SCHOOLS/TAFE COOPERATIVE PROGRAMS
A Review of Australian Practices

VOLUME II

by Neil Jones  Zofia Krzemionka
SCHOOLS/TAFE COOPERATIVE PROGRAMS:
CASE STUDIES AND COMMENTARIES

Volume II
of a report prepared for
the Commonwealth Schools Commission
and the TAFE Council
of the Commonwealth
Tertiary Education Commission

by
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TAFE National Centre
for Research and Development

Adelaide
December 1987
FOREWORD

This project was commissioned and jointly funded by the Commonwealth Schools Commission and the TAFE Council of the Commonwealth Tertiary Education Commission.

It was undertaken under the project title of the "TAFE/Schools Programs and Credentials Project", and was managed by a Project Steering Committee, jointly chaired by officers of the two Commissions.

The project was undertaken by a Project Team of Neil Jones and Zofia Krzemionka, who were based at the TAFE National Centre for Research and Development.

The project outcomes are reported in five volumes. This document is Volume II, entitled "Schools/TAFE Cooperative Programs: Case Studies and Commentaries". The other volumes are:

- **Volume I** - Schools/TAFE Cooperative Programs: A Review of Australian Practices
- **Volume III** - Schools/TAFE Cooperative Programs: A National Inventory of Programs
- **Volume IV** - Schools/TAFE Cooperative Programs: Appendices to Volume I
- **Volume V** - Schools/TAFE Cooperative Programs: A Review of Australian Practices - Executive Summary

This volume contains case studies of cooperative programs that were undertaken as a part of the national study, and commentaries on those case studies. The commentaries are based on the contents of the case studies.

The case studies were written by a number of contributors, apart from the Project Team. We are grateful to the contributors for undertaking the case studies. Individual contributors are acknowledged in the introduction to each commentary.

The commentaries were written by the Project Team. They are based on the case studies, but also draw on other data collected during the project. The views expressed in the commentaries are those of the project team.
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A CASE STUDY FOR THE

TAFE/SCHOOLS PROGRAMS AND CREDENTIALS PROJECT

BASIC ELECTRONICS COURSE
Bruce TAFE College/Hawker College
Canberra ACT

Julie Wilesmith
Bruce TAFE College
March 1986
ABBREVIATIONS

COMMENT ON DATA SOURCES

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ABBREVIATIONS

FEAC Further Education Accreditation Committee, the TAFE Accreditation Authority for the Australian Capital Territory.

CPAC College Program Approvals Committee, at Bruce TAFE College

ANU Australian National University

TES

ACT Schools Authority

ACT Schools Accrediting Agency
COMMENT ON DATA SOURCES

The following information sources were used in the preparation of this case study:

1. Bruce TAFE College Files

2. HAWKER COLLEGE

   Jean Bennett - Program Co-ordinator, Science Department
   Jenny Everett - Assistant Principal (Curriculum)
   Sue Vidler - Assistant Principal (Staff & Students)

   Students in the Physics class

3. BRUCE TAFE COLLEGE

   Bill Cowey - Head of Department, Radio & T.V.
   Norm Lightman - Head of Department, Electronics
   John Davis - Teacher of Basic Electronics Program
   Ken Griffiths - Assistant Principal (Curriculum)

4. ACT SCHOOLS AUTHORITY

   Lee McCauley - Accrediting Section

5. COPLAND COLLEGE

   Richard Eccles - Science Department

6. MELBA HIGH SCHOOL

   Dick Lee - Principal, formerly Assistant Principal (Curriculum) at Hawker College
INTRODUCTION

In the Australian Capital Territory, secondary education is administered by the Australian Capital Territory Schools Authority. Since 1976 secondary education in the government sector has been provided by high schools for Years 7 to 10 and by separate colleges for senior students in Years 11 and 12.
Bruce TAFE College and Hawker College have had increasing contact over recent years. The types of contact have included:

- formal and informal meetings between staff at all levels on a range of issues;
- Hawker College student enrolment in career awareness programs offered by Bruce;
- Hawker College staff and student enrolment on an individual basis in evening programs offered at Bruce;
- work experience for a small number of Hawker College students at Bruce TAFE College;
- inter-college visits by staff and students;
- private individual initiatives (for example, Bruce TAFE College Chemistry teacher 'coached' a Hawker College 'titration team';
- A 'liaison with TAFE' seminar organised by Hawker College held in October 1984, with the aim of promoting co-operation between the two colleges.

At a meeting of the two college Principals in mid-1984, a range of issues had been discussed. Of particular relevance here was the possibility of the two colleges co-operating in the provision of programs for the Year 11 and Year 12 Hawker College students.

Later in the year (October 1984) informal discussions took place between staff of the Hawker College Science Department and the Bruce TAFE Electronics Department, regarding the suitability of the content of the revised Bruce TAFE Basic Electronics Course for Hawker students. It was formally agreed that the content was suitable when the Hawker College Curriculum Co-ordinator and the Assistant Principals (Curriculum) from both colleges met in November 1984. However, the level of secondary credential to be awarded for successful completion of the course was not considered until well after its implementation.
CHAPTER 2 DESIGN PROCESS FOR THE CO-OPERATIVE PROGRAM

2.1 Revision of the Basic Electronics program

A Basic Electronics course has been offered at Bruce TAFE College since 1977. The curriculum for the course was presented for review in 1981 when the Department of Electronics, in conjunction with the Department of Radio and TV commenced a review of all courses offered. Members of these departments undertook the course revisions with a total of 13 courses was a lengthy process and took some 4 1/2 to 5 years to complete.

As a result of this review, staff endeavoured to structure the revised trade course in such a way that shorter courses, such as Basic Electronics could be 'lifted' from the trade curriculum. This meant that changes made to the Basic Electronics course were contingent upon the changes made to the Electronics Trade course.

Seen in this way, the actual revision of the Basic Electronics course was a relatively minor exercise (approximately 25 hours), with elements of three Electronics Trade Stage 1 subjects comprising the course. These were:

1. Introduction to Electronic Systems;
2. Electronic Workshop Practice 1;

New occupational surveys were undertaken for the certificate and trade courses. However, with regard to Basic Electronics, staff felt their experience of teaching approximately 100 Basic Electronics students per year over several years, precluded the need for a separate formal survey.

Meetings with the Program Advisory Committee (including industry representatives and union representatives) were held to ensure/appropriateness of course aims and content.

The revised courses were presented to the College Program Approvals Committee (CPAC) in late October 1984.

Basic Electronics was accredited by the ACT Further Education Accreditation Committee in November 1985.
2.2 The co-operative program

The development of the revised Basic Electronics course has been described above. The revision largely followed standard TAFE Review procedures and had been substantially completed before Hawker College expressed interest in the course.

Prior to 1985 the Hawker College had offered a tertiary-accredited electronics subject. However Hawker teachers considered that available equipment and facilities were inadequate for the most effective teaching of this subject. The better facilities and specific teaching expertise of the TAFE Electronics Department therefore prompted the Hawker College to consider a schools/TAFE co-operative program in electronics.

With the discussions between Hawker and Bruce occurring late in 1984, it was necessary to decide fairly quickly on the suitability of the program so that provisional approval from the ACT Schools Authority could be obtained before the commencement of the 1985 school year, and so that Hawker students could make their 1985 subject choices before the conclusion of their 1984 school year.

Following discussions with Bruce TAFE staff, and an examination of the revised TAFE curriculum document, Hawker College staff concluded that the course would be suitable for their Years 11 and 12 students.

It should be noted that the level of secondary credential to be awarded had not been discussed at this time. However, two or three weeks after course implementation, Hawker students and a participating Hawker staff member commented on the difficulty of the course and suggested it should earn tertiary-entrance status.
CHAPTER 3  PLACEMENT OF THE CO-OPERATIVE PROGRAM INTO TAFE/SCHOOL OFFERINGS

3.1 Timetabling arrangements

The course was offered for Hawker College students at Bruce on Tuesdays from 8.00am to 10.00am and from 1.00pm to 3.00pm.

Bruce TAFE College normally offered Basic Electronics in a four hour block, one evening/day per week. However, so that the course could be better accommodated in the Hawker College timetable, 2 x 2 hour sessions were provided on Line 7 of the timetable (see Appendix A).

Since Hawker College was able to give early notice of its preferred times, Bruce was able to program these additional teaching times into its weekly timetable.

3.2 Implications for other offerings

The inclusion of Basic Electronics in the Hawker College offerings meant a greater range of subjects on Line 7 of the timetable was able to be offered to Hawker students.

At Bruce, because of the general unsuitability of class times for other TAFE students the Hawker students occupied a class of their own. This meant that Bruce extended the number of courses in Basic Electronics from six to seven. It should be noted that the class for the Hawker students was not offered at the expense of other classes or other programs because, for 1985, there was spare teaching capacity within the Electronics Department.
CHAPTER 4  DESCRIPTIVE CHARACTERISTICS OF THE PROGRAM

4.1 Program funding

Program costs were met from Commonwealth and mainstream funds. 20% of a full-time teaching load (Hawker College) accounted for most of the costs. Other costs for materials, etc were met by Bruce.

4.2 Mechanism for payment of costs

1. Bruce TAFE College addressed an account (for teaching costs) to the Hawker College at the commencement of the 1985 College year.

2. Hawker College requested the ACT Schools Authority to meet the costs.

3. The Schools Authority forwarded a cheque to TAFE to meet tuition costs.

4. This money went into salary vote; used to offset salary costs.

4.3 Location of program

Basic Electronics was offered at the Belconnen campus of the Bruce TAFE College. Campus address:

School of Electrical Studies
Cnr College St & Benjamin Way
BELCONNEN  ACT  2617

Bruce College main address:

Bruce TAFE College
Haydon Drive
BRUCE  ACT  2617
4.4 Participating school

Hawker College
Murranji Street
HAWKER ACT 2614

4.5 Potential participating schools

There are three secondary colleges in the local area: Hawker College, Dickson College and Copland College. Copland and Dickson colleges became aware of the co-operative program in 1985.

A teacher from Copland College (formerly a teacher at Hawker College) stated that Copland College 'does not have the same problem with the equipment and facilities at Hawker. TAFE staff certainly have the expertise in the teaching of Electronics; However, Copland offers a less difficult accredited program in electronics, and students are able to cope with this... The more capable students have been encouraged to undertake the TAFE program independently of the School system... At least 3 have done so'.

4.6 The accreditation process for basic electronics

The chronology of events is set out below in Table 4.1.
<table>
<thead>
<tr>
<th>Date</th>
<th>Bruce TAFE</th>
<th>Hawker College</th>
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<tr>
<td>Oct. 1984</td>
<td>Revised document approved by College Program</td>
<td>Schools Authority provisional adoption of Bruce TAFE College</td>
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<td></td>
<td>Approvals Committee (CPAC)</td>
<td>Basic Electronics Course.</td>
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<tr>
<td>Nov. 1984</td>
<td>College Council Approval</td>
<td>Classification</td>
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<tr>
<td></td>
<td></td>
<td>ACT Schools Accrediting Agency approved Hawker College's use of the course as</td>
</tr>
<tr>
<td></td>
<td></td>
<td>an accredited-level course.</td>
</tr>
<tr>
<td>Feb. 1985</td>
<td></td>
<td>Provisional Approval granted for 1985 only. To be granted 'formal' approval:</td>
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<tr>
<td></td>
<td></td>
<td>- Accreditation by TAFE body (FEAC) must first be given.</td>
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<tr>
<td></td>
<td></td>
<td>- The curriculum document must be resubmitted (with evidence of FEAC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>accreditation) to ACT School Accrediting Agency/Committee</td>
</tr>
<tr>
<td>Nov. 1985</td>
<td>ACT Further Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Accreditation Committee (FEAC) accredited the</td>
<td></td>
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<td></td>
<td>Basic Electronics Course (See Appendix D)</td>
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<tr>
<td>1986</td>
<td></td>
<td>Formal approval by the ACT</td>
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<td></td>
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<td>Schools Authority yet to be</td>
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<td></td>
<td></td>
<td>finalised. To date, Hawker College have not resubmitted document with</td>
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<td></td>
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<td>evidence of FEAC accreditation.</td>
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4.7 **Level of credential**

The TAFE credential earned is called a 'course award'. The secondary credential earned is at the 'accredited' level. An ANU representative on the schools panel examined the Bruce TAFE curriculum document and judged whether the program had sufficient 'conceptual difficulty' to warrant a credential with tertiary entrance status. It was his opinion that it did not.

4.8 **Curriculum for Basic Electronics**

The curriculum document is attached (Appendix B).

Enabling or content objectives are also available, however, these are not part of the approval submission to FEAC or to ACT Schools.

4.9 **Evaluation mechanism**

In accordance with Bruce TAFE College policy, all courses will be reviewed before accreditation expires. Thus evaluation of Basic Electronics will occur, in this case, before 1990.

An informal monitoring and modification of the teaching program is undertaken by the Heads of the Departments of Electronics, and Radio & TV.

A number of programs will also be formally monitored/evaluated if a specific need is identified.

The Basic Electronics program has not been earmarked for formal evaluation in the short term.

4.10 **Student selection**

Students self-select, which places the responsibility for the decision with the student. However, the Basic Electronics course assumes some prerequisite knowledge as follows:

a) PHYSICS - Vector analysis  
   - Numbers in scientific notation

b) ALGEBRA - Formula transposition  
   - Ability to think in abstract terms
c) TRIGONOMETRY - Sin) - Cos) - Tan) ratios - Angles in degrees and radians

d) SCIENTIFIC CALCULATOR OPERATIONS.

The TAFE Head of Department of Electronics commented that he felt a number of students enrolled in the course without a good understanding of these concepts. These students subsequently left after Term 1 or Term 2.
CHAPTER 5 OTHER FEATURES OF THE CO-OPERATIVE PROGRAM

5.1 Impact of program on curricular offerings in TAFE

In the long term, it is anticipated that increased involvement of secondary students in this program may promote subsequent enrolment in other Bruce TAFE electronics programs, or in other programs offered at the College.

Consideration is being given to making Electronics a major secondary study (i.e. 5 terms or more) not just a minor one (as it is currently). This could involve a second year enrolment at TAFE:

1st Year RD 92B Basic Electronics
2nd Year RD 91B Electronic Circuits and Devices

5.2 Impact on the development of other co-operative programs

The direct impact of the Basic Electronics co-operative program is not known. However, an increasing interest in co-operative programs has occurred within the ACT over the past 18 months.

Some of these are:

Computer-Aided Drafting

Hawker College expressed interest in a Computer-Aided Drafting program to complement their Engineering Drawing subject. This proposal did not go ahead, however, because of the lack of TAFE computing equipment and facilities to service the program.

VIDEO PRODUCTION

In late 1984, Hawker College expressed interest in a video production program:

a) For teaching staff - staff development
b) For students - recreational.

As a result, the Bruce TAFE program, Amateur Video Production was modified to suit Hawker requirements. However, Bruce was
notified in March 1985, that the proposal would not be pursued because Hawker was unable to afford the cost of instruction ($810).

WORKSHOP SKILLS

In March 1985, Merici (Girls) College requested that a short series of practical workshop skills units (Electrical, Engineering, Building) be developed for their Year 11 and Year 12 students. A 4-hour per week program per term was requested so that submission for accreditation would be possible.

It should be noted that Canberra TAFE already provide Merici students with units in the automotive engineering and welding areas: PEP funding has met the tuition costs.

Program development did not eventuate owing to insufficient demand for the program by Merici students.

WOODWORKING CLASSES

In November 1985, Merici College expressed interest in a recreational program, 2 hours per fortnight.

A class for these students has been provided.

GENERAL ENQUIRY

In April 1985, Melba High School (high schools in the ACT do not go beyond Year 10) expressed interest in programs for their students. However, because Bruce TAFE College has Year 10 as the minimum entry requirement for most vocational programs, Melba students would be ineligible.

During 1985, Canberra High School also made a similar request.

5.3 Impact on the accreditation/credentialling procedures in the State/Territory

It is anticipated that some changes to the ACT Schools credentialling procedures may be made to better accommodate co-operative programs.

TAFE and Schools staff have spoken informally to staff in the accreditation section of the Schools Authority and expressed their concern regarding the method of accreditation of the Basic Electronics course. For example:
Both TAFE and Hawker staff felt the submission of the TAFE document, as is, to the Schools Accrediting Agency may not have been sufficiently complete for valid judgements to be made concerning the course's level of conceptual difficulty.

Staff felt that perhaps more that one person other than the ANU representative should be involved in the decision concerning credentialling at the tertiary entrance level.

The TAFE Head of Department of Electronics felt there was a need for the panel member to communicate with staff involved with the program (as occurs with TAFE program accreditation procedures).

Although not in direct response to the co-operative program difficulties, some recommendations for procedure changes may go before the Agency committee in 1986. This will include, for example, the recommendation that all panel members receive copies of the curriculum document submitted for tertiary entrance classification. The final decision would still remain, however, that of the ANU representative.

In relation to the TAFE document the member of staff from the schools accrediting section suggested that the solution may be for the panel members to request supplementary information rather than making a judgement on the basis, of incomplete TAFE curriculum documentation (Bruce TAFE policy precludes the submission of the content objectives to FEAC or to the Schools Accrediting Agency).

The Assistant Principal (Curriculum) of Hawker (in 1985) stated that there had been support for the ideas that any TAFE program would automatically receive accreditation by the ACT Schools Accrediting Agency.

As the Basic Electronics course is to go before the Schools Accrediting Agency in 1986 for approval status it is likely that Hawker staff will again seek tertiary classification for the course. The member of staff from the Schools Authority stated that an appeal procedure is available should Hawker College request a review of the classification granted.

5.4 Particular problems encountered in offering program

Design of the program

The development of the Basic Electronics course was contingent upon the development of the Electronics Trade course. Consequently the revision process (i.e. from
initiation of review to submission to College Program Approvals Committee) of Basic Electronics involved an extended period of time (4 1/2 to 5 years).

The suitability of the program for Hawker students had been hastily discussed and concluded, in late 1984, so that a group of Hawker students could attend the Basic Electronics course in February 1985.

This meant that some important aspects of the program had not been adequately discussed and resolved at the time of course introduction. For example, the level of assumed knowledge (understanding of some specific physics, maths concepts) had not been adequately understood by Hawker students. In addition, the level of secondary credential to be awarded had not been resolved.

Implementation of the Basic Electronics Program

Insufficient time for the development of teaching materials was provided for the Basic Electronics classes (7 in all). Because the preparation of these materials was complex and demanded meticulous care, the teacher responsible for the development of these materials spent 8 to 10 hours per week on this task. Much of this time had not been allowed for.

Administration of the program

TIMETABLING

Because the Basic Electronics course is normally taught as a four-hour integrated theory/practical session, the split of 2 x 2 hour classes causes a loss in subject continuity and a need for revision at the commencement of the next lesson.

The Friday morning class presented difficulties due to its early start. Equipment/materials required from stores, could not be obtained until the arrival of the storemen.

Because of the timetabling arrangements, the Hawker College students were in one class. TAFE teaching staff commented that students' behaviour was often inappropriate and contrasted with student behaviour in all other classes and programs. The requirement for self-discipline and initiative in these applied workshops presented difficulties for some of the Hawker students.
It is interesting to note that for the 1986 program, Hawker students are not attending as a discrete class. This has meant that students have the option of attending an evening class 6.00pm - 10.00pm or a day class 1.30pm - 5.30pm.

While these class times do not fit the standard school hours, students are given 'free' time within school hours in lieu of time spent out-of-hours in the Basic Electronics course. Some students stated that they preferred this alternative mode of attendance.

The range of people attending the Basic Electronics course as typical TAFE students includes technicians, public servants, technical officers, school students and school teachers. With the 1986 timetabling arrangements, there are no more than 3 or 4 Hawker students per class. The teaching staff commented that the Hawker students are more committed to the program with the other participants providing positive 'role models'. Many of them 'team up' with other participants of the program rather than with other Hawker College students.

A disadvantage of this integrated class system has been an administrative one: Records of Hawker College student attendance at the program are more difficult to consolidate.

ASSESSMENT - SEPARATE REPORTING

Hawker College requested that reports on student progress be provided on a term basis. In some cases this meant an additional 3 hours' work required by TAFE staff which was not allowed for in their duty allocations. The Bruce TAFE College Assistant Principal (Curriculum) waived the costs for 1985 but stated that payment from Hawker should in future include this extra work. It is thought that the administrative mechanism for payment of these costs may be overly complex. For the 1986 year, Hawker College has chosen to discontinue the term report. This means that Hawker students and teachers will have less knowledge of student progress in the Basic Electronics course. This also means that unless students complete the full year of the course, they will not be credited with having gained knowledge or skills in Basic Electronics.

ENROLMENT PROCEDURES

Students are required to enrol formally in the program by attending the main campus on the given enrolment days. Enrolees are required to queue (the TAFE College operates on a first-come first-served basis) and this may involve a considerable delay before student enrolment is completed.
The Hawker staff said some students had found it quite stressful and had been deterred from enrolling. It was felt that it should be possible to develop a procedure for enrolling the students collectively, perhaps at Hawker college, rather than sending them personally to the main enrolment cell during the enrolment period.

TRAVEL ARRANGEMENTS

For the first two terms of the program the Hawker school bus was used to transport students to and from the TAFE Electrical Studies complex. However, the science staff concerned with the program did not have a bus licence, and it became necessary to impose on the goodwill of other licensed drivers.

In third term, staff used their own vehicles as there were insufficient students numbers to warrant the use of the bus. However, on occasions, staff returned to the TAFE campus to take students back to Hawker, to find that they had already organised their own means of transport, and not notified staff.

ACCREDITATION

Members of staff from Bruce TAFE College Department of Electronics and Radio & TV believed the Basic Electronics course should have been given a tertiary entrance status. This view is supported by staff from the Hawker College Science Department and Curriculum section.

Hawker College staff agreed that the 'accredited' Basic Electronics course is on a par with, if not of greater 'conceptual difficulty' than the 'tertiary' accredited Electronics subject that had been offered in previous years at Hawker College.

Because it is not a tertiary accredited program, many of the students underestimated the difficulty of the program. Almost half of the students had left the program by the end of Term 2. Those who completed the course tended to be those with a reasonable grounding in Physics and Mathematics.

Staff from both colleges believe there are a number of reasons for the lower level credential determined by the ACT Schools Accrediting Agency.

a) Program title: The Basic Electronics course is so named because elements of its content are common to the early stages of the Electronics Trade course. Hawker College staff believe the word 'Basic' should be deleted from the title as it may imply low level difficulty.
b) **Curriculum document:** The curriculum document, while meeting the minimum requirements of the TAFE accrediting committee was not necessarily appropriate for submission to the ACT Schools Accrediting Agency. The curriculum document may not have conveyed the level of conceptual difficulty, especially since the content objectives are not included as part of that submission. Heads of Department of Electronics and Radio and TV felt that the curriculum document containing enabling objectives should also be included in the submission to the ACT Schools Accrediting Agency.

A member of staff from the accreditation section of the Schools Authority suggested that while she did not believe separate TAFE/Schools documents were the solution, a request for supplementary information by the Schools Accrediting Agency could provide the level of detail required. The Hawker College staff in consultation with the TAFE staff could provide this information.

c) **Incorrect assumptions about TAFE programs:** It is generally assumed that content from or equivalent to early subjects from a TAFE trade program will constitute a lower level of difficulty than tertiary accredited subjects.

Because comparison between TAFE programs and equivalent schools subjects has not been undertaken by staff from either college, the relative difficulty of this program has been hard to gauge.

d) **Procedures of Schools Accrediting Agency:** For the purposes of dual accreditation, the TAFE document was submitted, unchanged to the ACT Schools Accrediting Agency. The decision on tertiary classification is the responsibility of one person on the panel. The panel member may also have made certain assumptions about the relative difficulty of TAFE programs. A letter from the schools Authority (30 April 1985) would appear to confirm this: 'Although the ANU representative supported in principle the idea of secondary colleges using courses accredited by FEAC, he found these particular courses lacking in the necessary level of conceptualisation to be considered TES classified' (Appendix D). A member of staff in the Accrediting section of the ACT Schools Authority indicated that the college might lodge an appeal with the accrediting agency and request a review of the classification.
CHAPTER 6 GENERAL COMMENTS

6.1 Hawker science teacher and Co-ordinator of Program

This teacher has been the program co-ordinator since Term 3 1985. She also undertook the Basic Electronics course herself in 1985, and is currently undertaking what may become the next three terms of an electronics major: 'Electronics circuits and devices'.

She felt the program was 'excellent' and strongly disagreed with the view of the ANU representative on the accreditation panel that the course was lacking in the necessary level of conceptualisation to be considered for tertiary entrance.

The co-ordinator stated that 'the program is applied - not practical. The TAFE College is doing itself a disservice by using the term practical'.

6.2 Science teacher at Copland College

This teacher who was previously at Hawker College also commented that the program was 'excellent' and if it were granted a T-classification, Copland College would quickly become involved in the co-operative program. He felt that other colleges would follow suit as well.

6.3 Students

A small number of students from the 1986 program was interviewed. These students had a physics background; they stated however, that the program was quite difficult; they were pleased with the flexible timetabling arrangements; transport was not a problem, the program was very enjoyable and challenging. One student commented however, that at times, knowledge that they did not have was assumed of them.

6.4 Other general questions to be considered

If a T-classification is granted will this have implications for assessment, student reports, out-of-class work, and possibly other aspects of the program?
Is it possible to incorporate out-of-class work in such a program? Would this be conditional upon access to facilities and equipment?

Are the attrition rates high (50%) because of the level of difficulty of the program?

If some knowledge in Physics and Maths is assumed of the students is this reasonable? And is knowledge gained in other subjects (Maths/Physics) readily transferable to Electronics?

Should there be greater counselling of students who may wish to undertake this program?

Should a formal assessment of Hawker students' needs in this area be undertaken?

How best can the case for tertiary classification be presented to the Schools Accrediting Agency?

How can administrative procedures be streamlined to effectively accommodate the co-operative program?

What are all the implications of offering a co-operative program?

Should changes to TAFE curriculum documentation procedures be made to better accommodate the co-operative program? For example, the release of content objectives to the ACT School Accrediting committee to assist their program classification decisions.
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<th>Appendix</th>
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APPENDIX A

HAWKER COLLEGE TIMETABLING ARRANGEMENTS
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APPENDIX B

STATEMENT OF APPROVAL
AND CURRICULUM DOCUMENTATION
FOR BASIC ELECTRONICS
STATEMENT OF APPROVAL

By College Council

The following Program of Study has been approved by the Council of the Bruce College of Technical and Further Education as being consistent with the philosophy and goals of the College.

4835 Basic Electronics

Signed on behalf of the Bruce College of Technical and Further Education Council.

..............................Chairman

Date......................
BRUCE COLLEGE OF TECHNICAL AND FURTHER EDUCATION
  • SCHOOL OF ELECTRICAL STUDIES

A VOCATIONAL PROGRAM OF STUDY IN
  4835 BASIC ELECTRONICS

LEADING TO A COURSE AWARD

THIS IS THE ORIGINAL SUBMISSION OF SEPTEMBER 1984
AND IS THE REVISION OF
  1037 BASIC ELECTRONICS

SIGNED:

E. Howell
Chairman Electronic Program Advisory Committee

C. Cameron
Head School of Electrical Studies
PART A

1. **SCHOOL:**
   Electrical Studies

2. **PROGRAM TITLE:**
   4835 Basic Electronics

3. **LEVEL OF AWARD:**
   Course Award

4. **GROUNDS FOR LEVEL OF AWARD:**
   Student performance is assessed. Successful completion of the two (2) compulsory units will be necessary for the course award.

   Total length of course is 144 hours.

5. **AIMS OF THE STUDY PROGRAM:**
   The aim of the program is to provide an introduction to the theoretical knowledge and practical skills necessary for persons working in industry who require an understanding of electronics for the performance of their duties.

6. **STRUCTURE OF PROGRAM:**

   6.1 **Entry Requirements:**
   Completion of secondary education at ACT Year 10 or equivalent, as determined by Head of School, Electrical Studies.

   6.2 **Program Outline:**
   The program consists of two (2) compulsory units of instruction -

   - 4835A1 Electronic Systems
   - 4805B1 Electronic Workshop Practice 1

   which integrate theory and practical work.

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7. **PRE-REQUISITE AND CO-REQUISITE UNITS:**

7.1 **Co-requisite Unit:**

Nil

7.2 **Pre-requisite Unit:**

Nil

8. **STUDENT TRANSFER TO NEW PROGRAM:**

No transfer of existing students to the new program is proposed.

9. **REVIEW AND EVALUATION:**

Evaluation will be conducted in accordance with College policy.

10. **MEMBERSHIP OF PROGRAM ADVISORY COMMITTEE:**

<table>
<thead>
<tr>
<th>NAME AND PHONE</th>
<th>PREFERRED CONTACT ADDRESS/ADDRESSES</th>
<th>ORGANISATION REPRESENTED (And Qualifications and Function Where Relevant)</th>
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<tbody>
<tr>
<td><strong>Chairperson</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mr E. Howell</td>
<td>C/- 130 Bandjalong Cres. ARANDA ACT 2614</td>
<td>Wireless Institute of Australia</td>
</tr>
<tr>
<td>Ph: 513237</td>
<td></td>
<td></td>
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<tr>
<td><strong>Members</strong></td>
<td></td>
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<tr>
<td>Mr B. Kruger</td>
<td>PO Box 21 WATSON ACT 2602</td>
<td>Canberra Television Ltd</td>
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<tr>
<td>Ph: 411000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mr B. Campbell</td>
<td>PO Box 366 CANBERRA CITY ACT 2601</td>
<td>A.C.T. Electricity Authority</td>
</tr>
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<td>Ph: 483205</td>
<td></td>
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</tr>
<tr>
<td>Mr A. Cullen</td>
<td>27 Alderman Street EVATT ACT 2615</td>
<td>Research School of Physical Science A.N.U.</td>
</tr>
<tr>
<td>Ph: 492413</td>
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<tr>
<td>Mr I. Gordon</td>
<td>Australian Government Publishing Service PO Box 84 CANBERRA CITY ACT 2601</td>
<td>Government Printing Office</td>
</tr>
<tr>
<td>Name</td>
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<tr>
<td>Mr P. Harris</td>
<td>Australian Computer Society, PO Box 33, RIVETT ACT 2611</td>
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<tr>
<td>Mr P. Kobold</td>
<td>6 Pirie Street, FYSHWICK ACT 2609</td>
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<tr>
<td>Mr H. Macauley</td>
<td>PO Box 713, CANBERRA CITY ACT 2601</td>
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<tr>
<td>Mr R. Thompson</td>
<td>59 Spafford Crescent, FARRER ACT 2607</td>
<td></td>
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<tr>
<td>Mr J. Veasey</td>
<td>86 Wentworth Avenue, KINGSTON ACT 2604</td>
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<tr>
<td>Mr L. Wallington</td>
<td>33 Hyndes Crescent, HOLDER ACT 2611</td>
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<tr>
<td>Mr F. White</td>
<td>P.O. Box 2001, CANBERRA CITY ACT 2601</td>
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<td>Mr W. Obbes</td>
<td>c/- 28 Enderby Street, MAWSON ACT 2607</td>
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<tr>
<td>Mr J. Cleary</td>
<td>Wormald International (Aust) Pty Ltd, 9 Lyell Street, FYSHWICK ACT 2609</td>
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<tr>
<td>Mr C. Cameron</td>
<td>P.O. Box 90, BELCONNEN ACT 2616</td>
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<tr>
<td>Mr A. Frettingham</td>
<td>56 Wollongong Street, FYSHWICK ACT 2609</td>
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<tr>
<td>Mr L. Fahey</td>
<td>Australian Federal Police Technical Services Complex, Stretton Drive, WESTON ACT 2611</td>
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<tr>
<td>Mr I. Bland</td>
<td>7 Molonglo Mall, FYSHWICK ACT 2609</td>
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<tr>
<td>Mr N. Bleakley</td>
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<tr>
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<tr>
<td>Mr D Smith</td>
<td>Head Audio Visual Dept</td>
<td>Australian Institute of Aboriginal Studies</td>
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<tr>
<td></td>
<td>Australian Institute ABORIGINAL Studies</td>
<td>Kendal Street Acton ACT 2601</td>
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<tr>
<td>Mr G Wells &amp; Mr B Howdon</td>
<td>Service Manager</td>
<td>30 Wollongong Street FYSHWICK ACT 2609</td>
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<tr>
<td>Mr F J Gellately</td>
<td>P O Box 12</td>
<td>MANUKA ACT 2603</td>
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<td>ACT Apprenticeship Board</td>
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<tr>
<td>Executive Officer</td>
<td>PO Box 90</td>
<td>BELCONNON ACT 2616</td>
</tr>
<tr>
<td>Mr W N Covey</td>
<td>Head, Dept of Electronics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>School of Electrical Studies, Bruce TAFE College</td>
<td></td>
</tr>
</tbody>
</table>
SUBJECT OUTLINE

1. **Subject Name:**
   4835A1 Electronic Systems.

2. **Pre-Requisite Subjects:**
   Nil.

3. **Co-Requisite Subjects:**
   Nil.

4. **Duration:**
   - Theory: 36
   - Practical: 72
   - TOTAL: 108

5. **Class Size:**
   - Theory: Student/Teacher ratio 15:1
   - Practical: Student/Teacher ratio 15:1

6. **Part-time Teaching Rate of Pay:**
   A.

7. **Terminal Objectives:**
   7.1 For Audio, Communication and Television systems students will be able to:
      - 7.1.1 State the purpose of, and analyse into its major components, each of the systems.
      - 7.1.2 Interconnect and operate each system using the correct input and output terminals.
      - 7.1.3 Perform basic system measurements using suitable test equipment.
      - 7.1.4 Recognize overall system malfunctions.

8. **Assessment of Objectives:**
   - Practical test 65%
   - Theory test 35%

9. **Assessment Category:**
   Continuous Assessment.
11. MODE OF ASSESSMENT:

The assessment of the course consists of continuous assessment procedures for both subjects.

The student must pass both subjects to gain the course award.

12. SUPPLEMENTARY INFORMATION:

12.1 Synopsis for Handbook:

The program is designed to provide the student with a basic knowledge of the interconnection, operation and testing of common electronic systems. It also provides an introduction to practical skills.
10. **Practical Work:**

   The emphasis is on practical aspects throughout the unit, utilising theoretical knowledge to achieve practical aims.

11. **Off-Campus Activities:**

    Nil.

**SUPPORT**

12. **Prescribed Text:**

    Nil

13. **Special Materials:**

    Nil.

14. **Technical Support:**

    Power/Workshop

15. **Computing Facilities:**

    Nil.

**SUPPLEMENTARY INFORMATION**

16. **Synopsis For Handbook:**

   This unit is designed to: familiarise students with the main elements of audio, communication and television electronic systems; and to provide students with the practical skills necessary to install and service these electronic systems. An essential part of this unit is to learn the need to use safe working practices at all times.
SUBJECT OUTLINE

1. **Subject Name:**
   4805B1 Electronic Workshop Practice (1)

2. **Pre-Requisite Subjects:**
   Nil

3. **Co-Requisite Subjects:**
   Nil

4. **Duration:**
   
   Theory: 6 hours  
   Practical: 30 hours  
   Laboratory:  
   TOTAL: 36 hours

5. **Class Size:**
   15:1  
   Objective 4: 1:1

6. **Part-time Teaching Rate of Pay:**
   A

7. **Terminal Objectives:**
   Students will be able to:
   
   1. Correctly solder electronic components to form a circuit.
   2. Correctly terminate cables used to interconnect electronic systems.
   3. Perform specific tasks related to hand tools.
   4. Perform specific tasks related to workshop machines.
   5. Perform specific tasks related to workshop chemicals.
   6. Recognise the hazards involved with the use of workshop chemicals.
   7. Recognise the need for safe workshop practices at all times.
8. **Assessment Objectives:**

1. Practical test - 25%
2. Practical test - 20%
3. Practical test - 20%
4. Practical test - 15%
5. Practical test - 10%
6. Written test - 10%
7. Written test - 10%

9. **Examination Category:**

Continuous Assessment

**PRACTICAL WORK AND OFF-CAMPUS ACTIVITIES**

10. **Practical Work:**

   This is a servicing course. The main emphasis is on practical aspects throughout the unit, utilising theoretical knowledge to achieve practical aims.

11. **Off-Campus Activities**

    Nil

**SUPPORT**

12. **Prescribed Text:**

    Nil

13. **Special Materials:**

    Nil

14. **Technical Personnel:**

    Power/Workshop

15. **Computing Facilities:**

    Nil
SUPPLEMENTARY INFORMATION

16. **Synopsis for Handbook:**

This unit provides the student with the practical skills necessary to install and service electronic equipment. An essential part of this unit is for students to learn the need to use safe working practices at all times.
BASIC ELECTRONICS

PART C

RESOURCES
1. **Staffing**

1.1 **Teaching Staff Required:**

Teachers are required to have an electronic trade or equivalent and a minimum of 5 years industrial experience plus a practical background in at least one of the areas of:

- Communications
- Television
- Analogue Electronics

1.2 **Teaching Staff Available:**

- R. Barnard (Full time)
- C. Burns (Full time)
- W. Cowey (Full time)
- J. Davis (Full time)
- P. Jackson (Full time)
- N. Lightman (Full time)
- R. Little (Full time)
- R. Poole (Full time)
- G. White (Full time)
- R. Zimitat (Full time)
- J. Allen (Part time)
- D. Cook (Part time)
- L. Carpenter (Part time)
- B. Devenish (Part time)
- P. Lock (Part time)
- D. Pynt (Part time)
- L. Wallington (Part time)

*Between them, these staff members meet the academic and practical requirements.*
1.3 Support Staff Required

1.3.1 Required:

Technical support providing

1. repair facilities for instruments/tools/laboratory equipment
2. construction facilities for teaching aids
3. calibration facilities for instruments.

Technical assistance providing

1. resource management
2. assistance in developing experiments.

1.3.2 Available:

A Senior Technical Officer, Technical Officer II, Technical Officer I and a Technical Assistant II comprise the current staff and is sufficient to support the first and second stages of the program.

Establishment action is being taken to rectify deficiencies for later stages.

2. Accommodation

2.1 Available:

1. General purposes lecture/laboratory rooms
2. Workshop facilities

2.2 To be Acquired:

Nil.

3. Equipment

3.1 Available:

The School of Electrical Studies has facilities that currently support the 4805 Electronics Trade Course. The major items are available to conduct this course.

3.2 To be Acquired:

Nil.
4. Library Holdings

4.1 Books:

The library holds approximately 720 titles covering the following subject areas: digital electronics, microprocessors, amplifiers and power supplies, communication systems, instrumentation, computer programming, television and video recorder servicing, audio systems and safety. The following standard works are included:


4.2 Journals:

- Electronics 1977+
- Electronics Australia 2 copies 1977+
- Electronics Today International 2 copies 1977+
- Electronics Weekly 1977+
- Elektor 1978+
- QST 1977+
- 73 Magazine for Radio Amateurs 1982+
- Television 2 copies 1978+
- Wireless World 2 copies 1977+
4.3 Audio-Visual Materials:

The following videocassettes are held:

- High Reliability hand soldering

4.4 Other Resources:

- The Australian Electronics Data System - a comprehensive microfiche collection of catalogues and data sheets from suppliers of electronics equipment.
- D.A.T.A. Book Electronic Information Series, including Memory ICs, Digital ICs, Linear ICs, Thyristors, and Optoelectronics.

5. Resources On Order or To Be Acquired

It is important for this programme that the most recent editions of the standard works be available. The resources require constant review to ensure that out of date material is removed from the shelves.

5.1 Books:

Books in the following subject areas to be acquired:

- Robotics
- Microprocessor Based Business Machines
- BASIC, FORTRAN and PASCAL programming.

The following titles are on order:

- ETI Project Books series (approximately 7 titles).

5.2 Journals:

No new titles on order.
5.3 Audio-Visual Materials:

Film or video on electrical safety and first aid. Much of the material in the latter subject area may be available from commercial firms, e.g. ASEA Pty Ltd, Siemens Ltd and Australian General Electric Ltd.

5.4 Other Resources:

Data manuals from the following companies are needed:

- Fairchild Australia Pty Ltd
- National Semi-conductor Australia Pty Ltd - application notes
- Signetics
- RCA Limited
- Texas Instruments Australia Limited.
APPENDIX C

ADOPTION OF BRUCE TAFE'S ELECTRONICS COURSE
APPENDIX D

Reference: 78/366
Contact: L. McAULEY
Telephone: 490371

30 APR 1985

Mr R. Rose
Bruce College of TAFE
PO Box '90
BELCONNEN ACT 2616

Dear Mr Rose

HAWKER COLLEGE'S ADOPTION OF BRUCE TAFE'S ELECTRONICS COURSE

The Accreditation Section of the ACT Schools Authority sought advice from the ANU representative on the classification of Bruce TAFE's Electronics course. Although the ANU representative supported in principle the idea of secondary colleges using courses accredited by FEAC, he found these particular courses lacking in the necessary level of conceptualisation to be considered TES classified.

At its February meeting the ACT Schools Accrediting Agency recognised the FEAC accreditation of the Electronics courses, and approved Hawker College's use of this course as an accredited level course for 1985.

Yours sincerely

LEA McAULEY

ADVANCE COPY FOR YOUR INFORMATION AS FILE IS UNAVAILABLE. ORIGINAL WILL BE FORWARDED IMMEDIATELY FILE BECOMES AVAILABLE. ANY INTERIM ACTION MUST BE PLACED ON THIS FILE.

OIC REGISTRY

C. R. Rose 3.5
APPENDIX D

ACTFEAC ACCREDITATION OF BASIC ELECTRONIC PROGRAM
Mr P Ibbotson
Principal
Bruce TAFE College
Haydon Drive
BRUCE ACT 2616

Dear Mr Ibbotson

ACCREDITATION OF COURSES: BASIC ELECTRONICS
ELECTRONIC DEVICES AND CIRCUITS

At the 42nd meeting of the ACT Further Education Accreditation Committee held on 28 November 1985, the Committee considered the reports of the assessment panel which had been set up to advise it on the accreditation of the courses Basic Electronics and Electronic Devices and Circuits at the Bruce TAFE College.

The Committee accepted the panel's recommendations and agreed to accredit each course at the Course Award level until 31 December 1990.

A copy of each panel report is enclosed for your information.

Yours sincerely,

J DUNSTONE
Chairperson
4.2 Profile and Commentary on the Basic Electronics Program in the A.C.T.

This profile and commentary were written by the project team for the TAFE/Schools Programs and Credentials Project. These would not have been possible without the work undertaken by the author of the Basic Electronics case study, Julie Wilesmith, of Bruce TAFE College. We would like to acknowledge Julie's work and thank her for her contribution to our national study.

The commentary below is based upon the contents of the case study, but also draws on other data collected in our study. The views expressed are those of the project team.
4.2.1 Profile of Basic Electronics

Program Title: Basic Electronics

Program Location: Belconnen/Hawker, A.C.T.

Participating Colleges/Schools: Bruce TAFE College,
Hawker College (Senior Secondary)

This Commonwealth and mainstream funded program provided for Year 11 or 12 students in 1985 the opportunity to study the existing TAFE course Basic Electronics as part of their two year course of study leading to the award of the A.C.T. Year 12 Certificate. The cooperative program operates between Bruce TAFE College at Belconnen and Hawker College (a senior secondary school) in the A.C.T. Hawker and Belconnen are residential/commercial suburbs in the A.C.T. in which the school retention rates are about average for the Territory (around 70% from Year 10 to 11). These suburbs of Canberra are fairly typically middle class, experiencing a relatively low level of unemployment.

The TAFE Basic Electronics course comprises three subjects: Introduction to Electronic Systems and Electronic Workshop Practice 1 and 2. These three subjects represent about one half of Stage I of the three stage (i.e. 3 year) Electronic Trades Course offered by part-time study in the A.C.T. In 1985 Hawker students attended the TAFE college for two two-hour sessions per week both inside and outside school hours for a period of one year (i.e. 36 weeks).
Fifteen students undertook the program in 1985; 12 in Year 11 and 3 in Year 12. All were males. Nearly half of these students had discontinued study in the program by the end of Term 2. Entry into the program was open to all students at Hawker in 1985 - Basic Electronics being offered in the timetable on a 'line' with other subjects from which students were able to choose. Students travelled to the TAFE college via the school bus and when numbers dropped, Hawker teachers transported students in their own cars.

TAFE teachers taught Hawker students as a discrete class during 1985. (In 1986 Hawker students were to be integrated into normal TAFE classes, which means that students attend in one four hour block per week in a day class from 1:30 p.m. - 5:30 p.m. or a night class from 6:00 p.m. - 10:00 p.m. instead of two two-hour sessions).

Prior to 1985 Hawker college had offered an electronics subject, with a Level 1 secondary credential. Because teachers at Hawker considered the electronics facilities and expertise available at nearby Bruce TAFE college to be of a higher standard, negotiations were undertaken during 1984 to provide access to the TAFE Basic Electronics course for Hawker students, rather than to continue offering the electronics subject approved by the A.C.T. Accrediting Agency. Staff at Bruce TAFE responded to this demand for their course as a normal TAFE provider. A judgement was made that the college had the capacity to meet the demand and hence an additional class was offered for Hawker students.

Hawker students successfully completing Basic Electronics in 1985 were awarded a Level 2 secondary credential. The essential difference between this and the Level 1 credential being that the Level 2 award does not
Contribute towards a student's tertiary-entrance. As the Basic Electronics course is a TAFE accredited program in the A.C.T., successful students receive an award for that course and gain credit for three subjects out of Stage I of the Electronic Trades course.

4.2.2 **Commentary on Basic Electronics**

At the time of selecting cooperative program case studies for our national project, in the second half of 1985, we were keen to include Basic Electronics because it seemed likely that it would provide one of the very few examples in Australia of a program, jointly accredited by TAFE and secondary agencies, where the secondary credential was awarded at Level 1 (i.e. contributed towards tertiary entrance). That this scenario did not subsequently eventuate is disappointing because it would have been nearly unique. Only one other cooperative program in Australia in 1985, to our knowledge, satisfied the two criteria of joint accreditation and secondary certification at the level of tertiary entrance. That program is in Business Studies and is conducted in South Australia.

However, from the point of view of our research, the case study on Basic Electronics provides some very valuable data which relate to some of the difficulties that need to be resolved if cooperative Schools/TAFE programs are to be established as jointly accredited programs which also contribute towards tertiary entrance. This commentary will therefore focus on these issues in the main, under the heading of 'course accreditation'.
Course Accreditation

The case study on Basic Electronics records that the nature of its accreditation by the A.C.T. Schools Authority was not fully determined prior to the commencement of the program in 1985. Provisional approval was granted by that agency in February 1985. This meant that the program could be offered for 1985 only and that secondary students completing the program would be awarded a Level 2 credential. Subsequent longer term accreditation was to be dependent upon a resubmission of the proposal by Hawker College, once the course's re-accreditation by the TAFE accreditation agency (the A.C.T. Further Education Accreditation Committee - F.E.A.C.) had been approved.

It is clear that the 1985 credential earned by Hawker students for completing Basic Electronics, was a credential with less secondary status than was achievable under the pre-1985 arrangement. This situation seems quite remarkable in the face of the evidence presented in the case study by involved staff, which points to the suitability and requisite 'level of difficulty' of the Basic Electronics course for Hawker students. This evidence will now be examined.

* In November 1984, officers from Hawker and Bruce formally agreed that the content of the revised Basic Electronics course was suitable for Hawker students.

* During 1984, Hawker electronics staff considered that the better facilities and teaching expertise available at Bruce would lead to an enhanced curriculum delivery.
A nearby school, Copland College, offered in 1985 a less demanding subject in electronics which is accredited by the A.C.T. Schools Authority at Level 2. More capable students from Copland have been encouraged to undertake the TAFE course independently of the school system.

In 1985, Hawker staff agreed that Basic Electronics was "on a par with, if not of greater 'conceptual difficulty' than" the tertiary accredited (Level 1) electronics subject offered by Hawker previously.

Hawker students studying Basic Electronics commented on the difficulty of the course and suggested it warranted a Level 1 credential.

A Hawker science teacher undertook the Basic Electronics course during 1985, and strongly maintained that the 'conceptual difficulty' of this course warranted a Level 1 secondary classification.

Such evidence would lead one to expect that Basic Electronics would have been accredited by the A.C.T. Schools Authority as a Level 1 course, and that as a result Hawker (and other) students might gain the benefits of an enhanced curriculum with no loss in the status of the credential awarded by comparison with previous years. As is already noted, this did not occur. The apparent reasons for this will now be examined.
* The Accreditation Section of the A.C.T. Schools Authority examined the TAFE curriculum document for Basic Electronics early in 1985 and on the advice of its representative from the Australian National University, judged that the course was not of sufficient 'conceptual difficulty' to warrant a Level 1 credential.

* The TAFE Basic Electronics course was revised during 1984, and while endorsement for that revision had been gained in 1984 at the local level, by the College Program Approvals Committee and the College Council at Bruce, approval by the A.C.T. Further Education Accreditation Committee (F.E.A.C.) had not been achieved until November 1985.

* The A.C.T. Schools Authority appears to have required that F.E.A.C. approval be obtained prior to its granting formal accreditation status to the course - hence its decision to provisionally approve the course for 1985 at Level 2.

* Staff from both Bruce and Hawker have consulted with officers of the A.C.T. Schools Authority and have commented that the curriculum documentation for Basic Electronics was probably insufficiently detailed for a reader to fully appreciate the scope of the course.

* Bruce TAFE college policy precludes the submission of a fully detailed curriculum (including content objectives) when seeking approval from either F.E.A.C. or the A.C.T. Schools Authority.
The case study postulates a number of possible explanations for the level 2 classification approved by the A.C.T. Schools Authority. Included amongst these are the use of the word "Basic" in the title of the course and that the Basic Electronics course comprises curriculum content from Stage I of a TAFE Trade course. It is felt these may have led to an impression of low level of difficulty.

It is our view, however, that much of the evidence reviewed and reasons postulated above are speculative. The two factors which seem to us to have contributed most to the status of the secondary credential for Basic Electronics in 1985 are:

1. the absence of formal F.E.A.C. accreditation for the revised Basic Electronics course prior to the proposal's consideration by the A.C.T. Schools Authority.

2. the inflexibility of the proposal submission policy of Bruce TAFE college and of the classification process adopted by the Accreditation Section of the A.C.T. Schools Authority.

The text of the case study suggests a number of ways of resolving the accreditation problem for Basic Electronics. It is our hope that the problem is resolved, because while under the 1985 arrangements, students studying Basic Electronics are benefitting from an enhanced curriculum they appear to be disadvantaged by the status of the award they earn for that study.
Notes: 1. Level 1, Level 2 and Level 3 are analytical terms adopted by the writers for the purposes of this study. They are generic terms designed to permit a comparative analysis of secondary credentials across the Australian States/Territories.

Their meanings are:

Level 1 - courses that are accreditation authority approved for State-wide tertiary entrance.

Level 2 - courses that are accreditation authority recognised (or registered) State-wide.

Level 3 - courses that are school based and school credentialled, and are acknowledged by the accreditation authority.
4.3 Profile and Commentary on the Business Studies Program
(The 'Blackfriars' Model) in S.A.

This profile and commentary were written by the project team for the TAFE/Schools Programs and Credentials Project. They were compiled from documents and information provided by a number of people involved in the program in S.A., including Marj Sheppard of the Senior Secondary Assessment Board of South Australia (SSABSA), Richard Hearn of the Catholic Education Office in S.A., Geoff Sanderson of the S.A. Department of TAFE, and Ted Ward of Pulteney Grammar School. We would like to thank these people for their contribution to our national study.

The commentary is based upon the documents provided by, and discussions held with these people, but also draws on other data collected in our study. The views expressed are those of the project team.
4.3.1. Profile of the Business Studies Program

Program Title: Business Studies Program (Blackfriars Model)

Program Location: Adelaide, South Australia

Participating Colleges/Schools: S.A Department of TAFE/

13 Schools (including Blackfriars Priory School, Sienna College, St Dominic's Priory College, Pulteney Grammar School, St Peter's College, St Paul's College, The Parks Community Education Centre, Enfield Community High School)

Note: The other program commentaries included in this chapter have been based on case studies of programs, written in the main, by people directly involved with the program concerned. This commentary has been compiled by the project team, without the benefit of the insights of a documented case study so written. Because of this, it is not possible to present in this profile some of the detailed information about program characteristics provided in other case study profiles. Nevertheless we have been able to compile substantial case study data on Business Studies, and these enable us to comment on a number of the important features of the program.

This State funded program is located in metropolitan Adelaide, and involves 13 schools -- both independent and government. The origins of the
particular kind of Schools/TAFE cooperation, which in 1985 was represented by the Business Studies Program, are in the mid-1970's. At that time, staff of the Blackfriars Priory School recognised the need to provide greater curriculum choice to their senior students — via studies that offered practical relevance to their employment and study prospects. Consequently the staff sought to negotiate a cooperative curriculum with the then Department of Further Education in S.A. through the Adelaide College. Even at this early stage of the Business Studies Program development, a number of the features of this program which make it exemplary in our view, and of great interest to this study, were apparent. The Business Studies Program profiled here is generally referred to as the 'Blackfriars Model' because of the early initiative taken by staff of the Blackfriars School.

An understanding of the structure and nature of the Business Studies Program, as it presently exists, can be gained from the table below.
<table>
<thead>
<tr>
<th>SSABSA Subject</th>
<th>TAFE Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting P</td>
<td>Introductory Accounting</td>
<td>3</td>
</tr>
<tr>
<td>Accounting</td>
<td>Introductory Accounting</td>
<td>3</td>
</tr>
<tr>
<td>Australian Economic Studies</td>
<td>Socio-Economics</td>
<td>3</td>
</tr>
<tr>
<td>Business Mathematics</td>
<td>Business Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Business Studies</td>
<td>Business organisations &amp; Structure</td>
<td>3</td>
</tr>
<tr>
<td>Computing Studies</td>
<td>Electronic Data Processing</td>
<td>3</td>
</tr>
<tr>
<td>Economics</td>
<td>Socio-Economics</td>
<td>3</td>
</tr>
<tr>
<td>{Keyboard Mastery}</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Professional Typing</td>
<td>{Introductory Office Typing A &amp; B}</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>{General Office Typing A &amp; B}</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>{Typing Speed}</td>
<td>1+</td>
</tr>
</tbody>
</table>

Note: Students may accumulate a maximum of 18 credit units for exemption from subjects in either the TAFE Business Practice, Commercial or Business Certificate.

Source: SSABSA Accredited Subjects 1986 Handbook:
Supplementary Information (1985)
Year 11 and 12 students successfully completing SSABSA approved subjects from the table above earn credit in the TAFE subject(s) listed alongside. In this way they are able to gain up to 18 points (out of a total of 48 points) towards (say) the TAFE Business Certificate as one of the three TAFE Certificate awards identified in the note to the table. At the same time students are contributing towards their Year 12 SSABSA (senior secondary) certificate at Level 1 — i.e. they are contributing towards a 'tertiary entrance score' for entry to specified Institutions of Higher Education in S.A. in the normal fashion.

The table shows that for some subjects there is a one-to-one correspondence between SSABSA and TAFE subjects. In one case, one SSABSA subject relates to more than one TAFE subject; for another case, one TAFE subject relates to more than one SSABSA subject. These subject inter-relationships are central to the structure of the Business Studies Program. They determine the extent of credit earned by a student.

The process involved in establishing these subject inter-relationships for the Business Studies Program is also important to note. The process of negotiation which resulted in the particular mix of subjects shown in the table was one that involved officers from TAFE and Schools, as well as SSABSA. The process seems to us to have had three related stages (or levels) of activity, all of which were important to the design of the program. The first of these was the agreement 'in principle' by senior officers of TAFE and Schools to explore the possibility of credit exchange in the business studies area. The second stage was developmental. This involved TAFE, Schools and SSABSA officers meeting in a working party arrangement, to compare existing curriculum documentation, analyse
similarities and differences of aims, content, duration, assessment and delivery, and on the basis of those analyses, to determine the subject mix which would permit exchange of credit. The third important level of activity relates to the monitoring (or maintenance of standards) of the program. This involved the cross-participation of officers in the accreditation monitoring processes of educational authorities (both Schools and TAFE).

