



OFFICE OF THE BOARD OF STUDIES
NEW SOUTH WALES

Draft

**Construction
Curriculum Framework**

Stage 6 Syllabus

SURVEY

**Consultation period
15 May – 12 June 2009**

Responding to the Draft Construction Curriculum Framework Stage 6 Syllabus

The Construction Training Package was reviewed in 2008 and a new Construction, Plumbing and Services Integrated Framework Training Package (CPC08) was endorsed in 2008 and released in January 2009.

As a result a revised Construction Curriculum Framework Stage 6 Syllabus is being developed for implementation from Year 11 2010.

Details of Parts A and B of the draft Syllabus for the Construction Curriculum Framework are available on the Board of Studies website at www.boardofstudies.nsw.edu.au/syllabus_hsc/construction.html from Friday 15 May 2009.

The purpose of this survey is to obtain detailed comments from individuals and systems/ organisations on the Draft Construction Curriculum Framework Stage 6 Syllabus. Please comment on both the strengths and weaknesses of the draft syllabus. Comments made by you and others will be taken into account when the Framework is refined.

Respondents should note that this is an opportunity to contribute directly to the design of a high quality syllabus.

Schools, TAFE colleges, teachers and other interested people and organisations can respond to the consultation document in two ways:

(a) On this survey form.

Please send the completed survey to:

*Senior Project Officer, VET
Curriculum Branch
Office of the Board of Studies
GPO Box 5300
Sydney NSW 2001*

Or fax to:

(02) 9367 8476

OR

(b) Email to:

debbie.nilsson@bos.nsw.edu.au

3 For TAFE responses:

(a) Location

- Sydney metropolitan area
- Regional area

(b) This response is from

- an individual
 - teacher
 - head teacher
 - faculty manager
 - TAFE institute consultant
 - curriculum centre program manager
 - college director
 - institute director

Indicate the years you have taught *TVET Construction* since 2002:

- Never
- 2002
- 2003
- 2004
- 2005
- 2006
- 2007
- 2008
- 2009
- a faculty
- a college
- an institute
- an industry skills unit

Number of people contributing to faculty/college/institute/industry skills unit response: _____

Please go to Sections B and C and continue to answer all questions.

4 For other responses:

(a) This response is from:

- a business
- a community group
- an industry body
- a local community partnership
- an organisation
- a parent group
- a private training provider
- a professional association
- a school sector
- a university
- other _____

(b) Individual response

Title of your position: _____

(c) Group response

Number in group: _____

(d) Nature of group/organisation (*if applicable*)

- local
- state
- national

Please go to Sections B and C and continue to answer all questions.

SECTION B: Draft Construction Curriculum Framework Stage 6 Syllabus

Please indicate the extent to which you agree with the following descriptions of the draft syllabus items. For each question, *please tick the box corresponding to the most appropriate response.*

To facilitate analysis of this survey, please make your responses specific to the individual questions.

5 Rationale (Part A, Section 5, p 9)

- (a) The *rationale* describes the nature of the Construction industry in broad terms and explains the place and purpose of the subject in the NSW Higher School Certificate.

Do you agree that this has been achieved?

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments/Suggestions:

6 Course Structures – Construction (120 and 240 indicative hours)

(Part A, Section 8, pp 17–25)

The course structures describe how units of competency are arranged for the purpose of HSC credit. The statements provide advice on the structure and nature of the 120- and 240-hour courses within the Framework.

	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
(a) The information provided is clearly presented and easy to understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) The course structures enable the flexibility to plan and deliver programs that maximise student outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) The range of units of competency available in the <i>120- and 240-hour Construction</i> courses are appropriate and can be achieved within the regular course arrangements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments/Suggestions:

7 Course Structures – Construction Specialisation Study (60 or 120 indicative hours)

(Part A, Section 8, pp 26–28)

The statements provide advice on the purpose and structure of the 60- or 120-hour specialisation study courses within the Framework.

	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
(a) The <i>60- or 120-hour Construction Specialisation Study</i> supports the range of needs of students undertaking the course including the opportunity to move towards Certificate III qualifications and the potential to commence a pathway towards an apprenticeship prior to securing an apprenticeship.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) The additional units of competency available in the <i>60- or 120-hour Construction Specialisation Study</i> are appropriate for students undertaking this course and can be achieved within the regular course arrangements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) There is an adequate range of additional units of competency available in the <i>60- or 120-hour Construction Specialisation Study</i> to meet the needs of students undertaking this course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments/Suggestions:

8 Course Structures – Construction School-based Apprenticeship pathways

(Part A, Section 17, pp 103–112)

The statements provide advice on the purpose, structure and nature of the Construction School-based Apprenticeship (240 indicative hours) course and the Construction School-based Apprenticeship Specialisation (60 or 120 indicative hours) courses within the Framework.

	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
(a) The units of competency available in the <i>Construction School-based Apprenticeship pathway</i> courses are appropriate for students undertaking this course and can be achieved within the arrangements of a school-based apprenticeship.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) The range of units of competency likely to be included in stage 1/year 1 of an apprenticeship in the construction industry are available in the <i>Construction School-based Apprenticeship pathway</i> courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) For students who have completed the requirements of stage 1/year 1 of their school-based apprenticeship prior to the end of their HSC, the range of units of competency likely to be started in stage 2/year 2 of an apprenticeship in the construction industry are available in the <i>Construction School-based Apprenticeship pathway</i> courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments/Suggestions:

9 Students with Special Education Needs (Part A, Section 13, pp 40–41)

(a) Courses within the Construction Curriculum Framework can be adapted to meet the needs of these students.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments/Suggestions:

10 HSC examination specifications (Part A, Section 11.5, pp 35–36 and Part B)

The HSC examination specifications outline the scope and structure of the optional HSC examination.

(a) Do you agree that fair, reliable and valid HSC examinations can be developed based on the breadth of learning experiences within the range of examinable units of competency?

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments/Suggestions:

11 HSC Requirements and Advice (Part B)

Part B of the *Construction Curriculum Framework Stage 6 Syllabus* reproduces the text of each unit of competency in the 240-hour course directly from the Training Package as well as providing associated HSC requirements and advice for examinable units of competency.

Note:

- For consultation purposes, Part B of the Syllabus containing the detail of the examinable units of competency can be viewed on the Board’s website (www.boardofstudies.nsw.edu.au/syllabus_hsc/construction.html).
- *Text reproduced from the Training Package cannot be changed.* This includes information provided under the following headings: Unit title; Unit descriptor; Prerequisite units; Co-requisite units; Application of the unit; Evidence guide including Overview of assessment, Critical aspects for assessment and evidence required to demonstrate competency in this unit, Context of and specific resources for assessment, Method of assessment; Required skills and knowledge; Element; Performance criteria and Range statement.

	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
(a) There is a clear relationship between the unit of competency and the HSC requirements and advice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) The main concepts and core content of the unit of competency are clearly described in the HSC requirements and advice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) The key terms and concepts adequately summarise the major concepts of the unit of competency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) Together, Parts A and B of the syllabus documentation provide sufficient information to develop teaching/learning programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments/Suggestions:
