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## 1.1 Profile of face-to-face meetings

Eight (8) face-to-face meetings were conducted. The meetings were held in Blacktown, Dubbo, Liverpool, Maitland, Shellharbour, Sutherland and Wagga Wagga, as well as the meeting organised for Catholic Education personnel held in Sydney. The participant profile is as follows:

School	76	TAFE NSW	4	Other	30
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Sydney metropolitan area	53	regional area	57
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### Type of school

Government	49	Non-government	27
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### Position in school

classroom teacher	51	head of department	20	school executive	0
principal	0	nil response	5		

### Total years teaching

Up to 3 years	1	10–15 years	6	nil response	32
4–9 years	17	16 years +	20		

### Position in TAFE

teacher	3	head teacher	1	faculty manager	0
TAFE institute consultant	0	curriculum centre program	0	college director	0
institute director	0	nil response	0		

### Other

parent group	0	community group	0	private training provider	0
business	0	university	0	professional association	0
industry body	1	organisation	0	school sector	29
other	0	nil response	0		

### Other organisations

local	24	state	6	national	0
nil response	0				

## 1.2 Teleconference participants

Two teleconferences were conducted, one in an afternoon of the first week of consultation and the other in a morning during the third week of consultation. Seven telephone lines were connected to the two teleconferences with eight participants in total.

## 1.3 Videoconference participants

Two videoconferences were conducted, one in an afternoon during the second week of consultation and the other in a morning during the third week of consultation. Fifteen sites were connected to the two videoconferences with 21 participants in total.

## 1.4 Survey responses

Thirteen survey responses to the consultation in Construction were received by 18 June 2009. One survey was received after the preparation of this report.

The sample profile of survey respondents is as follows:

### Individual responses

There were seven individual responses: five from schools, one from TAFE NSW and one other.

#### School responses

classroom teacher	0	head of department	4	school executive	1
principal	0	nil response	0		
Up to 3 years teaching	0	4 – 9 years teaching	0	10 – 15 years teaching	1
16 years + teaching	4	nil response	0		
Sydney metropolitan area	3	Regional area	2	nil response	0
government	1	non-government	4	nil response	0

#### TAFE responses

teacher	0	head teacher	1	faculty manager	0
TAFE institute consultant	0	curriculum centre program manager	0	college director	0
institute director	0	nil response	0		
Sydney metropolitan area	1	Regional area	0	Nil response	0

*Other responses*

parent group	0	community group	0	private training provider	0
business	0	university	0	professional association	0
industry body	0	organisation	0	school sector	1
other	0	nil response	0		
<hr/>					
local	0	state	1	national	0
nil response	0				

**Group responses**

There were six group responses: two from schools, two from TAFE NSW and two from others.

*School responses*

school	0	faculty	2	nil response	0
<hr/>					
Sydney metropolitan area	1	regional area	1		
<hr/>					
government	2	non-government	0		

*TAFE responses*

faculty	1	curriculum centre	0	college	0
institute	1	nil response	0		
<hr/>					
Sydney metropolitan area	1	regional area	1	nil response	0

*Other responses*

parent group	0	community group	0	private training provider	0
business	0	university	1	professional association	0
industry body	0	organisation	0	school sector	0
other	1	nil response	0		
<hr/>					
local	1	state	0	national	0
nil response	1				

## 2 Qualitative analysis of the survey

### 2.1 Rationale

Respondents indicated a high level of satisfaction with the rationale's explanation of the purpose of Construction in the NSW Higher School Certificate. This was represented by a 100% approval rate.<sup>1</sup> Responses included:

'The rationale is clear, concise and appropriate.' Survey # C1, C3, C8, C11, C15, C17, C18

'The reference to the diversity of the industry is good. It encourages schools to consider options to benefit students.' Survey # C25

### 2.2 Course structures

The course structures describe how the 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.

Respondents indicated support for the format (approval rate 92%), agreeing that the information was clearly presented and easy to understand. Eight percent of respondents disagreed.

Comments included:

'This document is more informative.' Survey # C17

'I like the graphics on pages 17 and 27.' Survey # C18

The majority of respondents (approval rate 92%) agreed that the proposed course structures enabled flexibility to plan and deliver programs that maximised student learning.

Comments included:

'The additional options are a very valuable addition to this Framework. The selection on offer is appropriate and welcome.' Survey # C25

The range of units of competency proposed within the *120- and 240-hour Construction* courses being appropriate and achievable within the regular course arrangements overall received a positive response. 69% (approval rate) of respondents agreed the 120- and 240-hour courses provide students with the opportunity to develop basic construction knowledge and skills and to be competent in routine tasks in the construction industry.

The majority of respondents (61% approval rate) agreed that the *60- and 120-hour Construction Specialisation Study* courses 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.

61% of respondents agreed that the additional units of competency available in the *60- and 120-hour Construction Specialisation Study* are appropriate for the course and achievable within the regular course arrangements.

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<sup>1</sup> Approval rate indicates that the respondent selected 'strongly agree' or 'agree'.

The majority of respondents (62% approval rate) agreed that there is an adequate range of additional units of competency in the *60- and 120-hour Construction Specialisation Study* to meet the needs of students undertaking the course. 15% of respondents did not answer this question and 23% were unsure or disagreed that the range of additional units of competency in the *60- and 120-hour Construction Specialisation Study* met student needs.

76% of respondents agreed that the units of competency available in the *Construction School-based Apprenticeship pathway* are appropriate for students undertaking this course and can be achieved within the arrangements of a school-based apprenticeship.

The majority of respondents (76% approval rate) agreed that the range of units of competency likely to be included in stage 1/year 1 of an apprenticeship in the construction industry is available in the *Construction School-based Apprenticeship pathway* courses.

68% of respondents agreed that for students who complete 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 *Construction School-based Apprenticeship pathway* courses.

Comments included:

‘... the list currently included is appropriate.’ Survey # C25

‘By adding such a great range of units of competency likely to be included in stage1/ year1of an apprenticeship, the Framework has added flexibility. Students who complete the requirements of stage1/year1 of their SBA prior to the end of their HSC, have also been taken into account by the range of units offered in the SBA pathway courses.’  
Survey # C22

The major issues raised in the consultation are addressed in Section 4.

### **2.3 Students with special education needs**

Section 13 of Part A of the Syllabus provides information on the ways in which VET courses are able to meet the needs of a broad range of students, including those with special education needs.

61% (approval rate) of respondents agreed that courses within the Construction Curriculum Framework could be adapted to meet the needs of students with special education needs. Comments included:

‘Obviously this depends on the number of units to be offered, the nature of the special needs and the support resources available.’ Survey # C15

39% of respondents selected ‘unsure’ or ‘disagree’ for this question, indicating that it is difficult for students with special needs to be able to meet industry standards. Comments included:

‘A class teacher will need support. In many schools this is difficult to achieve and very expensive.’ Survey # C18

‘Work placement is difficult because to tradesmen, time is money and extra time and assistance is costly to employers.’ Survey # C1

The major issues raised in the consultation are addressed in Section 4.

## 2.4 HSC examination specifications

The majority of respondents (approval rate 76%) felt that fair, reliable and valid HSC examinations could be developed based on the breadth of learning experiences within the range of examinable units of competency. 16% of respondents selected 'disagree' or 'strongly disagree' for this question.

Comments included:

'I like the idea of the structured extended response. This will allow students that experience difficulties writing essays to access marks in a new technique with I expect, greater success.' Survey # C18

'There is adequate material in the units listed for the development of a suitable HSC examination.' Survey # C25

The major issues raised in the consultation are addressed in Section 4.

## 2.5 HSC requirements and advice

Part B reproduces the text of each unit of competency directly from the Training Package as well as providing associated HSC requirements and advice for examinable units of competency.

The majority of respondents were satisfied with content layout and formatting of Part B, agreeing that there is a clear relationship between the unit of competency and the HSC requirements and advice. This was represented by a 69% approval rate.

Respondents also indicated (approval rate 69%) that the main concepts and core content of the unit of competency are clearly described in the HSC requirements and advice.

The majority of respondents were satisfied that the key terms and concepts adequately summarise the major concepts of the unit of competency. This was represented by a 69% approval rate.

Respondents also indicated (approval rate 69%) that together Parts A and B of the syllabus documentation provided sufficient information to develop teaching/learning programs.

23% of respondents did not answer the questions relating to HSC requirements and advice.

Comments included:

'I have not examined each of the mandatory competencies but those I have examined do the job.' Survey #C18

The major issues raised in the consultation are addressed in Section 4.

## 2.6 Overall comments

Overall, 62% of respondents were happy with the proposed syllabus and rated it as good, with a little fine tuning necessary. 38% of respondents believed that the draft syllabus documents were acceptable but required some reworking.

Some comments provided included:

‘The document gives a good indication of the HSC requirements. By being bigger, it is more informative.’ Survey # C17

‘The availability of Certificate II in Construction Pathways is a welcome inclusion.’  
Survey # C6

‘It’s great that there is a certificate II outcome in the new Framework.’ Survey #C4

‘The flexibility in the new Framework is good.’ Survey # C12

Issues have been addressed as detailed in Section 4 and, where appropriate, the Framework adjusted in response to consultation.

### 3 Quantitative analysis of the survey

#### 3.1 Rationale

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.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
8%	92%	0%	0%	0%	0%

#### 3.2 Course structures

3.2a The information provided is clearly presented and easy to understand.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
8%	84%	0%	8%	0%	0%

3.2b The course structures enable the flexibility to plan and deliver programs that maximise student learning.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
15%	77%	0%	8%	0%	0%

3.2c The range of units of competency in the *120- and 240-hour Construction* courses are appropriate and can be achieved within the regular course arrangements.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
8%	61%	8%	15%	8%	0%

3.2d The *60-or 120-hour Construction Specialisation Study* 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.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
0%	61%	8%	8%	8%	15%

- 3.2e The additional units of competency available in the 60- or 120-hour *Construction Specialisation Study* are appropriate for students undertaking the course and can be achieved within the regular course arrangements.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
8%	46%	0%	23%	8%	15%

- 3.2f There is an adequate range of units of competency available in the 60- or 120-hour *Construction Specialisation Study* to meet the needs of students undertaking this course.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
15%	47%	0%	15%	8%	15%

- 3.2g The units of competency available in the *Construction School-based Apprenticeship pathway* courses are appropriate for students undertaking this course and can be achieved within the arrangements of a school-based apprenticeship.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
8%	68%	8%	0%	8%	8%

- 3.2h 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 *Construction School-based Apprenticeship pathway* courses.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
8%	68%	0%	8%	8%	8%

- 3.2i 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 *Construction School-based Apprenticeship pathway* courses.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
8%	60%	8%	8%	8%	8%

### 3.3 Students with special education needs

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

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
8%	53%	31%	8%	0%	0%

### 3.4 HSC examination specifications

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

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
8%	68%	8%	8%	8%	0%

### 3.5 HSC requirements and advice

- 3.5a There is a clear relationship between the unit of competency and the HSC requirements and advice. A fair, reliable and valid HSC examination 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	Nil response
8%	61%	8%	0%	0%	23%

- 3.5b The main concepts and core content of the unit of competency are clearly described in the HSC requirements and advice.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
0%	69%	8%	0%	0%	23%

- 3.5c The key terms and concepts adequately summarise the major concepts of the unit of competency.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
0%	69%	8%	0%	0%	23%

- 3.5d Together, Parts A and B of the syllabus documentation provide sufficient information to develop teaching/learning programs.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
8%	61%	0%	8%	0%	23%

### 3.6 Overall comments

Very good, fine as it is	0%
Good, a little fine-tuning necessary	62%
Acceptable, some reworking necessary	38%
Unsatisfactory in its treatment of some significant issues as identified in this response	0%
Nil response	0%

## 4 Issues raised in consultation and actions taken

ISSUE	SOURCE	ACTION/RESPONSE
<ul style="list-style-type: none"> <li>● <b>Units of competency</b></li> </ul> <p>Inclusion of site support field of work units of competency</p> <ul style="list-style-type: none"> <li>- issues surrounding delivery</li> <li>- teachers are at greater risk/exposure to incidents</li> <li>- will school systems revise policy to permit delivery of units of competency such as BCCCM2013C <i>Control traffic with a stop-slow bat</i> and CPCCCM1006A <i>Work safely at heights</i>?</li> </ul>	<p>C5, C6, C12, C16</p>	<p>Whilst units of competency in the <i>site support field of work</i> have associated risks of varying degree, these units of competency are important to safe working practices in the construction industry. Some aspects of construction work may require a licence issued by an Occupational Health and Safety, consumer protection or builder registration regulatory agency in most jurisdictions. This has been accommodated in the <i>Construction, Plumbing and Services Integrated Framework (CPC08) Training Package</i> through development of new units of competency such as CPCCOHS1001A <i>Work safely in the construction industry</i>. This unit of competency which meets all jurisdictional licensing for OHS Induction Safety (mutually recognised site safety cards are issued) and is specified in the <i>National Code of Practice for Induction Training for Construction Work</i> (ASCC 2006).</p> <p>Equipment licensing for elevated work platforms, material and personnel hoists, erection/dismantling of scaffolding and specific high-risk work (not included in the Framework) such as rigging, dogging, and tower crane operation is also now explicitly covered in the CPC08 Training Package through this inclusion of nationally developed high risk work licensing units of competency which have been agreed by the Australian Safety and Compensation Council (ASCC) national industry working group. Achievement of the licensing units of competency is evidence for issue of a nationally recognised photo-licence.</p> <p>School systems will determine and convey to their trainers the units of competency from the site support field of work that can be delivered.</p> <p>At this point in time, two of the three school systems have Certificate II in Construction (CPC20108) on the scope of registration of their Registered Training Organisation (RTO). It is anticipated necessary training for teachers at relevant delivery sites will be sought for two units of competency from the site support field of work:</p> <ul style="list-style-type: none"> <li>- BCCCM1006A <i>Work safely at heights</i></li> <li>- BCCCM2013C <i>Control traffic using a stop-slow bat.</i></li> </ul>

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ISSUE	SOURCE	ACTION/RESPONSE
		<p>The third school system will seek scope of registration for Certificate II in Construction CPC20108 in regions wanting to deliver this qualification. Currently, for this school system, delivery of units of competency from the site support field of work is planned on the basis of partnerships with TAFE NSW. This position may be revised once the necessary risk assessments have been undertaken. If so, some teacher training may occur for the site support field of work for specified delivery sites.</p>
<p>Generic ‘tools and equipment’ unit of competency as mandatory for the HSC.</p>	<p>C9</p>	<p>As a result of consultation, Part A of the Syllabus has been amended to allow one or more ‘tools and equipment’ units of competency to be undertaken in each HSC course within the revised Construction Curriculum Framework. It is important that trainers check qualification packaging rules (refer to Section 15, Part A of the Syllabus) to determine if this is appropriate for the qualification pathway in which students are enrolled.</p>
<p>Opportunity to undertake more than one ‘tools and equipment’ unit of competency in a Construction HSC course (to align with the qualification packaging rules for Certificate II in Construction Pathways).</p>	<p>C5, C16</p>	<p>For the HSC, students are required to undertake at least one ‘tools and equipment’ unit of competency. This may be CPCCCM2005A <i>Use construction tools and equipment</i> or one of the alternate ‘tools and equipment’ units of competency that have been deemed equivalent for HSC course purposes (refer to Sections 8 or 17, Part A of the Syllabus).</p> <p>If one of the alternate units of competency is delivered, for HSC examination purposes, trainers must ensure the HSC Requirements and Advice for CPCCCM2005A are covered (refer to Sections 8 or 17 and 11, Part A of the Syllabus and the unit of competency itself in Part B of the Syllabus).</p>
<p>Availability of paving units of competency.</p>	<p>C7</p>	<p>Currently there is one paving unit of competency available in the Construction Curriculum Framework (2004) – BCGBL3001B <i>Lay paving</i>. The equivalent unit from the CPC08 Training Package – CPCCBL3001A <i>Lay paving</i> – is available in all courses in the revised Construction Curriculum Framework.</p>
<p>Obtaining new ‘white card’ and achievement of CPCCOHS1001A <i>Work safely in the construction industry</i></p> <ul style="list-style-type: none"> <li>- time taken to obtain the ‘white card’</li> <li>- enrolling and accrediting non-VET students</li> </ul>	<p>C4, C5, C6, C7, C9, C12, C14, C19, C22</p>	<p>On 1 September 2009, the WorkCover NSW course <i>OHS General Induction for Construction Work in NSW</i> (valid only in NSW) will be replaced by a nationally recognised unit of competency CPCCOHS1001A <i>Work safely in the construction industry</i>. Persons achieving competence in this unit of</p>

ISSUE	SOURCE	ACTION/RESPONSE
<ul style="list-style-type: none"> <li>- credit for students who already hold a ‘white card’</li> <li>- provision of a new OHS induction folder</li> <li>- details of the relationship between CPCCOHS1001A and the new WorkCover process.</li> </ul>		<p>competency will be eligible for a Construction Induction Card (CIC) which WorkCover NSW will issue.</p> <p>School systems will provide advice regarding the process to be followed to obtain a CIC based on the achievement of CPCCOHS1001A.</p> <p>School systems and/or registered RTOs are responsible for the provision of resources to support the delivery of courses contained within the revised Construction Curriculum Framework.</p> <p>RTOs may determine that additional or fewer hours are required for the achievement of particular competencies. However, this does not alter the indicative hours allocated, only the delivery hours.</p> <p>For students who already hold a ‘white card’, recognition of prior learning (RPL) or credit transfer may be granted as detailed on the Board of Studies website at <a href="http://www.boardofstudies.nsw.edu.au/voc_ed/rpl.html">www.boardofstudies.nsw.edu.au/voc_ed/rpl.html</a></p> <p>The process to obtain a CIC for non-VET students will be very similar to the current process for obtaining a ‘white card’. The enrolment and accreditation process is currently being considered. Once finalised, school systems will provide details to schools of the process. Students deemed competent in this unit of competency will then be issued a Statement of Attainment.</p>
<p>Can the relationship between CPCCOHS1001A <i>Work safely in the construction industry</i> and the national requirements for obtaining a Construction Induction Certificate (CIC Card) be flagged in Part A of the Syllabus?</p>	C22	<p>Based on the feedback received during consultation the relationship between CPCCOHS1001A <i>Work safely in the construction industry</i> and the Construction Induction Certificate (CIC Card) has been indicated in each course structure for both the regular courses and the school-based apprenticeship course.</p>
<p>Teacher accreditation to deliver CPCCOHS1001A.</p>	C16	<p>RTOs will be required to nominate to WorkCover NSW the trainers who will be delivering general induction training in NSW. WorkCover NSW will provide the RTO with written confirmation of the trainers approved to deliver general induction training. Teachers wishing to be accredited to deliver CPCCOHS1001A <i>Work safely in the construction industry</i> should contact their RTO.</p>

ISSUE	SOURCE	ACTION/RESPONSE
Absence of a first aid unit of competency.	C16, C21	Due to changes in the qualification packaging rules of the new CPC08 Training Package, Certificates II in Construction and Construction Pathways do not allow for inclusion of elective units of competency other than those listed in the qualification packaging rules. As a first aid unit of competency is not included in the packaging rules for either qualification, a first aid unit of competency has not been included in the revised Construction Curriculum Framework.
<p>Inclusion of MEM05017C <i>Weld using gas metal arc welding process</i> in the elective pool of the HSC courses.</p> <p>If students achieve MEM05017C in the Metal and Engineering Curriculum Framework, can it count towards Certificate II in Construction?</p>	C14	<p>MEM05017C <i>Weld using gas metal arc welding process</i> is listed as a possible elective for Certificate II in Construction (refer to Section 15, Part A of the Syllabus). This unit of competency has been imported into the CPC08 Training Package from the <i>Metal and Engineering Training Package (MEM05)</i>. All unit of competency prerequisite requirements of the parent Training Package must be satisfied.</p> <p>MEM05017C has six prerequisite units of competency that must be achieved prior to achievement of MEM05017C. MEM05017C is available as an elective in the Metal and Engineering School-based Apprenticeship (240 indicative hours) course. The prerequisite units of competency are:</p> <ul style="list-style-type: none"> <li>- MEM05050B <i>Perform routine gas metal arc welding</i></li> <li>- MEM05051A <i>Select welding processes</i></li> <li>- MEM05052A <i>Apply safe welding practices</i></li> <li>- MEM12023A <i>Perform engineering measurements</i></li> <li>- MEM18001C <i>Use hand tools</i></li> <li>- MEM18002B <i>Use power tools/hand held operation.</i></li> </ul> <p>All prerequisite units of competency are available in the Metal and Engineering (240 indicative hours) and Metal and Engineering School-based Apprenticeship (240 indicative hours) course.</p> <p>MEM05017C and its prerequisites have a combined total of 120 HSC indicative hours allocated. As the prerequisites are not included in the elective pool for Certificate II in Construction, they will not contribute to achievement of the qualification.</p> <p>MEM05017C was not considered appropriate for inclusion in the revised Construction Curriculum Framework due to the significant overlap that would occur and possible exclusion between the Construction and Metal and</p>

ISSUE	SOURCE	ACTION/RESPONSE
		<p>Engineering Curriculum Frameworks.</p> <p>If a student has achieved MEM05017C <i>Weld using gas metal arc welding process</i> as part of a School-based Apprenticeship course from the Metal and Engineering Framework, the vocational documentation for that course, as well as the vocational documentation from their Construction course, can be presented to an RTO for recognition purposes.</p>
<p>How does the Board of Studies (BOS) determine which units of competency are deemed suitable for HSC content?</p>	<p>C21</p>	<p>In determining the units of competency to be included in the revised Construction Curriculum Framework, the following factors were considered:</p> <ul style="list-style-type: none"> <li>- all units of competency from those identified by the CPC08 Training Package as suitable for delivery up to Certificate III</li> <li>- qualification packaging rules</li> <li>- whether a unit of competency is able to be achieved within the regular course arrangements and/or school-based apprenticeship course arrangements</li> <li>- units of competency available in the current Construction Curriculum Framework</li> <li>- currently trained teacher qualifications</li> <li>- new opportunities</li> <li>- advice from the Industry Curriculum Committee (ICC) – representatives from all key stakeholders including industry, employers, school systems and practising teachers</li> <li>- feedback from consultation.</li> </ul>
<p>The unit of competency codes are too long and need to be abbreviated.</p>	<p>C6</p>	<p>The unit of competency codes are based on a national coding system as part of the Training Package development processes determined by the Department of Education, Employment and Workplace Relations (DEEWR).</p> <p>For example, for CPCCCA2001A <i>Handle carpentry materials</i>, the first three letters indicate the Training Package – in this case ‘CPC’ is the Construction, Plumbing and Services Integrated Framework Training Package. The next letter indicates the sector of the industry that the unit of competency relates to – in this case ‘C’ indicates that it is a construction unit of competency. The next two letters indicate the field of competency – in this case ‘CA’ being carpentry. The first number indicates the AQF level of the unit – in this case</p>

ISSUE	SOURCE	ACTION/RESPONSE
		<p>it is a level 2. The next three numbers are the sequential numbers given to units of competency within a field of competency. The last letter refers to the version of the unit, with 'A' being the original version.</p>
<p>Are there specific assessment requirements for each unit of competency?</p>	<p>C6</p>	<p>The assessment guidelines detailed in the CPC08 Training Package provide the endorsed framework for assessment of units of competency in the Training Package. The guidelines are designed to ensure that assessment is consistent with the Australian Qualifications Training Framework (AQTF) 2007. Assessments against the units of competency in the CPC08 Training Package must be carried out in accordance with the assessment guidelines.</p> <p>The evidence guide for each unit of competency is critical in assessment and provides information to the RTO and assessor about how the competency standards may be demonstrated. The evidence guide includes an overview of assessment, critical aspects for assessment and evidence required, context of and specific resources for assessment and methods of assessment.</p> <p>Individual RTOs determine how and when units of competency will be assessed and the type of assessment strategies to be used, as well as assessment validation. Trainers should seek advice from their RTO regarding the assessment of units of competency.</p>
<p>● <b>Indicative hours</b></p> <p>Disparity between TAFE nominal (delivery) hours and HSC indicative hours.</p>	<p>C15, C17, C26</p>	<p>Units of competency drawn from Training Packages are not defined in terms of duration. The amount of time required by individual students to achieve competency will vary according to their aptitude and experience.</p>
<p>Sufficient time to practice skills.</p>	<p>C1, C15</p>	<p>Where a training program is designed for delivery by an RTO, the RTO will specify the length of the training program according to the delivery strategies and/or curriculum resources chosen.</p> <p>However, for the purposes of the HSC, courses must be described in terms of their indicative hours. For this reason, indicative hours for unit credit towards the HSC have been assigned to each unit of competency within the revised Construction Curriculum Framework. The indicative hours recognise the level and standard of the unit of competency including the depth of content.</p>

ISSUE	SOURCE	ACTION/RESPONSE
		<p>It is emphasised that the assignment of indicative hours does not imply that all students will fulfil all requirements of a unit of competency within these hours. RTOs may determine that additional or fewer hours are required for the achievement of particular competencies. However, this does not alter the indicative hours allocated, only the delivery hours.</p> <p>It is likely that students will need to spend additional time practising skills in a work environment or simulated work environment and in completing projects and assignments, in order to fulfil Training Package assessment requirements.</p> <p>The ICC has provided advice that the majority of students should be able to achieve competency outcomes in the indicative times allocated.</p>
<p>Indicative hours are not included in Section 15. Do we assume that they [qualification] will just add up [HSC course]?</p>	<p>C16, C21</p>	<p>Section 15 of Part A of the Syllabus contains the qualification packaging rules for each qualification available in the revised Construction Curriculum Framework. Training Packages do not define units of competency in terms of duration. As packaging rules have been reproduced directly from the CPC08 Training Package, no ‘hours’ are listed against each unit of competency.</p> <p>The rules and structure of HSC VET courses are not always identical to the qualification packaging rules. In some cases more units of competency are required for the HSC course than are required for successful completion of the Australian Qualifications Framework (AQF) VET qualification.</p> <p>In order to obtain a Certificate II in Construction, all compulsory units of competency and six elective units of competency as detailed in the qualification packaging rules (pages 43–45 in Part A of the Syllabus) must be achieved. However, the qualification packaging rules do not require the delivery of CPCCOHS1001A <i>Work safely in the construction industry</i> which is a mandatory unit for the HSC course. Therefore, this unit of competency must be delivered in addition to the units of competency detailed in the qualification packaging rules in order to meet the HSC course requirements.</p> <p>Trainers need to select units of competency from those available in the revised Framework (refer to Section 8 or 17, Part A of the Syllabus) to meet the requirements of the qualification outcome selected (refer to Section 15 of Part A of the Syllabus) and the HSC indicative hour course requirements (refer to Section 8 or 17, Part A of the Syllabus).</p>

ISSUE	SOURCE	ACTION/RESPONSE
<ul style="list-style-type: none"> <li><b>Course structures</b></li> </ul> <p>Combination of mandatory units of competency for the HSC is boring.</p>	C4	<p>Holistic delivery and assessment of units of competency is strongly recommended incorporating realistic activities that reflect the workplace.</p> <p>The mandatory units of competency (ie those that must be undertaken for the HSC) have been selected to maximise qualification outcomes and meet the qualification packaging rules. All mandatory units of competency are compulsory for eight of the nine qualifications in the revised Construction Curriculum Framework. The prerequisite requirements of units of competency included in the revised Framework were also considered when determining which units of competency would be mandatory.</p> <p>The scope for choice of elective units of competency has been broadened in the revised Construction Curriculum Framework HSC courses providing the opportunity for RTOs to focus courses to meet local needs.</p> <p>The three school sectors promote and train their teachers in holistic delivery and assessment.</p>
<p>Construction course is general, not specific. Needs to be structured towards particular trades if the course is to be valued by students.</p>	C1	<p>Qualification outcomes and units of competency to be delivered to meet HSC course requirements are at the discretion of the school system and RTO.</p>
<p>Is it possible to do a 60-hour and 120-hour Specialisation Study?</p>	C5	<p>As a result of consultation, the draft Framework has been revised to allow up to 240 hours of study through specialisation study or school-based apprenticeship (SBA) specialisation courses 60-, 120-, 180- or 240-hour courses are now available.</p> <p>A student enrolled in the Construction (240 indicative hours) course or Construction School-based Apprenticeship (240 indicative hours) course may elect to undertake additional study through completion of a specialisation study or SBA specialisation.</p> <p>Students enrolled in a 240-hour course may enrol in one specialisation study or SBA specialisation only. Students can gain up to a maximum of 8 units of credit towards their HSC pattern of study through the revised Framework.</p>

For the Specialisation Study, from where can the electives be chosen?	C7	<p>Elective units of competency for the Specialisation Study are detailed in Section 8.6 of Part A of the Syllabus. They can be selected from either the elective pool of the Construction 240-hour course (Table 4) that have not previously been attempted and/or the additional Specialisation Study units of competency listed in Table 5.</p> <p>Elective units of competency for the School-based Apprenticeship Specialisation are detailed in Section 17.2 of Part A of the Syllabus. They can be selected from the Construction School-based Apprenticeship elective pool (Table 10) that have not previously been attempted.</p>
<ul style="list-style-type: none"> <li><b>AQF VET qualifications</b></li> </ul> <p>Access to Certificate II in Construction will still be difficult due to the compulsory requirements of the Training Package in relation to the site support field of work.</p>	C5	School systems and RTOs will provide advice regarding selection of appropriate qualification outcomes and elective units of competency to be undertaken.
Inclusion of at least one concreting unit of competency in the Certificate II in Construction Pathways elective units.	C16	Industry Skills Councils, on behalf of industry, are responsible for the development of Training Packages. The qualification packaging rules are determined by industry as the Training Package is developed.
Choices [within some qualification packaging rules] are restrictive and limit pathways for students – broader range across construction industry required.	C15, C22	Currently in the CPC08 Training Package there is no provision within the Certificate II in Construction Pathways qualification packaging rules for units of competency specific to concreting to contribute to the qualification.
Limited ability to move into specialised areas eg plumbing	C15	Each Industry Skills Council is responsible for the maintenance of a continuous improvement register. Interested parties can provide feedback on Training Packages via this register. In the case of the CPC08 Training Package, refer to the Construction and Property Services Industry Skills Council website ( <a href="http://www.cpsisc.com.au">www.cpsisc.com.au</a> )
The Pathways qualification name is misleading and makes it sound like a lesser qualification. Can it be renamed?	C12	
Do the employability skills summaries make it clear that the skills do not have to be assessed separately?	C4	There is an employability skills summary for each AQF VET qualification level available in the CPC08 Training Package. These summaries capture the key aspects or facets of the employability skills that are important to the job role covered by the qualification. They are designed to assist trainers and assessors to identify and include important industry application of employability skills in learning and assessment strategies. Further information relating to employability skills can be found in Section 13.2 in

		<p>Part A of the Syllabus as well as at <a href="http://employabilityskills.training.com.au">http://employabilityskills.training.com.au</a></p> <p>The employability skills summaries for the qualifications available in the Framework are included in Section 15 of Part A of the Syllabus.</p>
<p>Limited time for delivery of Certificate II let alone Certificate III. Question a student's practical ability if they obtain a Certificate III in two years with limited on-site training.</p>	C1	<p>Certificate III would generally be undertaken as a school-based apprenticeship pathway, with the school-based component equivalent to Year 1/Stage 1 of an apprenticeship. Further on-the-job and off-the-job training would be required post-school to achieve a Certificate III qualification.</p> <p>The only Certificate III qualifications achievable in the Framework are Certificate III in Concreting and Certificate III in Roof Tiling – both of which require significantly fewer units of competency to achieve the qualification than the other Certificate III qualifications available through the Framework. It is also likely that Certificate III in Concreting and Certificate III in Roof Tiling will have shorter nominal terms than the other apprenticeships.</p>
<p>Will students enrolled in Certificate II in Construction Pathways who complete additional units of competency to the qualification packaging rule requirements, also be issued with a Statement of Attainment towards a Certificate III qualification?</p> <p>Capability of the eBOS-VCS to issue multiple qualifications.</p>	C22	<p>This issue is being analysed by the VET Data Management and Reporting Committee in terms of potential enhancement/change to eBOS-VCS.</p> <p>Once a decision is reached, school systems will convey this information to schools.</p>
<p>● <b>Students with special education needs</b></p> <p>Support materials to aid in the implementation and adaptation for students with special needs.</p>	C25	<p>A support document to assist those teaching VET courses to students with special education needs has been developed by the Senior Curriculum Officer, Special Education and the Board's Special Education Committee. The <i>Stage 6 Industry Curriculum Frameworks Support Document for Students with Special Education Needs (2005)</i> is available on the Board's website at <a href="http://www.boardofstudies.nsw.edu.au/syllabus_hsc/construction.html">www.boardofstudies.nsw.edu.au/syllabus_hsc/construction.html</a></p> <p>Students with special education needs may require adjustments to learning and assessment strategies as well as additional time to demonstrate the required level of competence. Reasonable adjustments to delivery and assessment are appropriate provided they conform to the industry competency standards as expressed in the CPC08 Training Package.</p>

<p>Work placement can be difficult as tradespeople do not necessarily have the time to spend with these students – time is money.</p>	<p>C1, C18</p>	<p>As with any Stage 6 course, course requirements should be taken into consideration when making decisions to offer the course and when providing advice to any students regarding subject selection for the HSC. Work placement is a mandatory component of all industry curriculum framework courses.</p>
<p>● <b>Optional HSC examination</b></p> <p>For mathematics examinations students are provided with formulae. Why does this not happen in Construction?</p>	<p>C1</p>	<p>In the Construction examination, most questions focus on simple area or volume calculations. The formulae for such questions are not provided as it is assumed that students should have this knowledge on the basis of having completed the Years 7–10 Mathematics course. In cases where a specific formula is required to answer a question, the examination committee may decide to provide the formula to allow completion of the question.</p>
<p>The column heading <i>HSC Requirements and Advice</i> in each unit of competency contained in Part B of the Syllabus can be misleading as it is often misinterpreted that only the content in this column is examined.</p> <p>Exam needs to focus on relevant texts and relevant delivery. There needs to be continuity between the trial HSC and the HSC exam.</p> <p>Can exam questions be drawn from anywhere on the page? Should this be indicated on the examinable units of competency?</p>	<p>C4, C15, C25</p>	<p>As a result of consultation, changes have been made to Part B of the Syllabus indicating the examinable outcomes and content. This information can be found in the Introduction to Part B of the Syllabus. Within the header for each examinable unit of competency trainers are referred to Section 11.3 in Part A of the Syllabus for further information regarding the examinable content.</p> <p>There are no prescribed texts for any industry curriculum framework courses.</p> <p>Delivery needs to be in accordance with the HSC course requirements (as outlined in Part A of the Syllabus and the <i>Assessment, Certification and Examination (ACE) Manual</i>) and the AQF VET qualification rules (as outlined in the CPC08 Training Package and RTO policies).</p> <p>The HSC examination specifications are described in the <i>Assessment and Reporting in Construction Stage 6</i> document available on the Board’s website at <a href="http://www.boardofstudies.nsw.edu.au/syllabus_hsc/construction.html">www.boardofstudies.nsw.edu.au/syllabus_hsc/construction.html</a></p> <p>The examinable units of competency are listed in Section 11.3 of Part A of the Syllabus and detailed in Part B of the Syllabus.</p> <p>The Board of Studies develops a specimen paper as well as providing past examination papers and notes from the marking centre. Trainers may find this information useful in the development of a trial HSC examination. They are available on the Board’s website at <a href="http://www.boardofstudies.nsw.edu.au/syllabus_hsc/construction.html">www.boardofstudies.nsw.edu.au/syllabus_hsc/construction.html</a>.</p>

<p>The exam will now be too theoretical. The two units that have been removed from the examinable pool are the ones that students relate to well and apply to an exam. Only practical unit is the ‘tools and equipment’ unit of competency.</p>	<p>C4, C7</p>	<p>Students practical skills are assessed through competency-based assessment.</p> <p>The examinable units of competency provide a range of units from which the optional HSC examination can be developed. It is necessary to have a sufficient range of units of competency to enable the development of questions for a written HSC examination which allow for the full range of student responses and which can be examined on an ongoing basis. The extended response rubric rewards students who are able to communicate ideas and information, using precise industry terminology and appropriate workplace examples. The examination rubric can be found on the Board’s website at <a href="http://www.boardofstudies.nsw.edu.au/syllabus_hsc/construction.html">www.boardofstudies.nsw.edu.au/syllabus_hsc/construction.html</a></p> <p>The HSC examination in Construction is optional. It is a written exam which enables students to have their Construction course count towards the calculation of their Australian Tertiary Admission Rank (ATAR).</p> <p>The HSC examination is independent of the competency-based assessment undertaken during the course and has no impact on student eligibility for AQF VET qualifications.</p>
<ul style="list-style-type: none"> <li>● <b>Teacher training</b></li> </ul> <p>Teacher accreditation in relation to units of competency in the revised Framework.</p> <p>Depending on a teacher’s actual trade training and experience, more guidance will be required to ensure correct interpretation of unit of competency and HSC requirements and advice.</p> <p>The flexibility of the new Framework will have limited application in most schools as elective choice is limited by teacher training and accreditation.</p> <p>Good flexibility, but what can we deliver?</p>	<p>C12, C15, C16, C18, C19, C22, C25</p>	<p>Policy development and practice regarding school/college VET teacher training requirements for industry curriculum frameworks is the responsibility of the Qualification Recognition and Resource Requirements Committee (QRRRC) and its various sub-committees for each industry area.</p> <p>It is not anticipated that any significant additional training will be required for existing trained teachers to deliver a 240-hour course from the revised Construction Curriculum Framework.</p> <p>School systems/RTOs are responsible for the training and development of their teachers/trainers and will provide advice to teachers/trainers regarding the units of competency they are accredited to deliver following the endorsement and release of the revised Construction Curriculum Framework.</p>

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<p>Frustration as a qualified builder, not being accredited to deliver many of the units that are the core business of a builder.</p>	<p>C9</p>	<p>Accreditation to deliver units of competency is determined by the school systems. There are RPL processes in place to recognise skills and knowledge against units of competency appropriate to delivery of courses from industry curriculum frameworks.</p> <p>Individuals are encouraged to contact their RTO regarding this issue.</p>
<p>• <b>Other</b></p> <p>Availability of syllabus documents in hard copy.</p>	<p>C4, C5, C18</p>	<p>The syllabus documents will be available on the Board of Studies website once endorsed by the Minister.</p> <p>Year 7–12 schools and TAFE NSW colleges currently delivering courses from the Construction Curriculum Framework, along with teachers currently accredited to teach Construction, will receive a printed copy of Part A of the Syllabus and examinable units of competency from Part B of the Syllabus.</p>
<p>Schools wanting to undertake a Statement of Attainment towards Certificate III qualifications. Does the RTO need to have the Certificate III qualification on their scope of registration?</p>	<p>C9</p>	<p>An RTO must have either the Certificate III and/or specific units of competency from the Certificate III qualification on their scope of registration to enrol students in that qualification.</p>
<p>Is equal weighting given to feedback provided during consultation or are some comments considered more valuable than others?</p>	<p>C19</p>	<p>The draft revised Framework documents have been amended as a result of feedback received during consultation. All feedback received during consultation is considered. All issues/comments raised during consultation and the action/response taken is documented in this Consultation Report.</p>
<p>Access to a comparison mapping of the old BCG03 Training Package to the new CPC08 Training Package.</p>	<p>C6</p>	<p>This mapping is available in the CPC08 Training Package at <a href="http://www.ntis.gov.au">www.ntis.gov.au</a></p> <p>This mapping will also be available on the Board’s website once the support materials are developed.</p>
<p>URL for the NTIS website.</p>	<p>C5</p>	<p>The URL for the National Training and Information Services (NTIS) website is <a href="http://www.ntis.gov.au">www.ntis.gov.au</a></p>
<p>The Part A Syllabus document is too big.</p>	<p>C18</p>	<p>The Part A Syllabus contains necessary information regarding course structures and requirements for the inclusion and delivery of construction courses for the HSC.</p>

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<p>Limited mention of plumbing and no explanation provided.</p>	<p>C5, C10</p>	<p>Plumbing was considered for inclusion in the draft revised Construction Curriculum Framework. However there were not enough units of competency in common with the various construction qualifications to include plumbing in the set of mandatory units of competency for the proposed HSC courses.</p> <p>Industry did not support the inclusion of plumbing in the Construction Curriculum Framework. Industry support has been extended to school-based apprentices who are able to access training through a Board Endorsed VET Course.</p>
<p>There is more content in the course from the Construction Curriculum Framework than in Industrial Technology – Wood. Should Construction be a Category A subject?</p>	<p>C4</p>	<p>Categorisation of courses and the rules for the calculation of the Australian Tertiary Admission Rank (ATAR) are determined by the Chairs of the Academic Board of NSW Universities.</p>
<p>Consistent terminology across VET Framework courses eg mandatory, compulsory, core.</p>	<p>C4</p>	<p>Specific terminology is selected for each industry curriculum framework to avoid confusion between the HSC course rules and the qualification packaging rules.</p> <p>The terminology used in industry curriculum framework documents complements the terminology used in Training Packages.</p> <p>For example in the CPC08 Training Package it describes units of competency that must be achieved for a qualification outcome as ‘compulsory’. The terminology used in Training Packages cannot be altered. Therefore units of competency that must be attempted as part of the HSC Construction courses have been described as ‘mandatory’.</p>
<p>Do students need to hold a Certificate I in order to be able to study at TAFE?</p>	<p>C4</p>	<p>Certificate I in Construction is not a prerequisite qualification for any AQF VET qualification in the CPC08 Training Package.</p> <p>TAFE NSW construction course entry requirements align to the Training Package. Contact TAFE NSW for further information.</p>
<p>Certificate I in Construction over two years would be relevant for students. An industry person advised that students would get no more than 6 months of RPL towards further study.</p>	<p>C1</p>	<p>Credit transfer is a process that provides credit for a unit of competency previously achieved. Students undertaking further study towards an AQF VET qualification can use the credit transfer process for units of competency that are relevant to the AQF VET qualification in which they are enrolled.</p> <p>Students may also make a request to an RTO for an assessment of their non-</p>