The SSABSA played an important role in the process described above. Clearly, as an accreditation agency, it had an interest in the process that would determine arrangements for the exchange of credit, where SSABSA subjects were involved. Its involvement in the design of the Business Studies Program went beyond the passive, receptive stance adopted by secondary accreditation agencies that we have observed in relation to the design of many other cooperative programs included in this study. SSABSA undertook an active role in the design process. Its officers convened meetings, identified issues to be resolved, contributed to the detailed analysis of curriculum documentation, and participated in (often initiating) the formal correspondences between SSABSA, and senior officers in the Departments of TAFE and Education. In this way, SSABSA provided an impetus to the business studies initiative.

The SSABSA business subjects undertaken by students are openly selected from the range of SSABSA accredited subjects offered at the student's school in the same manner as other subjects. The subjects are studied at school, during school hours and are delivered by school teachers. 88 students from the Blackfriars school participated in the Business Studies Program in 1985. An estimated total of in excess of 150 students participated in the program from the 13 participating schools in 1985.
The duration of the program varies depending on the business studies subjects chosen by the student. A student choosing one business subject would be required to spend 54 hours on that study. If a student studied a number of business subjects, then of course the duration would be longer.

4.3.2 Commentary on the Business Studies Program

The Business Studies Program has, in our view, two particularly outstanding features as a Schools/TAFE cooperative program. Its near uniqueness as a cooperative program which is jointly accredited by both the Schools and TAFE accreditation mechanisms (including secondary accreditation which leads to the award of a credential at level 1) is the first of these. The simple concept of the Business Studies Program, represented in structural terms by a series of subject inter-relationships, designed by negotiation amongst the relevant educational agencies, and once negotiated, seeming to require minimum ongoing management/resource inputs is the second notable feature.

Accreditation of the Program

The 'Blackfriars' model Business Studies Program is one of only two cooperative programs identified in our study which is 'maximally' accredited by both Schools and TAFE. By this we mean that the Business Studies Program affords a secondary credential at level 1 (not level 2 or 3), and full credit for TAFE studies completed. By comparison with many other cooperative programs reviewed in this study, therefore, students electing to undertake the Business Studies Program are gaining the full advantage of wider curriculum choice at school, leading to further
education and employment pathways in the business field. In so doing, these students are not being disadvantaged because of opportunities foregone.

A consideration of the comparative features of other cooperative programs case studied as part of this national project should serve to highlight our point concerning opportunities foregone. Students electing to undertake study in a substantial Schools/TAFE program, as these have been designed in the majority of cases in Australia, whilst gaining the advantages of wider curriculum choice at school, as well as enhanced work and further study pathways (in TAFE), are actually foregoing the option of seeking entry, from school, to institutions of Higher Education. This happens because study in the Schools/TAFE program affords to the student, at best, a secondary credential at level 2. A level 2 credential, by definition, does not contribute towards the 'mark' or 'score' required by many tertiary institutions for entry from school.

Now it may well be that some students do not intend, or wish to seek such 'tertiary entrance'. In these cases, it would seem that the opportunity foregone has not in any real sense disadvantaged the student. This may be so. But what of the student who elects study in a Schools/TAFE program because it seems suitable at the time (say at the beginning of Year 11), and at a later time develops work or study aspirations (perhaps arising from the Schools/TAFE study) which require the acquisition of a 'tertiary entrance' score. Such a student will have gained in terms of identifying a preferred educational direction, but will have done so at the cost of foregoing the opportunity of seeking tertiary entrance from school.

A number of important concerns arise from the foregone opportunities
dilemma referred to above. The first of these relates to the matter of subject choice by students. A number of people interviewed during our work put the view that placing students in the position of having to make subject selections (say at the beginning of Year 11) was by definition a selective process. That is, once certain subjects were selected, other subjects that the student may develop an interest in (say at the end of Year 11), were no longer feasible options. In other words opportunities had been foregone. Such a process of student selection was seen as a natural part of the progression of students from the 'junior' to the 'senior' school. Further, acceptance of the responsibility for decisions taken as part of this progression was an expected part of the education of the person for later life.

Proponents of this view observed that to provide students with the additional decision involving Schools/TAFE studies at the beginning of Year 11, with its attendant responsibility for that decision, was no different to the existing and appropriate decision period that students had to deal with. We see at least two problems with this view. Firstly, the provision of Schools/TAFE study options is intended to increase the range of further educational (and work) pathways for students, not to limit them. To say that the further education pathways achieved via Schools/TAFE studies are no less than before is not in our view a strong recommendation for the inclusion of such study options.

A second more disturbing problem inherent with this view relates to the status and longevity of the opportunity foregone. Students choosing to study one secondary accredited subject (at level 1) rather than another, are foregoing the opportunity to take on study of the second, but either way that study contributes to their 'tertiary entrance' score. The option
foregone is not the serious and relatively permanent one of entry from school to a range of tertiary institutions. In the case of Schools/TAFE cooperative programs accredited at less than level 1, no contribution is made to a student's general tertiary entrance potential.

In relation to this problem of foregone opportunities, the Business Studies Program is considered to be exemplary. It preserves the students' option of progressing to a range of tertiary institutions, and furthermore adds to this the opportunity of achieving credit in those tertiary studies.

Another concern we see arising from the opportunities foregone dilemma relates to the acceptance of, indeed the expectation that opportunities should be foregone at all, as a consequence of a student's educational choice. A view sometimes reported to us during our work held that if students chose to study a Schools/TAFE cooperative program then, in terms of the 'market place for educational credentials', they were merely exercising their option of gaining vocational credentials (in TAFE) at the expense of senior secondary credentials. This view maintains that the educational 'system' should not allow students to score twice from one course of study — from school in gaining a secondary credential (at level 1) which facilitates entry to tertiary studies, and from TAFE. After all, is not the purpose of schooling to develop a student's general educational abilities, and the different purpose of TAFE to develop a student's vocational educational abilities.

We are aware of the need for the education 'system' to make the most efficient use of its limited resources, and that part of this requires that different educational sectors should focus on meeting the community's demand for education in their established areas of expertise, without
duplication of effort. We do not consider, however, that this position should necessarily preclude a merging of the educational efforts of secondary vis-a-vis vocational educational agencies, particularly where these efforts, in their established forms, have been found to be deficient in meeting the needs of an increasing number of students wishing to participate in full-time education. If there were nothing wrong with established educational provisions, educators and students would not be busily proliferating new educational options at the post-compulsory level. A central purpose of Schools/TAFE cooperation should be to provide educational pathways to students who would otherwise be disinclined to continue their education for a variety of reasons. Schools/TAFE cooperation, in its exemplary form, has heralded a reaching out to these students. Education and TAFE Authorities are seeking to explore beyond their traditional bounds in an effort to provide educational programs that meet the particular needs of these students. These efforts need to be mounted equitably within the context of the 'credential market place'. Students should not be disenfranchised in one educational sector because of a decision made to choose a study program which earns educational credit in another. It is worth noting here that there are already in existence many instances of 'double-counting' for the same study program in TAFE and other tertiary institutions, as well as an increasing effort to establish articulation pathways between school and tertiary, between TAFE and tertiary, and between tertiary and tertiary education providers. In all these cases the credibility of the 'exchange' is dependent on the accrual of educational credit. A traditional view of who administers general education and who administers vocational education should not in our view impede the exchange.
The Business Studies Program appears to be exemplary in terms of its educational exchange. Students are able to earn credit with TAFE and with SSABSA since both agencies have accredited the program.

Our final concern with the foregone opportunities dilemma relates to the often-used label for Schools/TAFE cooperative programs as 'alternative' programs of study. Indeed in the case of some cooperative programs reviewed, the term 'alternative' appears in the title of the program. Our concern here is for the attitudes and values that govern the use of this term. This term is not associated with the Business Studies Program. It appears that at least part of the reason for this lies in the Business Studies Program perceived worth as a program of senior secondary school study, which in turn relies on the program's acceptance by SSABSA.

On occasions in the conduct of our study, teachers and students referred to particular cooperative programs, which did not earn a level 1 secondary credential, as 'alternative' studies. The clear implication of this label is one of less status when compared to studies leading to 'tertiary entrance'. Often related to this is the expectation that Schools/TAFE cooperative programs are intended only for students of 'lesser academic ability'. This kind of effect has often been reported in relation to school PEP courses in general. It is a product of the "classical" view which sees senior secondary education narrowly, as a route to tertiary studies in institutions of higher education. It is a view which we feel is sustained by an ignorance of the current issues of participation and equity in education. This view seems also to be evident amongst some parents and employers.

One of the lessons to emerge from a consideration of the Business Studies
Program is that this program has overcome the status problem of many other cooperative programs, by dint of its level of accreditation from SSABSA. That level of accreditation enables the Business Studies Program to be seen as other than an alternative course of study for students of lesser academic ability. The SSABSA accreditation of the subjects within the program have effectively placed these within the mainstream of senior secondary studies.

Design and Structure of the Program

The Business Studies Program is one of the few cooperative programs identified in our study which has adopted what we might term a 'contract' approach to the design of the program. By this we mean that the program's design rested on establishment of a firm mutual recognition of the prior existence of business studies curricula in both schools and TAFE, that these existing curricula were similar, if not identical, and that the design process was therefore focussed on joint efforts to reach an agreement which would secure dual accreditation of those curricula.

The design process is outlined in the profile section of this commentary. There three stages (or levels) of design activity are identified:

(a) an agreement 'in principle' stage
(b) a 'developmental' stage
(c) a monitoring stage.

Some discussion of these stages is developed here because it would seem that they were crucial to the achievement of the successful but uncomplicated structure of the Business Studies Program. The agreement in
principle stage sets up the 'contract' in 'draft form'. This stage involves a recognition by TAFE and Schools that each has an established curriculum set in the study area concerned (in this case in business studies). For many years Schools in most States/Territories have offered subjects in the business studies area — in Accounting, Typing, Economics, etc. Business studies is of course a long established area of vocational study in TAFE. This stage therefore amounts to an acknowledgement of common curriculum ground, and in many cases of students of common ages and interests. As well, the curricula under the auspices of each of TAFE and Schools has an established level of accreditation.

The second stage is characterised by a thoroughgoing series of negotiations to establish the details of the 'contract'. In the case of the Business Studies Program initiative, this involved the establishment of a working party with membership from Schools, TAFE and SSABSA. The working party undertook the time-consuming task of comparing curriculum detail for the existing TAFE and SSABSA accredited subjects. It should be noted here that the working party members were not compelled to agree that subject curricula were equivalent, or even sufficiently similar to continue the negotiation process, before they started their work. Stage 1 agreement did not preclude disagreement at stage 2.

This flexibility is evidenced by the structure of subject equivalences negotiated during stage 2 of the design process for business studies. There is not always a one-to-one correspondence of TAFE and SSABSA accredited subjects, as is shown in the table presented in the profile above. The working party was able to analyse the curriculum details sufficiently thoroughly, and to approach this analysis with sufficient flexibility to educe curriculum correlations across existing subject
bounds. Yet the resulting subject matrix (of TAFE subjects vis-a-vis SSABSA subjects) is not complex, and does not appear to impede student choice.

The third stage — that of monitoring — is one which maintains a surveillance over the 'contract' set by stage 2. For the Business Studies Program this stage involved the cross-participation of TAFE and Schools officers in the accreditation monitoring processes. In fact, it is our understanding that this stage was a crucial condition to the setting of the contract for the Business Studies Program. Even after curriculum equivalences have been established (in respect of aims and content), educational authorities in Australia typically have a highly developed concern for the 'maintenance of their standards'. This concern is reflected by a keen interest in the maintenance of the quality of the curriculum and its delivery, and in a confidence in the level of student learning resulting from a course.

Concern for the maintenance of standards, in general terms, and in the case of the Business Studies Program, is particularly evident in TAFE. TAFE Authorities in Australia are highly conscious of the credibility of their courses in the eyes of employers and the community, and of the reliance for that credibility on factors such as the proven subject area expertise of their teachers (in industry), teaching facilities, equipment and resources which satisfy certain standards, as well as the accreditation of the curriculum by agencies with industry representation. Clearly these factors involve a range of industrial relations, economic and curriculum issues. The achievements of the Business Studies Program appear to us to be all the more commendable because of the complexity of a number of these issues.
For the Business Studies Program, appropriate TAFE officers needed to be satisfied that TAFE standards would be maintained. In part this was achieved by the participation of TAFE assessors in the assessment monitoring processes of SSABSA. In this way TAFE assessors were able to judge that SSABSA standards met appropriate and established TAFE criteria. This practice of judgment of appropriateness of criteria is seen as crucial to an acceptance of the type of Schools/TAFE cooperation evident in the Business Studies Program. It seems to have been the basis for acceptance by TAFE of, for example, the delivery of the curriculum by school teachers in schools. These features are not evident in very many other cooperative programs identified in our study.

A final point to note about the Business Studies Program as it has been described in this commentary relates to the resources required to maintain the 'contract'. These would seem to be minimal. Because of the effort put into the design of the program according to the stages that have been described, the Business Studies contract between Schools and TAFE would seem to require only a continuation of the assessment monitoring procedures to sustain it in the immediate future. In the longer term, when either SSABSA and/or TAFE undertake substantial revisions to their existing curricula, in the light of changes in the needs of students, or changes in the nature of skills required in business practices, then the 'contract' would require re-negotiation. This would not seem, however, to be likely to entail markedly different sets of changes between the curriculum requirements of TAFE and schools. It is more likely that the sets of changes would be responding to the same changed circumstances, in which event the curriculum revisions would likely correlate closely.

If these expectations for change are borne out, then it is apparent that
the style of Schools/TAFE cooperation embodied in the Business Studies Program will be one that is, once established, relatively inexpensive and straightforward to maintain.

Suitability of the Model for Other Study Areas

It is our view that the Blackfriars model Business Studies Program is most suitable for the further development of Schools/TAFE cooperative programs. It would seem to be applicable in most States/Territories in Australia in the case of the business study area — furthermore it would seem to have a generalisability to other study areas. In those States/Territories which have already established study areas that are common to Schools and TAFE, such as in business/secretarial, technical (drawing, drafting, carpentry, etc), computing, design (artistic or technical), and electronics, the Business Studies Program model would seem to be adaptable. The critical ingredients of the model are the three stages or activities described in the design process for Business Studies Program and the achievement of maximum credit in both the Schools and TAFE accreditation systems.

