Senior Curriculum Handbook 2025

COURAGE | ENGAGEMENT | GRATIRUDE

Australian Trade College North Brisbane

Contents

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

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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.

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) qualification, supported by quality senior academic subjects (English, Mathematics and Business) 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, partner training organisations and Australian Apprenticeship Support Network Provider, MRAEL, 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 delivers Australian Apprenticeship Support Network (AASN) services in Queensland as part of the Mas Experience 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 provide communities and businesses with integrated education, skills, employment and support services, offering choice and accessibility for all people.

Values
Collaboration
Courage
Innovation
Integrity
Respect

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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) qualifications, 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).

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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 QCCA website at
https://www.qcaa.qld.edu.au/senior

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.

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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.

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ABOUT THE QCE

Queensland Certificate of Education (QCE)

For students completing Year 12 from 2020

About the QCE

- The QCE is Queensland's senior secondary schooling qualification.
- Students can choose from a wide range of learning options to suit their interests and career goals.
- 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.

Set amount
20 credits

Set standard
achieved

Set pattern
12 + 8 credits

Literacy & numeracy
requirement met

QCE requirements

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.

Set pattern

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

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

Set standard

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

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, visit the QCAA website at www.qcaa.qld.edu.au/senior/new-snr-assessment-te.

QCE learning options

For students completing Year 12 from 2020

With hundreds of course combinations available, you can choose the Queensland Certificate of Education (QCE) learning options that are right for you.

Course type	QCE category	QCE credit	ATAR
General subjects General subjects primarily prepare you for tertiary study, further education and training and work.	Core	Up to 4 per course	**All subjects may contribute**
Applied subjects Applied subjects focus on practical skills and prepare you for work.	Core	Up to 4 per course	**Only 1 may contribute** when combined with 4 General subjects
Short Courses Short Courses provide a foundation for further learning in a range of areas.	Preparatory or Complementary depending on course	1 per course	**Short Courses do not contribute**
Vocational education and training VET qualifications develop your skills and get you ready for work through practical learning. VET can also lead to further education and training.	Core, Preparatory or Complementary depending on course	Up to 8 per course	**Only 1 may contribute** at Certificate III level or higher, when combined with 4 General subjects
Other courses Other courses allow you to study a specific area of interest. These include recognised certificates and awards, and university subjects studied while at school.	Core, Preparatory or Complementary depending on course	**As recognised by QCAA**	**Check with QTAC** depends on course

Where will your QCE take you?

Talk with your school about available courses, then explore your options and find your pathway at www.qcaa.qld.edu.au/senior/new-snr-assessment-te.

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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:

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- 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 and Training (VET) 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 is delivered by Registered Training Organisations (RTO) to help 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 an 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), located onsite at the Australian Trade College North Brisbane (ATCNB) is a Registered Training Organisation (RTO) that delivers VET qualifications focused on trade areas.

There are two main modes of delivery offered onsite at ATCNB by Australian Trade Training College or other partner RTOs. These are:

1. On Campus completing theoretical and practical training, or
2. School-Based Apprenticeship or Traineeship (SBAT)

Literacy, Language and Numeracy Support

To enrol in a VET qualification, student's must undertake a Language, Literacy and Numeracy (LLN) Indicator Assessment, which is used to identify the student's current LLN skills and any areas of concern which must be addressed to support the completion of their qualification.

LLN Assessment compares the results of the student against the Australian Core Skills Framework (ACSF), which aligns to the Australian Qualification Framework (AQF) level of the qualification to be undertaken. 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.

As the qualification is delivered in the context of an industry vocational area, VET Trainer/Assessor will use the outcomes and data gathered from this diagnostic tool to support individualised learning experiences in order to support students to obtain the required level of performance expected for the qualification.

All Australian Trade College North Brisbane students will be required to complete a Language Literacy and Numeracy (LLN) assessment as part of their pre-enrolment process. VET Trainers will identify the individual learning needs of the student to support the completion of the vocational qualification.

VET Trainers work closely with the Head of Senior Studies and/or Head of Department VET in Schools (VETiS) in order to support the student with the five ACSF skills of learning, reading, writing, oral

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communication and numeracy. Where additional assistance is required, this is supported by the College Trade Support Teacher, Guidance Officer, Head of Senior Studies, Head of Department VETiS or specialised VET Trainer.

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

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SCHOOL-BASED APPRENTICESHIP OR TRAINEESHIP (SBAT)

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 progress 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 (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.

SENIOR ACADEMIC SUBJECTS

Cadet Short Course Literacy

Cadet Senior Subject (Short Course) – 1 Semester Subject

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
These topic provides a context for student learning and experience and align with the three domains of communication. • 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

Cadet Senior Subject (Short Course) – 1 Semester Subject

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
These topic provides a context for student learning and experience and align with the three domains of communication. • 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

Year 11 and Year 12 Senior Subject (Short Course) – 2 Semester Subject

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 Career Education may establish a basis for further education, training and/or employment in a range of fields. Students learn within a practical context related to general employment and successful participation in society.

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

Year 11 and Year 12 Senior Subject (Applied Syllabus) – 2 Year 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 • Responding to a variety of texts used in and developed for a work context • Creating multimodal and written texts	**Texts and human experiences** • Responding to reflective and nonfiction texts that explore human experiences • Creating spoken and written texts	**Language that influences** • 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** • Responding to popular culture texts • Creating representations of Australian identifies, 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): • Extended response — spoken/signed response	Summative internal assessment 3 (IA3): • Extended response — Multimodal response
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment (IA4): • Extended response — Written response

Australian Trade College North Brisbane

Year 11 & Year 12 General English

Year 11 and Year 12 Senior Subject (General Syllabus) – 2 Year Subject

English focuses on the study of both literary texts and non-literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied texts.

Students are offered opportunities to interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it.

Students communicate effectively in Standard Australian English for the purposes of responding to and creating texts. They make choices about generic structures, language, textual features and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums and forms, for a variety of purposes and audiences. They explore how literary and non-literary texts shape perceptions of the world, and consider ways in which texts may reflect or challenge social and cultural ways of thinking and influence audiences.

Pathways

A course of study in 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
- establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences
- create and analyse perspectives and representations of concepts, identities, times and places
- make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
- use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts
- select and synthesise subject matter to support perspectives
- organise and sequence subject matter to achieve particular purposes
- use cohesive devices to emphasise ideas and connect parts of texts
- make language choices for particular purposes and contexts
- use grammar and language structures for particular purposes
- use mode-appropriate features to achieve particular purposes.

Australian Trade College North Brisbane

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts • Examining and creating perspectives in texts • Responding to a variety of non-literary and literary texts • Creating responses for public audiences an	**Texts and culture** • Examining and shaping representations of culture in texts • Responding to literary and non-literary texts, including a focus on Australian texts • Creating imaginative and analytical texts	**Textual connections** • Exploring connections between texts • Examining different perspectives of the same issue in texts and shaping own perspectives • Creating responses for public audiences and persuasive texts	**Close study of literary texts** • Engaging with literary texts from diverse times and places • Responding to literary texts creatively and critically • Creating imaginative and analytical texts

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	
• Summative internal assessment 1 (IA1): Extended response — written response for a public audience	25%	• Summative internal assessment 3 (IA3): Extended response — imaginative written response	25%
• Summative internal assessment 2 (IA2): Extended response — persuasive spoken response	25%	• Summative external assessment (EA): Examination — analytical written response	25%

Year 11 & Year 12 Essential Mathematics

Year 11 and Year 12 Senior Subject (Applied Syllabus) – 2 Year 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 • Fundamental topic: Calculations • Number • Representing data • Graphs	**Money, travel and data** • Fundamental topic: Calculations • Managing money • Time and motion • Data collection	**Measurement, scales and data** • Fundamental topic: Calculations • Measurement • Scales, plans and models • Summarising and comparing data	**Graphs, chance and loans** • 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): • Problem-solving and modelling task	Summative internal assessment 3 (IA3): • Problem-solving and modelling task
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment (IA4): • Examination

Year 11 & Year 12 General Mathematics

Year 11 and Year 12 Senior Subject (General Syllabus) – 2 Year 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 • Consumer arithmetic • Shape and Measurement • Linear equations and their graphs	**Applied trigonometry, algebra, matrices and univariate data** • Applications of trigonometry • Algebra and matrices • Univariate data analysis	**Bivariate data, sequences and change, and Earth geometry** • Bivariate data analysis • Time series analysis • Growth and decay in sequences • Earth geometry and time zones	**Investing and Networking** • 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	
• Summative internal assessment 1 (IA1): • Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): • Examination	15%
• Summative internal assessment 2 (IA2): • Examination	15%		
Summative external assessment (EA): 50% • Examination			

Australian Trade College North Brisbane

BSB30120 Certificate III Business

Year 11 and Year 12 Senior Subject– 2 Year Course

Qualification offered by external RTO: Binnacle Training RTO 31319
Delivered at Australian Trade College North Brisbane

This qualification reflects the role of individuals in a variety of Business Services job roles. The program will be delivered through class-based tasks as well as both simulated and real business environments at the school - involving the delivery of a range of projects and services within the school community. This program also includes the following:
- Student opportunities to design for a new product or service as part of our (non-accredited) Entrepreneurship Project - Binnacle Boss
- Students examine business opportunities and participate in an Industry discovery

Students achieve skills in leadership, innovation and creative thinking, customer service and teamwork, inclusivity and effective communication, WHS and sustainability and business documentation – 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. Successful completion of the Certificate III in Business may contribute towards a student's Australian Tertiary Admission Rank (ATAR)

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	CORE
BSBWHS311	Assist with maintaining workplace safety	CORE
BSBSUS211	Participate in sustainable work practices	CORE
BSBTWK301	Use inclusive work practices	CORE
BSBXCM301	Engage in workplace communication	CORE
BSBCRT311	Apply critical thinking skills in a team environment	CORE
BSBPEF301	Organise personal work priorities	Elective (GROUP B)
BSBXTW301	Work in a team	Elective (GROUP C)
BSBTEC301	Design and produce business documents	Elective (GROUP A)
BSBWRT311	Write simple documents	Elective (GROUP A)
BSBTEC201	Use business software applications	Elective (GROUP A)
BSBTEC203	Research using the internet	Elective
SITHFAB021	Provide responsible service of alcohol *This unit of competency is delivered by Australian Trade Training College (RTO 31399) and reported by Binnacle Training as a 'Credit Transfer' as an elective towards qualification BSB30120 Certificate III in Business*	Elective

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).

TRADE TRAINING SPECALISIATION
Vocational Education & Training (VET)

As part of our unique integrated approach to learning, the Australian Trade College North Brisbane (ATCNB) has unique partnerships with three specialised Registered Training Organisations to deliver trade courses for our Cadets, Year 11 and 12 school students on our Scarborough site.

- Australian Trade Training College RTO 31399
- Mater Education RTO 5210
- C&K College of Early Childhood RTO 5025

Trade College Advantage

At ATCNB, you won't just do a trade course, you will study a course that will provide you with actual experience in your trade. Students enrol in specialised pre-apprenticeship VET trade courses supported with regular periods of external vocational work experience placements. Each student receives individual and group training. With this approach, it has been proven that students secure employment outcomes upon graduation. The training partners ensure an employment direction is provided to our student's future.

Qualified & Experienced Trade Trainers

All our Trade Trainers are qualified and highly experienced tradespeople with education qualifications. They hold relevant trade qualifications and have extensive industry experience as tradies which is updated on a yearly basis by their return to industry 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 relevant 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.

Apprenticeship Preparation Programs

Our training partners deliver all of our pre-apprenticeship or traineeship programs and project based work for our Year 11 and 12 school students two days per week over 18-months providing them the opportunity to experience some of the challenges that trades men and women in each of the respective industries face on a daily basis. Each qualification provides a range of basic skills as a starting place to build a career in their chosen trade or as a stepping-stone towards an apprenticeship or tertiary study options including university.

Australian Trade Training College RTO 31399

Australian Trade Training College Ltd (ATTC) is part of the MRAEL group of companies and offers accredited training in an extensive range of nationally recognised qualifications from Certificate I to Diplomas, aiding personal and career growth towards future promotions or career moves, and recognised by employers for the hands-on technical skills development for Year 10-12 students. Our provision of VET in Schools supports the opportunity for Apprenticeship pathway for all students.

As a Registered Training Organisation (RTO), Australian Trade Training College (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, an approach proven to support students securing employment outcomes upon graduation.

The Australian Trade Training College assists in foundation trade training for:
- Automotive
- Construction
- Commercial Cookery
- Electrotechnology
- Engineering
- Plumbing

In support of student's QCE requirements, Australian Trade Training College delivers trade programs 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.

Paving the way for a skilled workplace and future tradespersons, the Australian Trade Training College supports students through their vocational education learning journey. Build knowledge, learn skills and develop capabilities.

The pages that follow in this handbook outline the VET in Schools qualifications that are available to students at Australian Trade College North Brisbane (ATCNB). All training is delivered on campus two days per week in partnership with Australian Trade Training College (ATTC).

Cadet Excellence Programs

Australian Trade College North Brisbane

AUR20720 Certificate II in Automotive Vocational Preparation
AUR20420 Certificate II in Automotive Electrical Technology

2025 Cadet Trade Training Qualification – Excellence Course

Qualifications offered by external RTO: Australian Trade Training College RTO 31399
Delivered at Australian Trade College North Brisbane

By invitation only, the Trade College Automotive Excellence Program allows Cadet students commencing in Semester 2 of 2025, who demonstrate a passion, understanding and commitment for the Automotive industry to commence formal training and undertake two qualifications across four (4) semesters. Students in this excellence program will undertake blocks of industry work-experience in Year 11 and Year 12 before turning their focus to securing a school-based apprenticeship in the final semester of Year 12. Undertaking learning in two (2) qualification within this excellence program not only expands a student's skills and understanding of the automotive industry, will open more doors and make them more desirable to a future employer in a competitive employment market.

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.

Practical tasks involving servicing vehicles, conducting wheel balance and changing tyres. Hands on project to dismantle and assemble an engine using the appropriate tools and equipment.

Employment Pathways by completing both qualifications include:
- Vehicle Service Assistant
- Automotive Electrical Assistant
- Automotive / Automotive Electrician Apprentice
- Marine Service Assistant / Mechanical Apprentice
- Automotive Electrical Component Installer

AUR20720 Certificate II in Automotive Vocational Preparation - In this course, students 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.

AUR20420 Certificate II in Automotive Electrical Technology - In this course, students will gain knowledge basic diagnostic procedures, install, test and repair wiring on vehicle lighting systems and electrical security components, install ancillary electrical equipment, perform minor repairs to electrical circuits, inspect and service batteries, and more.

Requirements for completion of AUR20720 Certificate II in Automotive Vocational Preparation
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	Core
AURAFA103	Communicate effectively in an automotive workplace	Core
AURAFA104	Resolve routine problems in an automotive workplace	Core
AURASA102	Follow safe working practices in an automotive workplace	Core

Unit Code	Unit Name	
AURETR103	Identify automotive electrical systems and components	Core
AURLTA101	Identify automotive mechanical systems and components	Core
AURTTK102	Use and maintain tools and equipment in an automotive workplace	Core
AURETK003	Operate electrical test equipment	Elective
AURTTK001	Use and maintain measuring equipment in an automotive workplace	Elective
AURTTA105	Select and use bearings, seals, gaskets, sealants and adhesives	Elective
AURTTE008	Dismantle and assemble multi-cylinder four-stroke petrol engines	Elective
AURTTA104	Carry out servicing operations	Elective

Requirements for completion of AUR20420 Certificate II in Automotive Electrical Technology
To be awarded this qualification, competency must be achieved in 10 core units plus 6 elective units.

Students can only enrol into this qualification upon successful completion of the Certificate II in Automotive Vocation Preparation. Five units will be credit transferred into the Certificate II Automotive Electrical Technology qualification. Students will complete this qualification across Semester 2 of Year 11 and Semester 1 of Year 12, before turning their focus to securing a school-based apprenticeship in the final semester of Year 12.

Unit Code	Unit Name	
AURETK002	Use and maintain electrical test equipment in an automotive workplace	Core
AURETR006	Solder electrical wiring and circuits	Core
AURETR007	Apply knowledge of automotive electrical circuits and wiring systems	Core
AURETR008	Remove and replace electrical units and assemblies	Core
AURETR009	Install vehicle lighting and wiring systems	Core
AURETR011	Install basic ancillary electrical systems and components	Core
AURETR112	Test and repair basic electrical circuits	Core
AURETR115	Inspect, test and service batteries	Core
AURAEA002	Follow environmental and sustainability best practice in an automotive workplace	Core (Credit Transfer)
AURASA102	Follow safe working practices in an automotive workplace	Core (Credit Transfer)
AURETR013	Inspect, test and service charging systems	Elective
AURETR014	Inspect, test and service starting systems	Elective
AURETR125	Test, charge and replace batteries and jump-start vehicles	Elective
AURETTA104	Carry out servicing operations	Elective (Credit Transfer)
AURTTK102	Use and maintain tools and equipment in an automotive workplace	Elective (Credit Transfer)

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Unit Code	Unit Name	
AURAFA103	Communicate effectively in an automotive workplace	Elective (Credit Transfer)

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AUR20720 Certificate II in Automotive Vocational Preparation

Year 11 and Year 12 Trade Training Qualification – Elective Course

Qualification offered by external RTO: Australian Trade Training College RTO 31399
Delivered at Australian Trade College North Brisbane

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.

Practical tasks involving servicing vehicles, conducting wheel balance and changing tyres. Hands on project to dismantle and assemble an engine using the appropriate tools and equipment.

Employment Pathways include:
- Vehicle Service Assistant
- Automotive Apprentice
- Marine Service Assistant / Mechanical Apprentice

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.

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	Core
AURAFA103	Communicate effectively in an automotive workplace	Core
AURAFA104	Resolve routine problems in an automotive workplace	Core
AURASA102	Follow safe working practices in an automotive workplace	Core
AURETR103	Identify automotive electrical systems and components	Core
AURLTA101	Identify automotive mechanical systems and components	Core
AURTTK102	Use and maintain tools and equipment in an automotive workplace	Core
AURETK003	Operate electrical test equipment	Elective
AURTTA127	Carry out basic vehicle servicing operations	Elective
AURTTA005	Select and use bearings, seals, gaskets, sealants and adhesives	Elective
AURTTE008	Dismantle and assemble multi-cylinder four-stroke petrol engines	Elective
AURTTA003	Use and maintain basic mechanical measuring devices	Elective

CPC10120 Certificate I in Construction

Year 11 Trade Training Qualification – Elective Course

Qualification offered by external RTO: Australian Trade Training College RTO 31399
Delivered at Australian Trade College North Brisbane

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.

Practice tasks will include reading and interpreting plans, carrying out levelling procedures and using appropriate tools and equipment while undertaking a basic construction project.

Employment pathways include:
- Construction Trade Worker (entry level)
- Construction Apprentice
- Cabinet Maker, Furniture or Shop Fitter Apprentice

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.

Students will complete this qualification across Semester 1 and Semester 2 of Year 11.

Unit Code	Unit Name	
CPCCCM1011	Undertake basic estimation and costing	Core
CPCCCM2004	Handle construction materials	Core
CPCCCM2005	Use construction tools and equipment	Core
CPCCOM1012	Work effectively and sustainably in the construction industry	Core
CPCCOM1013	Plan and organise work	Core
CPCCVE1011	Undertake a basic construction project	Core
CPCWHS1001	Prepare to work safely in the construction industry	Core
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	Core
CPCCOM1015	Carry out measurements and calculations	Elective
CPCCOM2001	Read and interpret plans and specifications	Elective
CPCCCM2006	Apply basic levelling procedures	Elective

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CPC20220 Certificate II in Construction Pathways

Year 12 Trade Training Qualification – Elective Course

Certificate II Construction Pathways course will expose students to the skills required for industrial and domestic construction, they will gain the skills in basic framework construction, maintain a wide range of tools and building materials and gain the knowledge to communicate on the worksite, how to calculate and measure, read plans, safely use tools and basic concreting.

Requirements for completion of this qualification - **CPC20220 Certificate II in Construction Pathways**
To be awarded this qualification, competency must be achieved in 5 core units plus 5 elective units.

Students can only enrol into this qualification upon successful completion of the Certificate I in Construction. Seven units will be credit transferred into the Certificate II Construction qualification. Students will complete this qualification across Semester 1 of Year 12.

Unit Code	Unit Name	
CPCCOM1012	Work Effectively and sustainably in the construction industry	Core
CPCCOM1013	Plan and organise work	Core
CPCCOM1015	Carry out measurements and calculations	Core
CPCCVE1011	Undertake a basic construction project	Core
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	Core
CPCCCM1011	Undertake basic estimation and costing	Elective

Australian Trade College North Brisbane

UEE22020 Certificate II in Electrotechnology (Career Start)
UEE22120 Certificate II in Sustainable Energy (Career Start)

2025 Cadet Trade Training Qualification – Excellence Course

Qualifications offered by external RTO: Australian Trade Training College RTO 31399
Delivered at Australian Trade College North Brisbane

By invitation only, the Trade College Electrical Excellence Program allows Cadet students commencing in Semester 2 of 2025, who demonstrate a passion, understanding and commitment for the electrical industry to commence formal training and undertake two qualifications across four (4) semesters.

Students in this excellence program will undertake blocks of industry work-experience in Year 11 and Year 12 before turning their focus to securing a school-based apprenticeship in the final semester of Year 12. Undertaking learning in two (2) qualification within this excellence program not only expands a student's skills and understanding of the industry, will open more doors and make them more desirable to a future employer in a competitive employment market.

Training in the sustainable energy sector develops knowledge required to address climate change, promote renewable resources and build a sustainable future for generations to come. Qualified electricians are in high demand with the number of people employed in the industry growing very strongly over the past few years.

Employment Pathways by completing both qualifications include:
- Trade Assistant
- Electrical Trades Assistant
- Electricial Apprentice
- Sustainable Energy Apprentice

UEE22020 Certificate II in Electrotechnology (Career Start) - In this course, students will gain the basic skills and knowledge needed to safely undertake basic electrotechnology work and solve problems in extra-low voltage single-path and multiple-path DC circuits.

UEE22120 Certificate II in Sustainable Energy (Career Start) - In this course, students will discover how to provide basic sustainable energy solutions for energy reduction in residential premises. Learn how to fabricate, assemble and dismantle electronic components, apply OH&S codes in the workplace and promote and apply sustainable energy practices and procedures in the energy sector.

Requirements for completion of UEE22020 Certificate II in Electrotechnology (Career Start)
To be awarded this qualification, competency must be achieved in 9 core units plus 3 elective units.

Unit Code	Unit Name	
UEECD0007	Apply work health and safety regulations, codes and practices in the workplace	Core
UEECD0038	Provide solutions and report on routine electrotechnology problems	Core
UEECD0046	Solve problems in single path circuits	Core
UEED0009	Carry out routine work activities in an energy sector environment	Core
CPCCWHS1001	Prepare to work safely in the construction industry	Core

Australian Trade College North Brisbane

Unit Code	Unit Name	
UEERE0021	Provide basic sustainable energy solutions for energy reduction in residential premises	Core
UEECD0052	Use routine equipment/plant/technologies in an energy sector environment	Core
UEECD0021	Identify and select components, accessories and materials for energy sector work activities	Core
UEERL0001	Attach cords and plugs to electrical equipment for connection to a single phase 230 Volt supply	Core
UEECD0019	Fabricate, assemble and dismantle utilities industry components	Elective
UEECD0020	Fix and secure electrotechnology equipment	Elective
UEECD0008	Carry out preparatory energy sector work activities	Elective

Requirements for completion of UEE22120 Certificate II in Sustainable Energy (Career Start)
To be awarded this qualification, competency must be achieved in 3 core units plus 7 elective units.

Students can only enrol into this qualification upon successful completion of the Certificate II in Electrotechnology. Six units will be credit transferred into the Certificate II Sustainable Energy qualification. Students will complete this qualification across Semester 2 of Year 11 and Semester 1 of Year 12, before turning their focus to securing a school-based apprenticeship in the final semester of Year 12.

Unit Code	Unit Name	
UEECD0043	Solve problems in direct current circuits	Core
UEERE0001	Apply environmentally and sustainable procedures in the energy sector	Core
UEERE0020	Promote sustainable energy practices in the community	Core
UEECD0007	Apply work health and safety regulations, codes and practices in the workplace	Core (Credit Transfer)
UEERE0021	Provide basic sustainable energy solutions for energy reduction in residential premises	Core (Credit Transfer)
UEERL0003	Conduct in-service safety testing of electrical cord connected equipment and cord assemblies	Elective
UEECD0008	Carry out preparatory energy sector work activities	Elective (Credit Transfer)
UEECD0019	Fabricate, assemble and dismantle utilities industry components	Elective (Credit Transfer)
UEECD0020	Fix and secure electrotechnology equipment	Elective (Credit Transfer)
UEECD0009	Carry out routine work activities in an energy sector environment	Elective (Credit Transfer)

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UEE22020 Certificate II in Electrotechnology (Career Start)

Year 11 and Year 12 Trade Training Qualification – Elective Course

Qualification offered by external RTO: Australian Trade Training College RTO 31399
Delivered at Australian Trade College North Brisbane

Certificate II in Electrotechnology will equip students with the skills needed to safely undertake basic electrotechnology work and solve problems in extra-low voltage single-path and multiple-path DC circuits. Students will learn about environmentally sustainable work practices and the selection and use of materials, tools and components for electrical work. This course also covers a General Safety Induction course (White Card) – an industry requirement to work on Queensland construction sites, and some of the units needed for the first stage of an electrical apprenticeship.

Successful completion of this course will put you on the path to an apprenticeship with a wide range of industry options including: electrical cabling, equipment, instrumentation, switchgear, telecommunications, air conditioning and refrigeration, or renewable energy.

Employment pathways include:
- Electrotechnology Apprentice / Trades Assistant

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	Core
CPCWHS1001	Prepare to work safely in the construction industry	Core
UEECD0009	Carry out routine work activities in an energy sector environment	Core
UEECD0021	Identify and select components, accessories and materials for energy sector work activities	Core
UEECD0038	Provide solutions and report on routine electrotechnology problems	Core
UEECD0046	Solve problems in single path circuits	Core
UEECD0052	Use routine equipment/plant/technologies in an energy sector environment	Core
UEERE0021	Provide basic sustainable energy solutions for energy reduction in residential premises	Core
UEECD0008	Carry out preparatory energy sector work activities	Elective
UEECD0019	Fabricate, assemble and dismantle utilities industry components	Elective
UEECD0020	Fix and secure electrotechnology equipment	Elective
UEERL0001	Attach cords and plugs to electrical equipment for connection to a single phase 230 Volt supply	Elective

MEM20413 Certificate II in Engineering Pathways

Year 11 and Year 12 Trade Training Qualification – Elective Course

Qualification offered by external RTO: Australian Trade Training College RTO 31399
Delivered at Australian Trade College North Brisbane

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.

Practice activities will include using workshop and electric welding machines, pulling apart and re-assembling engineering mechanisms, using hand and power tools and undertaking a basic engineering project.

Employment pathways include:
- Engineering Apprentice – Mechanical or Fabrication

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

SIT20416 Certificate II in Kitchen Operations

Year 11 and Year 12 Trade Training Qualification – Elective Course

Qualification offered by external RTO: Australian Trade Training College RTO 31399
Delivered at Australian Trade College North Brisbane

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

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52887WA Certificate II in Plumbing

Year 11 and Year 12 Trade Training Qualification – Elective Course

Qualification offered by external RTO: Australian Trade Training College RTO 31399
Delivered at Australian Trade College North Brisbane

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.

Practice activities will include the installation of pipework, testing and maintaining fixtures and gas regulators and installing gas appliances, water tanks and water heaters.

Employment pathways include:
- Apprentice Plumber
- Apprentice Roof Plumber

As part of the Certificate II in Plumbing, students are required to complete 220 hours of work placement in the Plumbing industry.

Requirements for completion of this qualification
The successful achievement of this qualification requires you to complete 16 Core units and 2 Elective units listed below.

Unit Code	Unit Name	
CPCPCM3023	Fabricate and install non-ferrous pressure piping	Core
CPCCCM2008	Erect and dismantle restricted height scaffolding	Core
CPCCCM2012	Work safely at height	Core
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	Core
CPCPCM2041	Work effectively in the plumbing and services sector	Core
CPCPCM2043	Carry out WHS requirements	Core
CPCPCM2046	Use plumbing hand and power tools	Core
CPCPCM2047	Carry out levelling	Core
CPCPCM2048	Cut and join sheet metal	Core
CPCPCM2052	Weld mild steel using oxy-acetylene equipment	Core
ASBAWA201	Practice asbestos awareness in the construction industry	Core
CPCPCM2055	Work safely on roofs	Core
CPCWHS1001	Prepare to work safely in the construction industry	Core
HLTAID011	Provide First Aid	Core
CPCPCM2039	Carry out interactive workplace communication	Core
CPCPCM2045	Handle and store plumbing materials	Core

Unit Code	Unit Name	
CPCPCM2040	Read plans, calculate quantities and mark out materials	Elective
CPCPCM3024	Prepare simple drawings	Elective
CPCPCM2054	Carry out simple concreting and rendering	Elective
CPCPCM2049	Cut using oxy-acetylene equipment	Elective

CHC30121 Certificate III in Early Childhood Education and Care

Year 11 and Year 12 Trade Training Qualification – Elective Course

Qualification offered by external RTO: C&K College of Early Childhood RTO 5025
Delivered at Australian Trade College North Brisbane

The Trade College is proud to be partnering with C&K College of Early Childhood to offer a Vocational Education and Training program for senior secondary students who are passionate about launching a career in the childcare and early childhood education industry.

Students will have the opportunity to study on-site in the Trade College simulated learning environments and gain first-hand experience in childcare and early childhood education facilities, working alongside qualified educators.

Requirements for completion of this qualification
To be awarded this qualification, competency must be achieved in 15 core units plus 2 elective units.

Unit Code	Unit Name	
CHCECE030	Support inclusion and diversity	Core
CHCECE031	Support children's health, safety and wellbeing	Core
CHCECE032	Nurture babies and toddlers	Core
CHCECE033	Develop positive and respectful relationships with children	Core
CHCECE034	Use an approved learning framework to guide practice	Core
CHCECE035	Support the holistic learning and development of children	Core
CHCECE036	Provide experiences to support children's play and learning	Core
CHCECE037	Support children to connect with the natural environment	Core
CHCECE038	Observe children to inform practice	Core
CHCECE054	Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures	Core
CHCECE055	Meet legal and ethical obligations in children's education and care	Core
CHCECE056	Work effectively in children's education and care	Core
CHCPRT001	Identify and respond to children and young people at risk	Core
HLTWHS001	Participate in workplace health and safety	Core
CHCDIV001	Work with diverse people	Elective
CHCPRP003	Reflect on and improve own professional practice (Cert III Guarantee only)	Elective
HLTAID012	Provide First Aid in an education and care setting	Core

HLT23215 Certificate II in Health Support Services
HLT33115 Certificate III in Health Services Assistance

Year 11 and Year 12 Trade Training Qualification – Elective Course

Qualification offered by external RTO: Mater Education RTO 5210
Delivered at Australian Trade College North Brisbane

The Trade College is proud to be partnering with Mater Education to offer Vocational Education and Training in Schools (VETiS) program for senior students who are passionate about embarking on a career in the health industry.

Students will have the opportunity to study on-site in the Trade College simulated learning environments and gain first-hand experience in acute hospital and healthcare settings, working alongside qualified healthcare professionals.

Students will complete both the Certificate II and Certificate III qualifications

Requirements for completion of HLT23215 Certificate II in Health Support Services (Year 11 Sem 1 & Sem 2)
To be awarded this qualification, competency must be achieved in 4 core units plus 8 elective units.

HLT23215 Certificate II in Health Support Services

Unit Code	Unit Name	
CHCCOM005	Communicate and work effectively in community and health	Core
CHCDIV001	Work with diverse people	Core
HLTINF001	Comply with infection prevention and control policies and procedures	Core
HLTWHS001	Participate in workplace health and safety	Core
CHCCCS020	Respond effectively to behaviours of concern	Elective
CHCCCS026	Transport Individuals	Elective
CHCCCS010	Maintain a high standard of service	Elective
CHCCCS012	Prepare and maintain beds	Elective
HLTAID009	Provide Cardiopulmonary resuscitation	Elective
BSBCUS201	Deliver a service to customers	Elective
BSBWOR202	Organise and complete daily work activities	Elective
HLTWHS005	Conduct manual tasks safely	Elective

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Course Units HLT33115 Certificate III in Health Services Assistance

Students will complete both the Certificate II and Certificate III qualifications

Requirements for completion of Course HLT33115 Certificate III in Health Services Assistance (Year 12 Sem 1)

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

Course Units HLT33115 Certificate III in Health Services Assistance

Unit Code	Unit Name	
BSBMED301	Interpret and apply medical terminology appropriately	Core
CHCCOM005	Communicate and work in health or community services	Core
CHCDIV001	Work with diverse people	Core
HLTINF001	Comply with infection prevention and control policies and procedures	Core
HLTWHS001	Participate in workplace health and safety	Core
HLTAAP001	Recognise healthy body systems	Core
BSBWOR301	Organise personal work priorities and development	Core
CHCCCS002	Assist with movement	Elective
CHCCCS020	Respond effectively to behaviours of concern	Elective
CHCCCS026	Transport individuals	Elective
CHCCCS012	Prepare and maintain beds	Elective
CHCCCS011	Meet personal support needs	Elective
CHCCCS010	Maintain high standard of service	Elective
BSBFLM312	Contribute to team effectiveness	Elective
HLTAID009	Provide cardiopulmonary resuscitation	Elective

Australian Trade College North Brisbane

ICT30120 Certificate III in Information Technology

New Course - Year 11 and Year 12 Trade Training Qualification – Elective Course
Sponsored by the City of Moreton Bay

Qualification offered by RTO AGA RTO 3829
Delivered at Australian Trade College North Brisbane and leveraging Amazon Web Service Social Impact Partnership

The Trade College is an Amazon Web Services (AWS) Social Impact Partner and is joining with AGA to offer a Vocational Education and Training program for senior secondary students who are passionate about launching a career in the Information Technology industry.

