Provide solutions and report on routine electrotechnology problems
UEECD0046	Solve problems in single path circuits
UEECD0052	Use routine equipment/plant/technologies in an energy sector environment
UEERE0021	Provide basic sustainable energy solutions for energy reduction in residential premises
UEECD0008	Carry out preparatory energy sector work activities
UEECD0019	Fabricate, assemble and dismantle utilities industry components
UEECD0020	Fix and secure electrotechnology equipment
UEERL0001	Attach cords and plugs to electrical equipment for connection to a single phase 230 Volt supply

MEM20413 Certificate II in Engineering Pathways

Year 11 and Year 12 Trade Training Qualification – Elective Course

This course is ideal for Year 11 and 12 students interested in exposure to an engineering or related working environment with a view to entering into employment in that area. This course will set you on the path to pursue an apprenticeship in a wide range of engineering jobs including fitting and turning, sheet metal fabrication, boiler making, welding, casting and moulding, and diesel, mechanical or electrical fitting.

Requirements for completion of this qualification

To be awarded this qualification, competency must be achieved in 4 core units and 8 electives.

Unit Code	Unit Name
MEM13014A	Apply principles of occupational health and safety in the work environment
MEMPE005A	Develop a career plan for the engineering and manufacturing industry
MEMPE006A	Undertake a basic engineering project
MSAENV272B	Participate in environmentally sustainable work practices
MEM16006A	Organise and communicate information
MEM16008A	Interact with computing technology
MEM18001C	Use hand tools
MEM18002B	Use power tools/hand held operations
MEMPE001A	Use engineering workshop machines
MEMPE002A	Use electric welding machines
MEMPE007A	Pull apart and re-assemble engineering mechanisms
MSAPMSUP106A	Work in a team

SIT20416 Certificate II in Kitchen Operations

Year 11 and Year 12 Trade Training Qualification – Elective Course

This introductory certificate teaches basic food preparation and cookery skills, enabling students to work in kitchen operations or as a jumpstart to a career as a Chef.

This course gives you the basic knowledge and skills to start working in restaurants, hotels, catering, clubs, pubs, cafes and event catering. You will learn in our industry current Commercial kitchen and develop core skills and knowledge. This qualification is your stepping-stone to the Certificate III in Commercial Cookery.

Requirements for completion of this qualification

To be awarded this qualification, competency must be achieved in 8 core units plus 5 elective units.

Unit Code	Unit Name
BSBWOR203	Work effectively with others
SITHCCC001	Use food preparation equipment
SITHCCC005	Prepare dishes using basic methods of cookery
SITHCCC011	Use cookery skills effectively
SITHKOP001	Clean kitchen premises and equipment
SITXFSA001	Use hygienic practices for food safety
SITXINV002	Maintain the quality of perishable items
SITXWHS001	Participate in safe work practices
BSBSUS201	Participate in environmentally sustainable work practices
SITHCCC002	Prepare and present simple dishes
SITHCCC003	Prepare and present sandwiches
SITHCCC006	Prepare appetisers and salads
SITXINV001	Receive and store stock

52887WA Certificate II in Plumbing

Year 11 and Year 12 Trade Training Qualification – Elective Course

This course will set you up with the foundation skills you need to gain a plumbing apprenticeship. Plumbing is one of the top three occupations in the construction industry with both general and specialised plumbers in demand. Plumbers with different specialisations are areas of particularly high demand.

Students will develop the practical skills and knowledge to use Plumbing hand and power tools, carry out welding, read and interpret plans, and calculate quantities and other measurements. Students will learn about working safely and effectively in the workplace and how to adhere to the industry's regulations and standards. Successful completion of this course will give you the confidence to seek an apprenticeship in general plumbing or roof plumbing.

Requirements for completion of this qualification

The successful achievement of this qualification requires you to complete all units listed below.

Unit Code	Unit Name
CPCPCM3023	Fabricate and install non-ferrous pressure piping
CPCCCM2008	Erect and dismantle restricted height scaffolding
CPCCCM2012	Work safely at height
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry
CPCPCM2040	Read plans, calculate quantities and mark out materials
CPCPCM2041	Work effectively in the plumbing and services sector
CPCPCM2043	Carry out WHS requirements
CPCPCM2046	Use plumbing hand and power tools
CPCPCM2047	Carry out levelling
CPCPCM2048	Cut and join sheet metal
CPCPCM3024	Prepare simple drawings
CPCPCM2052	Weld mild steel using oxy-acetylene equipment
ASBAWA201	Practice asbestos awareness in the construction industry
CPCPCM2055	Work safely on roofs
CPCCWHS1001	Prepare to work safely in the construction industry
HLTAID011	Provide First Aid
CPCPCM2039	Carry out interactive workplace communication
CPCPCM2045	Handle and store plumbing materials
CPCPCM2054	Carry out simple concreting and rendering
CPCPCM2049	Cut using oxy-acetylene equipment

SHB20216 Certificate II in Salon Assistant

Year 11 and Year 12 Trade Training **including accredited Beauty** or **Barbering** Training – Elective Course

SHB20216 Certificate II in Salon Assistant (Hairdressing)

Nail the Connection as a hairdressing assistant with this pre-apprenticeship qualification. This course is designed to teach students routine tasks and procedures as well as team and group work that shows employers you are dedicated to building a career in hairdressing.

Our exceptional trainers maintain strong industry connections and keep up to date with the latest trends and styles. They are dedicated to passing on the basic knowledge and entry-level skills to help students build a career and progress on to further study. Students will learn how to greet and prepare clients for salon services, communication as part of a salon team, and how to perform basic salon duties including blow-drying, shampoo and basin services, basic colour application and removal, braiding and the recommendation of products to clients.

Requirements for completion of SHB20216 Certificate II in Salon Assistant (Hairdressing)

To be awarded this qualification, competency must be achieved in 8 core units and 4 elective units.

Unit Code	Unit Name
BSBWHS201	Contribute to health and safety of self and others
SHBHBAS001	Provide shampoo and basin services
SHBHDES001	Dry hair to shape
SHBHIND001	Maintain and organise tools, equipment and work areas
SHBXCCS001	Conduct salon financial transactions
SHBXCCS003	Greet and prepare clients for salon services
SHBXIND001	Comply with organisational requirements within a personal services environment
SHBXIND002	Communicate as part of a salon team
SHBHBAS002	Provide head, neck and shoulder massages for relaxation
SHBHCLS001	Apply hair colour products
SHBHDES002	Braid hair
SHBHIND002	Research and use hairdressing industry information

Accredited Beauty Training

The Hairdressing program has an additional bonus with the inclusion of Accredited Beauty Training.

Five (5) Beauty units of competency have been selected to give students skills that are sought after in Hair Salons that offer additional client services. These units are as follows:

Unit Code	Unit Name
SHBBMUO001	Apply eyelash extensions
SIRRINV001	Receive and handle retail stock
SHBBMUP002	Design and apply make-up
SHBBBOS001	Apply cosmetic tanning products
SHBBFAS001	Provide lash and brow services

On successful completion of the Beauty units, a Statement of Attainment will be issued.

Accredited Barbering Training

The Hairdressing program has an additional bonus with the inclusion of Accredited Barbering Training.

Four (4) Barbering units of competency have been selected to give students skills that are sought after in Barber Shops that offer additional client services. These units are as follows:

Unit Code	Unit Name
SHNH CUT001.	Design hair structures
SHBHCUT011	Design and maintain beards and moustaches
SHBHCUT012	Shave heads and faces
SHBHTR1001	Identify and treat hair and scalp conditions

On successful completion of the Barbering units, a Statement of Attainment will be issued.