The model is simple in concept and in its design requirements. And it would seem to be inexpensive and relatively uncomplicated to maintain. Educational authorities (both Schools and TAFE) interested in experimenting in the development of cooperative programs, or in encouraging the adoption of cooperative approaches by educational practitioners in the field, could easily find the Business Studies Program model is one that bears strong consideration.
Endnote: 1. Level 1, level 2 and level 3 are analytical terms adopted by the writers for the purposes of this study. They are generic terms designed to permit a comparative analysis of secondary credentials across the Australian States/Territories.

Their meanings are:

Level 1 - courses that are accreditation authority approved for State-wide tertiary entrance.

Level 2 - courses that are accreditation authority recognised (or registered) State-wide.

Level 3 - courses that are school based and school credentialled, and are acknowledged by the accreditation authority.
A CASE STUDY FOR THE
TAFE/SCHOOLS PROGRAMS AND CREDENTIALS PROJECT

TAFE - SECONDARY COLLEGE INTEGRATION
AND THE COMMUNITY COLLEGES IN TASMANIA

MICHAEL J FROST

ROSNY COLLEGE
TASMANIA
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ABBREVIATIONS

ATFES Association of Tasmanian Further Education Staff
CWP Central Working Party
FE Further Education
HSC Higher School Certificate
LCC Launceston Community College
NRCC Northern Regional Co-ordinating Committee
SRCC Southern Regional Co-ordinating Committee
TAFE Technical and Further Education
TAFEC Technical and Further Education Commission
TEC Tertiary Education Commission
TEND Tasmanian Education NEXT Decade Report
TISEC Technical In-service Education Committee
TTCSS Tasmanian Technical College Staff Society, also referred to as The Society and The Staff Society
TTF Tasmanian Teachers Federation, also referred to as The Federation and The Teachers Federation
CHAPTER 1 INTRODUCTION

The Division of Further Education, a new branch of the Education Department of Tasmania, was established on 1 January 1979. It brought together, under the one umbrella for the first time, technical, matriculation and adult education. Despite the fact that its creation had been recommended by no less than four major committees of enquiry, and had received strong backing from the State Labor Government of the day, it was to last less than four years before being abandoned in a decision taken by a State Liberal Government. During the period of its operation it generated an unprecedented surge of discord and friction among its organisational components and agencies. The first day-long stop-work meeting by a section of Tasmanian teachers in twenty years was one indication of the politicisation that occurred within the teaching service. This growth in industrial militancy was to have serious long-term implications for the industrial-relations style that had historically characterised teacher-union and Departmental negotiations.

The collapse of the Further Education initiative is all the more remarkable when compared with the record of innovative policy-making and successful implementation that had characterised the education system through Tasmania's recent past (see Corson, 1986:6). From the establishment of area schools replacing the widely dispersed and educationally-limited local schools, to the adoption of the comprehensive high school amalgamating academic and technical streams, the record of successful management of educational change was clear. In particular the 1960s had witnessed the emergence of the Matriculation College system, where the last two years of secondary schooling were continued in a separate institution, which brought together the

... best qualified teachers and ... most promising students in the keenly stimulating environment that one central college could provide.
(The Mercury, 24/8/1.)

Given the fact, then, that the Tasmanian education system had hitherto shown a capacity to accept and adjust to change with success, it seems reasonable to assume that it should have adapted to the Further Education (FE) initiative just as well. The fact that it did not prompt the question why not?
Mainly primary historical research material has been used, ranging across the whole spectrum of available documentation. Official reports, correspondence and minutes were augmented by press commentary and trade union publications. At the local Alanvale level archival material ranged from staff meeting and staff Association minutes through to written reports and staff and student publications. Two detailed and unstructured interviews were held with the College Principal, A. L. Crawford and the then Vice-Principal (TAFE) M. McLaughlin.

The present study derives from the above question. Policy collapse is a relatively unusual occurrence in education. The documentation of such instances is equally rare at least in recent Australian educational history. Educational change tends to be gradual, particularly where innovation is attempted, requiring long periods of time for general acceptance and implementation. Resistance to innovative attempts usually means that any policy change necessary for implementation is progressively achieved over time. Sudden policy change or even policy collapse is, in fact, rare.

The Tasmanian experience of community college development provides an ideal opportunity for attempting to uncover the factors that contributed to the collapse of an initiative that has been highly successful elsewhere in the world. This study derives from a Masters Degree dissertation titled The community colleges concept in Tasmania: A case study. It traces the development of the policy on Further Education within which the community colleges were located, the attempts at policy implementation and the contributing factors in the abandonment of the initiative.

The research approach adopted is a case study method, where focusing on a particular real-world instance can accurately and immediately amplify and illustrate phenomena under scrutiny. Alanvale Community College was chosen as a particularly appropriate instance since it featured prominently in the earliest formulations of policy, it remained the only instance where an attempt at integration of technical and secondary strands was tried, and its own failure influenced the political decision to abandon Further Education (FE).

As well, there have been only two research efforts in this field. Hocking, Burns and Hoult (1982) established a data base for monitoring the development of FE which went beyond the accumulation of statistical data to include survey material on the attitudes and perceptions of the teachers and administrators involved. With the termination of the Division of Further Education, the research program came to an end. Corson (1986) used a phenomenological approach based on the personal lines of
participants. He examined FE as an instance of holistic policy failure, placing it within the framework of the Popperian view that educational change is only likely to succeed if it is attempted in piecemeal fashion.
CHAPTER 2 THE COMMUNITY COLLEGE CONCEPT

The impetus for the development of community colleges in Tasmania appears to be linked with two seminal events of the early 1970s. The first of these was the Karmel Report (1976) which initiated the idea of education as a life-long experience, and carried with it the assumption that educational change would be necessary to provide for a wider community-style clientele. Community education was already well established in the United States, Canada and Great Britain, and was seen as a prime agent for implementing life-long educational opportunities. The possibilities for its adaptation to the Tasmanian scene would not, presumably, have gone unnoticed.


Dennison, previously involved with the development of community colleges in British Columbia, identified the principal characteristics of these colleges. They were geared to community needs. They offered a multi-faceted curriculum ranging from first and second year university courses through para-professional, trade and vocational programs to adult and remedial programs. These services were offered on a decentralised basis from a central campus, using a flexible program system, (Dennison, 1974, p.9). Indeed, Dennison, recognising the advantages of a comprehensive post-secondary curriculum was to assert that community college

students range widely in age, in years away from formal education, in social and experiential background, in academic ability and performance, in ideals, hopes and aspirations for the future. (Dennison, 1974, p.14).

That Dennison's paper had a significant impact on Tasmanian thinking was borne out by the then Director-General of Education in 1977 choosing surprisingly similar words to describe the proposed community college as, an institution
... in which students of different ages, interests, aspirations, abilities, attitudes, cultural backgrounds and values participate in the life of the college as they will in life outside the college. (Gough, 1977 p.3)

Dennison's view was that, in Tasmania, the community colleges should be based on the College of Advanced Education, incorporating technical colleges and possibly matriculation colleges. This approach was to be echoed in slightly modified form by Batt (1976), the then Minister for Education, who was instrumental in creating the groundwork for the community colleges, when he argued that:

The restructuring of tertiary education ought to provide for a number of multi-purpose institutions embracing universities, colleges and technical colleges (Batt, 1976, p.13).

Once the initial seeds of a community college system were sown, the interest of senior educational administrators turned to instances of such developments elsewhere in the world. This interest was by no means restricted to Tasmanian. In 1975 the Australian Education Council called on the Federal Minister for Education to seek a meeting of the three Federal Education Commissions, with representatives from States interested in developing community colleges (Hill & Parkinson, 1978, p.2). This meeting was subsequently to seek information from overseas. At the same time a number of senior educational administrators from Tasmania went overseas to investigate at first hand.

2.1 Community Colleges in the United States, Canada and Great Britain

The shaping of policy for the development of community colleges in Tasmania appears to have been derived from the direct and indirect experiences of senior administrators with colleges in the United States, Canada and Great Britain. Certainly what culminated in the only real policy document to emerge, the Further Education in Tasmania Report (1978) represented an amalgamation of features deemed most relevant to the Tasmanian situation.
Community Colleges in the United States had evolved from earlier Junior Colleges established across the country between 1900 and 1930, providing essentially the first two years of a college programme. By 1947, Government policy had shifted towards increasing the opportunity of higher education for all citizens, and had recommended a network of community colleges throughout the nation.

During the 1960s these colleges adopted an 'open door' policy consistent with an effort to enable lower ability and minority groups access to education. The notion of 'life-long' education was adopted in the 1970s, with a deliberate move toward occupational and technical education provisions in line with shifts in the employment structure as a result of socio-technological and broader economic changes. By the late 1970s these American community colleges had expanded into multi-functional organisations offering courses from college transfer to occupational and technical education as well as adult education, community services and 'second chance' education. Purpose-built structures were used to house the community colleges, and appropriate administrative structures for permanent staffing were developed.

Although three distinct forms of community college developed in Canada, it was the style developed in Western Canada that seemed to most influence later events in Tasmania. These colleges took a variety of forms from the 'Colleges without walls' of Saskatchewan to the comprehensive, multi-purpose institutions of British Columbia, but their common aims included preparation for employment, university transfer courses, remedial and general education, community services, and provision for part-time students. Their essential purpose was directed towards responsiveness to the community, to the point where in Saskatchewan, in particular, programs were offered on a local store-front basis, utilising local personnel, and operating with a very small administrative staff (Faris, 1974, p.4; Hill & Parkinson, 1978, p.13).

The British Columbian model, however, seemed to be favoured more in the community college's development in Tasmania. Dennison (1974) described it as an organisation favouring decentralised services spread throughout the community within a wide range of offerings from transfer university courses through para-professional technology programs to adult and continuing education. It favoured flexibility in opening hours, attendance and timetabling as well as an 'open door' admission policy.

Community colleges in the United Kingdom were based originally on a village school model, where the nucleus of the college was the existing secondary school, and programmes were geared towards the
provision of adult education programmes to communities isolated from major educational institutions. Traditionally these colleges provided a variety of facilities and course offerings including:

- infant nurseries and child-care facilities;
- primary and/or secondary school education;
- craft education;
- domestic and agricultural study subjects;
- meeting and classroom facilities;
- recreation and sporting facilities;
- learning resource facilities.

Mercer (1979, p.32) aptly described these colleges as multi-purpose educational and leisure campuses, complete with schools, leisure facilities, shops and welfare centres (Hill and Parkinson, 1978, p.1).

Those using the community colleges included senior citizens who organised luncheon clubs, adolescent groups who ran discos and coffee clubs, regular day-time users and secondary school students and those who wished to take advantage of the enhanced resources and facilities, such as the library.

The United Kingdom community colleges differs significantly from their American and Western Canadian counterparts in that they were developed on very limited budgets, used existing facilities and resources, and maintained a minimal administrative staffing structure. Seldom did the staffing complement go beyond a full-time adult-education tutor, a youth and community service tutor and ancillary service staff, with the Warden quite often being the existing school principal. (Owen, 1977; Mercer 1979). The remainder were appointed on a part-time basis and as a response to course offerings.

2.2 The community college in Tasmania

The community college model that was to evolve in Tasmania probably most resembled the West Canadian type in form and function. Certainly the three major reports, beginning with Karmel's 1976 Committee on Post Secondary Education in Tasmania, confirmed the idea of single, regional, multi-level institutions, fully staffed with an appropriate administrative structure, assuming responsibility for all post-secondary education in the region. The earlier Karmel report of 1973 had already established new broad concepts about education that were to have a significant effect on future developments. In particular the recognition that education should be considered a life-long experience, with access being available at any point, was to be
an essential characteristic of this educational development. Elsewhere in Australia, a number of key reports, particularly the Partridge Committee's *Post-secondary education in Western Australia* (1976), recognised the need to revitalise technical education. The comparatively long history of neglect of this aspect of education, as well as the perceived need to respond to the changes of the technological revolution of the 1970s meant that Technical and Further Education would enjoy boom times, with significant increases in Commonwealth funding leading to massive building and refurbishing programs. TAFE in Tasmania was to be no less a participant in this revitalisation, a fact which was to have an enormous impact on, among other things, the professionalisation of TAFE teachers.

It seems also that the political climate at the time was highly appropriate to the development of community colleges. The long-standing Labor Government had fostered a sense of stability and responsibility, its own perceived conservatism allowing minor change to pass with little public comment. Thus the earliest developments toward community colleges drew little political opposition and virtually no public comment. It is highly probable that the educationally minded politicians saw, in those early days, significant political mileage to be made. Such a favourable political climate being present did not explain, however, why three major reports, and a Departmental report, were necessary to implement the necessary changes.
CHAPTER 3 THE CONCEPT AT ALANVALE

With the appointment of the Principal in 1974, the planning began for what was, in its earliest formulation, a matriculation college with a difference. Like the recently built Rosny College, a purpose-built 'new generation' college in the northern suburbs of Launceston seemed a good idea at the time.

The Principal, A. L. Crawford, was appointed in May 1974 and the foundation stone for the new college was laid in April of the same year. His earliest ideas about a community college were shaped by the information in the professional literature that was increasingly focusing on the concept of community education. The community colleges in the United Kingdom were being extensively written up, and one in particular, Countesthorpe College in Leicestershire was seen to offer the best possibilities for adaptation to the Alanvale situation (Crawford, pers. comm. 1985). Countesthorpe reflected the progressive ideas for comprehensive education for the fourteen to nineteen year age group, then being developed by the Leceistershire County Education Authority. A purpose-built College, it sought to provide more than the academically oriented fifth and sixth form curriculum by branching into wider technical and vocational offerings. As well it sought to establish a link with the local community so that the College was treated as a 'community resource'. (Prospectus, Countesthorpe College, 1986, p.10). By 1986 the College was providing continuing education for more than 1,100 full time students as well as for 3000 adults in a variety of daily and evening programmes.