Students will have the opportunity to study on-site in the Trade College simulated learning environments in AWS Learning Labs and gain first-hand experience with a variety of Tech partners, working alongside qualified and experienced professionals and educators. We are privileged to be leveraging the might of the world's 4th largest company.

The Certificate III gives graduates a solid grounding in most aspects of ICT work including the opportunity to complete two AWS industry certifications.

In addition it prepares students to undertake Certificate IV traineeships in many fields including;

Trainee Systems Administrator
Trainee Cloud Administrator (AWS)
Trainee System Security officer (Cyber Security)
Level 1 onsite support officer
Desktop support officer
Help Desk Analyst (Service Desk Analyst)
Junior Programmer
Junior Network Engineer
Junior Hardware Technician
Trainee OEM System builder

With North Lakes as the fastest growing hub for Digital Technology in Queensland, students will be well placed to use their credentials to apply for employment.

Requirements for completion of this qualification
To be awarded this qualification, competency must be achieved in 6 core units plus 6 elective units.

Unit Code	Unit Name	
BSBCRT301	Develop and extend critical and creative thinking skills	Core
BSBXCS303	Securely manage personally identifiable information and workplace information	Core
BSBXTW301	Work in a team	Core
ICTICT313	Identify IP, ethics and privacy policies in ICT environments	Core
ICTPRG302	Apply introductory programming techniques	Core
ICTSAS305	Provide ICT advice to clients	Core

ICTCLD301	Evaluate characteristics of cloud computing solutions and services	Elective
ICTICT219	Interact and resolve queries with ICT clients	Elective
ICTSAS210	Update and maintain hardware, software and documentation inventories	Elective
ICTSAS211	Develop solutions for basic ICT malfunctions and problems	Elective
ICTSAS213	Maintain the integrity of ICT systems	Elective
ICTICT443	Working collaboratively in the ICT industry	Elective

Australian Trade College North Brisbane

SHB20216 Certificate II in Salon Assistant

Year 11 and Year 12 Trade Training Qualification – Elective Course

**Qualification offered by external RTO: Creative Edge RTO
41497
Delivered at Australian Trade College North Brisbane**

SHB20216 Certificate II in Salon Assistant (Hairdressing or Barbering Stream)

The Trade College is proud to be partnering with Creative Edge Training to offer the very best Education to prospective Hairdressers and Barbers by offering this customised pre-apprenticeship qualification. This course is designed to offer our students the best opportunity to learn routine tasks and procedures as well as teamwork that displays to employers you are dedicated to support the skills to become a Hairdresser or Barber.

Creative Edge Training's 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
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	Core
SHBHBAS001	Provide shampoo and basin services	Core
SHBHDES001	Dry hair to shape	Core
SHBHIND001	Maintain and organise tools, equipment and work areas	Core
SHBXCCS001	Conduct salon financial transactions	Core
SHBXCCS003	Greet and prepare clients for salon services	Core
SHBXIND001	Comply with organisational requirements within a personal services environment	Core
SHBXIND002	Communicate as part of a salon team	Core
SHBHBAS002	Provide head, neck and shoulder massages for relaxation	Elective
SHBHCLS001	Apply hair colour products	Elective
SHBHDES002	Braid hair	Elective
SHBXCCS004	Recommend products and services	Elective
SIRXSLS001	Sell to the retail customer - B	Elective
SIRRINV001	Receive and handle retail stock B	Elective
SHBHREF005	Rinse and neutralise chemically restructured hair	Elective
SHBHIND002	Research and use hairdressing industry information c- B opt	Elective

SIRRMER001	Produce visual merchandise displays – B opt	Elective

Accredited Hairdressing Training

The Certificate II in Salon Assistant program has an additional bonus with the inclusion of Accredited Hairdressing Training.

Five (5) Hairdressing 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:

Hairdressing: CERT III Units	
SHBHTRI001	Identify and treat hair and scalp conditions
SHBHCUT001	Design haircut structures
SHBHCUT002	Create one length or solid haircut structures
SHBHCLS003 OR SHBHREF003	Provide full and partial head highlighting treatments. Straighten and relax hair with protein treatments
SHBHDES004	Create classic long hair up-styles

Accredited Barbering Training

The Certificate II in Salon Assistant program has an additional bonus with the inclusion of Accredited Barbering Training. Five (5) 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:

Barbering: CERT III Units	
SHBHTRI001	Identify and treat hair and scalp conditions
SHBHCUT001	Design haircut structures
SHBHCUT003	Create graduated haircut structures
SHBHCUT004	Create layered haircut structures
SHBHCUT005	Cut hair using over-comb techniques

The Certificate III units have been selected to provide more Industry skills to assist the student's employability skills into a School based apprenticeship arrangement, with underpinning knowledge to follow in Industry of some units.

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

Australian Trade College North Brisbane