		<p>formal and informal learning to determine the extent to which that individual has achieved the competency standards. This process is known as Recognition of Prior Learning (RPL).</p> <p>Students undertaking further VET studies can request the RTO to provide credit transfer and/or RPL for the qualification or units of competency the individual holds that are relevant to the qualification in which the student is enrolled.</p>
Stage 5 students' access to Construction Curriculum Framework courses.	C6	<p>Students in Stage 5 can access the Stage 6 Construction Curriculum Framework courses through early commencement. When early commencement of the Construction Curriculum Framework courses occurs, the outcomes are credentialled on the Higher School Certificate. Alternatively, students in Stage 5 may undertake a Stage 5 School Certificate Board Endorsed VET course, which is credentialled on the School Certificate. Board of Studies requirements for access to VET in Stage 5 can be found on the Board's website at <a href="http://www.boardofstudies.nsw.edu.au/voc_ed/stage-5.html">www.boardofstudies.nsw.edu.au/voc_ed/stage-5.html</a></p> <p>Students in Stage 5 are able to access the School Certificate VET Board Endorsed Course in Certificate I Manufacturing (Pathways). This allows students to undertake a specialisation in Timber and provides a pathway to Construction in Stage 6.</p> <p>For schools that belong to school systems, the relevant school system will provide separate additional advice on processes for approval to offer and deliver VET courses to students in Stage 5.</p>
Mutual recognition by other RTOs.	C6	<p>Each RTO must recognise the AQF VET qualifications and Statements of Attainment issued by any other RTO. The <i>AQTF 2007 Essential Standards for Registration</i> (Condition of Registration 7: Recognition of qualifications issued by other RTOs) outline this requirement.</p>
Hours allocated to work experience in the revised Construction Curriculum Framework are low in comparison to hours for experiential development for other apprentices/trainees achieving the same units of competency. Evidence suggests employers are reluctant to provide full recognition for students who have completed Framework courses.	C26	<p>Students undertaking a school-based apprenticeship or traineeship (SBA/T) are required to complete more workplace learning than students who are not. The Vocational Training Order (VTO) specifies the number of days that a SBA/T must spend in the on-the-job training component which must be completed by 31 December in the year that the student completes their HSC.</p>

<p>Concern that school-based apprentices lack practical skills.</p>	<p>C10</p>	<p>The HSC work placement requirement specified in the Framework is the minimum requirement for HSC courses. Students may undertake additional workplace learning on top of the mandatory work placement requirements.</p> <p>Units of competency are only included in the Framework if it is considered that they will be able to be achieved within the regular course arrangements including work placement. Units of competency requiring more extensive workplace experience have only been made available to students undertaking an SBA course who will complete a minimum of 100 days on-the-job training.</p> <p>The Training Package does not specify work placement requirements for units of competency.</p> <p>All students undertaking courses from the Construction Curriculum Framework must be assessed by an RTO as having met the requirements of the Training Package to achieve a unit of competency.</p> <p>Information provided by the ICC indicated that to date, all current SBAs have met the requirements for the off-the-job and on-the-job component of the apprenticeship to enable them to progress to the next stage of their apprenticeship.</p>
<p>Availability of school-based traineeships and apprenticeships for the new CPC08 Training Package and qualification outcomes available in the revised Construction Curriculum Framework.</p>	<p>C22</p>	<p>The availability of school-based apprenticeships and traineeships (SBA/Ts) has not yet been finalised. It is envisaged that SBTs will be available for the Certificate II qualifications in the revised Framework and that SBAs will be available for the Certificate III qualifications available in the Framework. As SBA/Ts are finalised, information will be on the NSW Apprenticeships and Traineeships website at <a href="http://apprenticeship.det.nsw.edu.au">http://apprenticeship.det.nsw.edu.au</a></p> <p>The qualifications available in the revised Framework are detailed in Section 7 of Part A of the Syllabus.</p>
<p>Is there a reason why the new Certificate III in Carpentry and Joinery (CPC32008) is not available as a Statement of Attainment in the School-based Apprenticeship (SBA) pathway of the revised Construction Curriculum Framework? The units of competency available in the revised Framework allow for this pathway.</p> <p>Is the Commissioner likely to call a new vocation in this area?</p>	<p>C2</p>	<p>As a result of the consultation process, a Statement of Attainment towards Certificate III in Carpentry and Joinery (CPC32008) has been included in the SBA pathway courses.</p> <p>The calling of new vocations is currently in progress and it is anticipated that Certificate III in Carpentry and Joinery will be a new vocation. As SBAs are finalised, information will be on the NSW Apprenticeships and Traineeships website at <a href="http://apprenticeship.det.nsw.edu.au">http://apprenticeship.det.nsw.edu.au</a></p>

<p>Evidence of consultation and validation with local industry as required by AQTF 2007 requires further collaboration between TAFE NSW and NSW schools.</p>	<p>C26</p>	<p>School systems conduct network meetings to validate assessment tasks. TAFE NSW teachers do participate in these network validation meetings. The opportunity for further collaboration and validation between TAFE NSW teachers and school teachers is welcomed.</p>
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## **5 Written responses**

In addition to survey responses, written responses were received from the following individuals/groups:

<b>Individual/Group</b>
Hunter Trade College
NSW Department of Education and Training, Vocational Education in Schools Directorate
TAFE NSW Training and Education Support