The model subsequently formulated for Alanvale bore a striking similarity to that provided by Countesthorpe. While the major College initiative was to provide for 'matriculation' students, moves were made to involve the local community in the College's development. Initially contact was made with the local community leaders, the warden of Lilydale, the leader of the local YMCA, for instance, in order to pinpoint needs. The idea of establishing a local library within the Alanvale campus and possibility for a gymnasium to serve the community as well as regular students, was canvassed.

The fact that the Countesthorpe College had adopted a College Council to oversee its development and operations perhaps inspired the creation of Alanvale's Parent Executive, the latter a forerunner to a fully-fledged Council.
In other ways it may be argued that Countesthorpe was a particularly inappropriate model for Alanvale. The former had only limited technical facilities whereas Alanvale's future plans included the proposal to relocate some of the major departments of the Launceston Technical College on site. Paradoxically Countesthorpe was, by 1986, offering a range of pre-vocational courses which involved links with the local Wigston College of Further Education. Alanvale's efforts in this direction had long since failed, despite having extensive technical facilities sharing the same site.

The College opened in 1975 under fairly adverse conditions, since the building program was only partly complete. Despite operating under such conditions, the academic performance of the first students was exemplary, leading Alanvale to proclaim academic excellence as one of its aims. The Principal claimed that despite the problems posed to academic excellence by the unfinished building, 'morale remained generally high and results were excellent with better than an eighty percent pass rate being attained' (Crawford, 1976, p.4).

By 1976, with the building fully developed, the work towards a community college continued. One of the vice-principals visited South Australia, where indeed Crawford had gone some years earlier, to investigate the ideas associated with 'open education'. The first community courses were offered during that year: a 'sewing circle', actually run by a history teacher; a leather-work course; 'Geology for potters', and typing and shorthand refresher courses. Most of the teachers and instructors for these courses acted in a voluntary capacity, and on occasions students from one year returned as course instructors the following year.

The College was officially opened by the Premier of Tasmania, W. Nielson, on 2 July 1976, who said among other things:

... Alanvale would be developed as a true community college - possibly unique in Australia. Its concept embraced all people over 16 who wanted to improve their learning experiences. (The Examiner, 13/7/76, p.1)

At the same time, the Premier gave official sanction to the planned building of a new technical college, to be located near Alanvale and which would be integrated with both Alanvale and the proposed Maritime College. At this point the planned location for the new technical facilities were on a separate site from Alanvale. Nevertheless, just a month before the opening, Crawford had outlined the steps that had been taken towards integration with the Technical College and had warned that the
biggest obstacle would be the teachers' attitudes and their general fear of amalgamation (Crawford, 3/6/1976, p.5).

3.1 Policy development

Alanvale's second year of operations coincided with the release of the State Government's first major initiative into establishing policy on what was to become Further Education. The Committee on Post-Secondary Education in Tasmania (1976) envisaged a reorganisation of the State's post-secondary education into a system of community colleges. These colleges would be multi-level, multi-course arrangements where the combined resources of technical education, adult education and the matriculation colleges would be integrated to provide a range of part and full-time vocationally and academically oriented courses responsive to the unique educational demands of a particular locality.

While there appeared to be broad acceptance of the Karmel Committee's report among those likely to be affected, two recommendations that were to generate controversy in the future were aired. The Report recommended that

... the role of the existing TAFE system in Tasmania should be broadened to enable TAFE to become a major vehicle for expanding post-secondary educational opportunities. (Karmel, 1976, p.2)

At the same time it was not prepared to support the creation of a separate division of TAFE as was to occur in other States, essentially on the grounds of duplication of administrative mechanisms and significant additional cost.

Alanvale's future role as a community college was subsequently spelled out in a monograph Community Colleges in Tasmania (1977) by the Director-General of Education, Athol Gough. Circulated to all College personnel, it represented the first direct statement by the Department on how it viewed the future for the institutions proposed by the Karmel Report (1976).

Alanvale attracted individual attention essentially because, having undergone development of a first phase as a secondary college, key decisions had to be made about subsequent development. Leaning heavily on the recommendations of the Karmel Committee on Post-Secondary Education in Tasmania (1976), the Department saw Alanvale, in some ways, as an ideal vehicle for developing the community college concept, rather than simply allowing the proliferation of another 'matriculation college'.


More particularly, Alanvale's location in the northern suburbs of Launceston, adjacent to the educational complex centred on the Tasmanian College of Advanced Education, the newly-planned Maritime College and the existing Brooks High School suggested an ideal opportunity to develop a college which had the capacity to contribute to this educational community in a practical and purposeful way. Beyond this, the site advantages of Alanvale, in terms of extensive, available space, meant that building was not a problem. Of crucial importance too, was the fact that the Launceston Technical College's antiquated buildings and physical facilities meant that either redevelopment or relocation was a matter of urgency.

Government policy was also strongly influenced by the subsequent release in 1978 of two further major reports. These were *The Ministerial Working Party on Tertiary Education* (Kearney, 1978) and the *Tasmanian Education Next Decade* (Connell, 1978).

The Kearney Report confirmed much of what had been proposed in the earlier Karmel Report (1976), and in particular the notion of integration of technical and matriculation colleges into community colleges. The Report's recommendation for a radical restructuring of post-secondary education for the State, however, had significantly more impact. It proposed the creation of a Further Education Authority comprising existing secondary and technical colleges and adult education in a new, autonomous department.

The Kearney Report also recommended the establishment of three regional, single, multi-level, multi-campus institutions: a North-Western Community College; a Northern College of Further Education; and a Southern College of Further Education (Kearney, 1978, pp.34-6). Each of these was to be served by regional councils, comprising members from the local community and from the staff of the institutions involved, and functioning in such a way as to oversee course offerings, necessary staffing, provision of appropriate facilities, assessment and accreditation of courses.

The Tasmanian Education Next Decade (TEND, 1978) Report was released soon after the Kearney Report. It too argued for a post-secondary educational reorganisation.

The TEND Report was critical of the secondary colleges for their continued orientation towards matriculation, which for many students failed to adequately prepare them for vocations. It was also critical of technical colleges, not only for their poor design and lack of adequate facilities, but because their central goal was perceived as being still closely linked with the outmoded apprenticeship system. In this sense, both secondary
colleges and technical colleges were seen as offering too restricted a program to encourage students to continue beyond Grade 10.

The TEND Report also raised a number of issues to which technical colleges were sensitive. In particular it suggested that the pattern of trade-training was largely out of date, inflexible and had shown a tendency to adapt slowly to technological change. It suggested that this was partly a function of the lack of appropriate and adequate training of trade teachers, as well as the limited opportunities provided for practical work by virtue of unsatisfactory design of buildings, workshop facilities and inadequate tools and machines, as well as the largely inappropriate curriculum (TEND, 1978, p.77).

The TEND Report also viewed an integration of TAFE and senior secondary departments into a single institution where a carefully designed two-year curriculum embracing academic, vocational and community education would overcome the perceived irrelevance of contemporary education among the sixteen to twenty year old age group as desirable. (TEND, 1978, p.72).

3.2 Further education established

Government commitment to a re-ordering of post-secondary education in the wake of the three reports became evident when, in August 1978, the Minister for Education announced that moves would be made to establish a Division of Further Education (Holgate, 1978, p.1). The functional aspect of the Division was to be the community college. These colleges were to provide a wide range of tertiary, vocational and Higher School Certificate courses, while making provision for remedial, 'second chance' and special education (Holgate, 1978, p.9).

It seems clear that the Education Department's own conception of the community college concept had been incorporated into the Minister's policy statement. It was delineated thus:

The concept of the Community College includes such policies as community involvement, response to community needs, open entry, provision of counselling services, flexible attendance patterns, diverse and comprehensive educational programmes and liaison with manpower and employment agencies. ...Community colleges...offer a larger range of vocational, adult education, refresher and retraining courses...providing the most extensive post-school opportunities for young people, while maximising the use of all available
resources...in a single multi-level institution (Kearney, 1978, p.31).

As well as establishing essential administrative machinery to oversee the transition to a Division of Further Education, including the creation of a State Council of Further Education, and the pending appointment of a Director and three Regional Superintendents, the Minister also proposed the establishment of a series of working parties. The final report of these working parties was released late in 1978 as a policy blue-print titled 'Further education in Tasmania'.

The Further education in Tasmania (1978) Report proposed an evolutionary approach to the development of community colleges, citing the inherent differences between technical and secondary colleges acting as a constraint to immediate labelling as community colleges. This may also have been inspired by growing expressions of concern about the integration of TAFE and secondary colleges that had begun to emerge.

At the same time the Report identified a range of issues that were to affect the 'nuts and bolts' operation of the new colleges. As well as considering arrangements for the formulation of an administrative structure and proposing changes to courses, certification and accreditation methods, it also sought to address a range of vital issues relating to conditions of service. The fact that every one of these was to act as a focal point for intra-organisational conflict and, at times, industrial action, lies at the heart of the failure of the community college system. These conditions of service issues included:

- job tenure;
- maintenance of the existing salaries classification;
- hours of duty;
- promotion procedures, including the composition of committees governing the classification of promotable positions, as well as those controlling recommendations and appeals.

Because the conditions of service varied between HSC and TAFE staff at the outset, with HSC teachers being at a relative disadvantage on these matters in particular, the attempts to generally adopt appropriate and cost-effective changes by the Department were frequently hamstrung. Both the Staff Society's determination to protect the conditions of service it had won, and the Federation's efforts to catch up provided the source of much of the serious conflict that engulfed the Division of Further Education.
3.3 Policy implementation at Alanvale

The publication of the Kearney Report appeared to initiate the first major expressions of concern amongst HSC staff on site and in the wider secondary college system. Prior to this both the publication of the Gough (1977) *Community Colleges in Tasmania* monograph and the earlier Karmel Report (1976) had generated little apparent concern beyond broad queries as to what 'integration' would mean. Assurances that staff would be protected and that Alanvale Community College would be fully evaluated before commitment to a State-wide system (Gough, 1977) probably allayed fears.

In response to the general thrust of the document *Community Colleges in Tasmania* (1977), an inservice seminar was run in early December 1977 at Alanvale College. Titled 'Jobs or general studies - whither Alanvale' (De Salis, 1977) the program was aimed at creating an appropriate set of conditions for increasing the range of educational offerings beyond the traditional matriculation curriculum. One of the main papers delivered proposed a blueprint for a pre-vocational program to be run in parallel with existing, traditional courses. Had the proposal been supported it would have paved the way for joint initiatives when TAFE staff joined the College. The response of the HSC staff was, however, lukewarm and indeed as the seminar progressed it became clear that the whole opportunity for an expansion of the College's operations in line with the Department's emerging policy on community colleges would be lost. One teacher perhaps echoed the general sentiments of the HSC staff when asserting that:

> We are organized as an HSC institution and changes to cope with this sort of course will have to be made. Perhaps these changes will be impossible (De Salis, 1977:35)

The Kearney Working Party had been criticised for not having included a Tasmanian Teachers Federation member well before its release. With its publication came extensive condemnation of it.

At a meeting with Education Minister Holgate, HSC staff complained that the Report 'ignored' them, that it was 'biased' and that there had been no opportunity to debate its recommendations prior to publication (Alanvale Staff, 1978:1-2). The minutes of this meeting confirmed a growth in hostility towards the Kearney recommendations to the point where serious, rational assessments of the educational ramifications of the Report were lost.
The Report's recommendations for a separate authority to administer Further Education also drew widespread criticism, on the grounds essentially of cost and duplication of services and facilities. The TTF also made reference to perceived differences between TAFE and HSC staff, suggesting that the former suffered from a lack of adequate preparation as teachers (TTF, 1978). Interestingly, TAFE staff generally supported the Kearney recommendations, probably because of the perceived advantages for TAFE in the merger.

The TEND Report, when released in June 1978 generated less overt criticism. Secondary college teachers welcomed its rejection of a separate authority and broadly supported its general recommendations. It also moved to suggest preliminary initiatives that would help implement FE policy, urging that inservice study groups be formed comprising members from technical and secondary college staff and interested members of the community to 'explore the educational possibilities of the community colleges' (The Examiner, 10/6/78, p.2).

A number of the TEND recommendations were adopted by the Minister when he publicly committed the Government to community colleges in August 1978. Significantly he confirmed Alanvale's immediate future as a community college to begin operations from the beginning of 1980 and with the appointment of a principal for 1979. He also guaranteed a starting date for the building program that would inaugurate a technical facility on site and cost $5.5 million. The machinery for implementing the new policy was less certain, the preference being for a further series of working parties to make recommendations. Another time delay of at least six months was hence guaranteed, a matter that was to cause resentment at Alanvale since by this time almost three years had elapsed since the first moves towards the creation of a community college.

The Ministerial statement also confirmed TEND's rejection of a separate authority (Holgate, 1978, p.2). This policy decision clearly antagonised the Staff Society who walked out of a meeting with the Minister, claiming that they had been 'subjected to a tirade in which he accused them of being political thugs' (Dean, 5/8/78, p.1). For several weeks following this a heated debate occurred in the press with accusations flying between the Minister and the Staff Society. Other interested groups including HSC teachers and the TTF joined in, while several newspapers made editorial comment that was critical of the role of the Staff Society (The Examiner, 1978, p.6).

The clear escalation of tension between the parties involved was damaging, and the possibility of a transition to FE without controversy receded rapidly. When the Minister subsequently
admitted 'confusion over the concept of Community Colleges' disquiet over the whole matter increased significantly. Within three months the Minister was almost entirely on the defensive, attempting to defuse the grievances particularly expressed by the Society, while talking optimistically of

... a new concept of education for our senior students and adults is being introduced. In this process Tasmania has a chance to lead the nation. A strong united education system is a necessary pre-requisite for the task. The changes in further education that have occurred provide a proper organisational framework in which all staff can work co-operatively to solve the undeniably difficult problem ahead" (Holgate, 18/9/78:3).

3.4 **A policy blueprint**

The Education Department's blueprint for policy implementation for Further Education was released in December 1978. The product of no less than four working parties and chaired by a senior administrator, J. Scott, *Further Education in Tasmania* addressed the full range of issues associated with establishing the Division of Further Education. These issues included conditions of service, curriculum, financial arrangements and amendments to regulations. The recognised tensions then emerging between key TTF and Staff Society protagonists were confirmed in the activities of the working parties. In one instance, the two union representatives following an invitation to prepare a position paper on 'Conditions of Service', produced entirely separate papers. From this time on matters relating to conditions of service generated the most enduring problems and difficulties for the Division. Failure to achieve an equitable solution acceptable to all parties on this matter probably represented the single most important cause in the Division's collapse.

The Scott (1978) policy document also specified details of the new community colleges. They were to be multi-level operations, with senior secondary and TAFE providing major levels, with other levels emerging in response to local community needs. Multiple campuses were recommended where warranted, though duplication of facilities and programs was to be avoided (Scott, 1978, pp.5-6). The Report also outlined the preferred method of policy implementation, that being an 'evolutionary approach' where different colleges at different stages of the transition process to community college status would retain autonomous control over their rate of change (Scott, 1978, p.11).
The preference for an evolutionary style of transition appeared appropriate as a strategy particularly since it seemed to guarantee college autonomy in the process. The already considerable rejection of the policy, particularly by the teacher unions however, generated an absolute slow-down in this transition. In retrospect a clearly delineated timetable backed by a much more specific blueprint might have been preferable. The fact that the Report provided almost no effective change to existing TAFE and HSC operations in the short term probably confirmed this.
CHAPTER 4 ALANVALE COMMUNITY COLLEGE

The Further Education in Tasmania (1978) Report recommended that the Division of Further Education begin operations from 1979, and that Alanvale become a community college from the beginning of 1980. Long before this, however, Alanvale HSC staff had begun to express clear opposition to the concept. The concept of a community college was not seriously attacked, but the concessions that were required which might limit staff autonomy in planning, decision-making, administrative practice and even teaching programs were attacked. The frequent visitors, with a stake in the success of FE, who visited the College in the late 1970s were greeted with progressively more negative responses from staff. Questions raised at such meetings focused on perceived weaknesses and anticipated problems. For instance questions asked at a meeting with the Minister by HSC staff included the following:

- What sums of money are likely to be lost if 'side-by-side' colleges are adopted (sic.) instead of integrated community colleges?
- Do you consider that it is legitimate in improving Technical education to disadvantage other areas?" (Alanvale Staff Circular, 1978).

The general opposition to an integrated Alanvale was also shaped significantly because of the presence on campus of key Federation members, including the Northern-vice President, some of whom appeared to hold views that were generally fairly strongly prejudiced against the Staff Society, and had probably derived from the latter's split from the Federation a decade earlier. The HSC staff complement also included a number who had experienced job dislocation when the Launceston Teacher's College became the Northern Division of the Tasmanian College of Advanced Education. They could speak graphically of their own experiences of 'integration', the fact that they had lost positions providing compelling evidence for what could befall Alanvale staff if the 'techies' gained the ascendancy.

Apart from the Further Education in Tasmania Report's recommendations confirming the existing Principal and two Vice-Principals in their positions and urging the appointment of a further Vice-Principal (TAFE), no appropriate administrative structure that would have integrated the TAFE and HSC staff was developed. In the policy vacuum that surrounded this issue
speculation was increasingly directed toward the inequities already felt by HSC staff that would be further compounded when TAFE staff were on site.

The incipient problems encountered in attempting to forge agreements were further demonstrated when a combined Alanvale seminar for HSC and their future TAFE colleagues was held in December 1979. The substance of the discussions was to establish common ground for combined operations which were to begin with the opening of the Fitting and Machining building the following year. The apparent success of a mid-year State Conference seems likely to have been the inspiration for this effort. The fact that the seminar gained little became clear when the only serious outcome was a series of motions calling on the 'administration' (of Further Education) to 'clarify its position on integration', agree that integration 'be viewed as an evolutionary process' and that the process of integration should maintain 'validity of current certification'.

The seminar outcome did not appear to confirm a significant level of commitment among staff to the community college concept (Crawford, 11/12/79). It should have triggered an effort toward a change in the existing strategy for implementation by those leading the move to FE. The presence in the seminar of several teacher union leaders perhaps helped to steer decisions along politically self-interested lines, and some attempt at countering this should probably have been attempted.

A serious weakness appears to have been a failure by senior Departmental administrators to anticipate these kind of problems from an organisational merger perspective. Obstructive tactics are commonly found in efforts at merging existing organisations into new entities, particularly where there are differences in professional values, policies, procedures, organisational style and the like. (Feros & Lewis, 1979).

Some of the efforts to restructure Alanvale as a community college were more successful. One of these measures was the action of the Executive of the Alanvale Parents and Friends Association to draw up the constitution for an Interim College Council, in the process voting itself out of office. The clear intention of such a council was to facilitate integration as well as to contribute to the growth of the College (Alanvale Newsletter, 21/3/78:2). Despite the fact that it lasted for four years as an Interim Council, itself a reflection on the problems the central State Council for Further Education appeared to experience in decision-making, it was successful as a critic of Education Department policy and planning for Alanvale as well as of Ministerial and State Government activities. Its success in having itself reconstituted as a full Community College Council
deriyyed largely from its thoroughness in the preparation of a constitution. The latter was essentially adopted by the State Council for FE for other community colleges, a further tribute to the possibilities such colleges offered in making full use of their local community resources.

4.1 Central and regional influences

Alanvale's evolution towards a community college was also influenced by the administrative infrastructure established to give direction to the development. The State Council for Further Education was established to act as a centralised component of the policy and planning system. Drawing membership from all facets of FE it nevertheless experienced problems. Its inaugural Chairman, D.A. Kearney, author of the earlier Working Party Report (1978) was criticised despite his outstanding credentials for the job. Agenda items did not reflect the significant issues of the time. Its propensity to discuss issues of controversy, such as advocating its own role as a Statutory Authority, was often ill-timed. Its operations were often frustrated by a lack of effective power to initiate action, as well as by a tendency to get bogged down in matters of little consequence. The fact that its only direct contribution to the shaping of Alanvale was in its approval of the College Council's constitution confirms that it had minimal influence on college operations. At the same time it was accused of excessive power over its role in the creation and approval of a State budget for FE.

Co-ordinating Committees set up to oversee the full operations of the colleges in the three education regions experienced similar problems. Membership derived from all involved in the colleges, and operations focused on staffing, accommodation, equipment, finance and program resource allocation. While the clear intention was to bring key personnel in the colleges into a collaborative relationship in order to promote and facilitate their development, what actually transpired fell well short of the aim. Factional lines soon appeared between TTF and Tasmanian Technical College Staff Society representatives and their supporters. Almost eighteen months was spent on an administrative structure for Alanvale and the Launceston Community College without any effective recommendation forthcoming. By the end of 1980, less than a year after the two colleges in the north had begun operations, among other things, threats of legal action over the purported misuse of TAFE funds had taken place. By 1981 the Northern Regional Co-ordinating Committee had functionally broken down. It had become the victim of the then extensive politicisation that had swamped the Division.
A Further Education Conference, held in July 1979 and comprising administrators from all levels of the Division, again promised much but delivered little. Although it had the potential to provide a forum for consideration of a wide range of professional issues associated with the early development of FE, its contributors seemed more intent on alluding to the differences between TAFE and the secondary colleges. Instances like the lack of effort in TAFE colleges toward moral and character development, criticism of the lack of communication between Divisional headquarters and the colleges, even difficulties with replacing the nomenclature associated with the acronym TAFE with FE were common. (Proceedings from the Further Education Conference, 1979). Despite all this the conference produced some positive resolutions, most of which proposed collaborative action towards making the new community college concept work. Once outside the conference hall the motivation to take action seemed to dissipate as the problems of the Division assumed ever-increasing significance.
To the question whether there will be much change next year as far as students are concerned the answer would be, probably not. The wider choice envisaged for students in the community colleges will depend on developments towards an integrated curriculum at state level and an organization for facilitating combined courses that can be more easily developed under a single college administration. (Walker, 1979, p.3).

The Superintendent of Further Education, Mr. K. J. Walker's words were to be more prophetic than perhaps he envisaged at the time, despite the broad optimism for Further Education's future that heralded its inception. After four years the very changes in curriculum and courses so vital to the success of the community colleges had not been made. The notion of single college administrations also failed to materialise as indeed did most of the features recognised as important for a fully integrated TAFE, HSC and Adult Education system. Events at the new Alanvale Community College served to highlight the range of problems that hindered this development.

The period 1979 to 1982 revealed a significant growth in industrial action on the part of the two major teacher associations. At the heart of the matter lay the issue of conditions of service, essentially the struggle by HSC teachers to obtain equity with technical teachers on these matters. The two bodies appeared to view Further Education somewhat differently. The Staff Society appeared to tentatively accept the notion of community colleges with the proviso that the gains they had already made industrially would not be altered. The Federation, however, progressively warmed to the concept as the opportunity for a significant improvement in conditions of service became apparent. The struggle for the same conditions as those enjoyed by TAFE teachers systematically thwarted the piecemeal efforts made to unite the Division.

There were differences too in the industrial relations style of the two unions. The Tasmanian Technical College Staff Society, having broken away from the Tasmanian Teachers Federation in the late 1960's had established a record of success in negotiating a range of conditions of service that were the envy of other teachers. Strong leadership well steeped in shop-floor trade union methods had been augmented by something approaching a
renaissance as the post-Kangan influx of wealth flooded into capital works, new technology and new initiatives. TAFE teachers began the process of professionalising, constructing barriers to entry into the new profession, creating 'empires' and developing strong professional associations.

The earliest talk of integration sounded a warning to those keen to see the continued expansion of TAFE operations. The Staff Society was, predictably, at the heart of this professionalisation. As a result, it became the chief exponent of a view that involvement in the community college initiative should not be at the expense of TAFE's autonomy, successful development or access to resources.

The Tasmanian Teachers Federation, on the other hand had experienced a long tradition of relatively peaceful industrial relations with the Education Department. The impact of the post-Karmel expansion of funding to schools had minimised even further the need for a strong trade union style. As well the primary and secondary school teachers who made up the vast bulk of the TTF's membership were not inclined to militancy of any kind. In any case the preponderance of senior staff, particularly from primary schools, in positions of leadership within the TTF acted as a conservative restraining force.

When placed squarely in competition with the TTCSS in seeking equity for its members it found its traditional industrial relations style inadequate. Although it attempted to grapple with the demands its secondary college members brought to it during the life of the Division, it was seldom overtly successful. Ultimately its disgruntled college members began to criticise its Executive, resigned from office, organised factions and maintained demands for direct, militant action. Primary and Secondary members, unhappy with the time being devoted to FE matters, voted to disband its Further Education Congress. With the loss of a direct voice, FE members soon began to reorganise into what became the Association of Tasmanian Further Education Staff.

By 1979 the industrial issues that were to dog the Division were being articulated and debated at Alanvale. An Alanvale TTF College Staff Association meeting in July, 1979, listed 'Hours of Duty' and 'Tenure' as issues; later in the year were included 'Class sizes', and 'Promotions Committee'. Because of the significance of these matters essentially governing conditions of service, it is worth briefly outlining what transpired as they became the focus for debate and industrial action.

It is possible to break the range of issues down into the following:
1. Factors directly affecting classroom teaching. These are based on:
   a. size of classes;
   b. teaching hours of duty.

2. Factors affecting the contractual relationship with the employing authority, the Education Department. These included:
   a. Permanency in the Division based on a tenure agreement;
   b. An appropriate F.E. Salary Award for the entire Division;
   c. A suitable promotions system with an adequate appeal procedure.
   d. The elimination of any practices deemed to disadvantage staff of the Division; for instance the "industrial experience clause".

3. Structural changes necessary for a united Division:
   These involved
   a. An appropriate administrative structure for the colleges;
   b. An equitable system for funding the operations of the Division.

5.1 Classroom teaching

The failure of the Scott Working Party (1978) to specify a common set of classroom teaching conditions meant that in 1980 when the Division began there were considerable discrepancies between TAFE and HSC teachers. These related to class-size, teaching contact time, teaching load reductions for senior staff, 'pastoral care' responsibilities, attendance and administrative duties. TAFE teachers, through their Staff Society had effectively negotiated a contractual arrangement with the Department some years before, governing all these issues. Secondary college staff sought equity with that sector of the TAFE teaching staff who appeared to share a similar professional background. These were those under a 'technician award', representing the teachers of professional and paraprofessional courses. There was a general belief that the subjects taught were similar and that their career paths and aspirations were much the same.
The FE Division's administrators refused to generally accept this claim, citing the fact that the Tertiary Education Commission recognised HSC teaching at least for statistical purposes as equating with the lower-ranked General Studies award. For a brief time the Director of FE looked as though he might reconsider the matter. In the end, however, it was never satisfactorily resolved during the life of the Division, but remained a constant source of friction between the TTF and the Division.

While it seems likely that the Government was reluctant to accede to the demand on strictly financial grounds, the fact that it was never resolved as an issue allowed it to join the 'grab-bag' of grievances that the operation of the Division seemed to incur.

5.2 Administrative arrangements

The Division of Further Education began operations with, amongst other things, four different salary awards, no clear administrative structure for the new colleges, and an equally confused system for promoting senior staff. As with general teaching operations, there were clear instances of H.S.C. teachers being disadvantaged, as in the matter of tenure. Unlike the situation applying to classroom teaching, the administrative arrangements did directly affect the circumstances of staff, so that no maintenance of the status quo was possible. This generated the most serious and constant criticisms of the Division, and probably reveals the greatest degree of fragility in the whole planning process.

The fact that Technician Award teachers earned an average of eleven percent more than their HSC colleagues became an issue of concern. Nevertheless it still took two years from the inception of the Division for a case for a new common award to be brought before the Public Service Board, and it was in any case rejected.

For Alanvale staff the implications were quite clearly that the HSC and TAFE operations on site would remain effectively separate, despite the fact that with the not-too-distant prospect of Science and Engineering beginning operations, the need for rationalisation of resources could see Technician Award and Secondary Award teachers effectively working alongside each other. As well, the rejection of a single salary award had immense implications for a single administrative structure, promotional opportunities, hours of teaching - indeed for the whole concept of a community college.

Perhaps no more vexed a question than the composition of the promotions and appeals body was to occur at any time within the
Division's history. So important did the TTCSS regard the maintenance of the TAFE promotions system that it had managed to have incorporated into the Further Education in Tasmania (1978) Report a "Minority Report on Promotion Procedures from Representatives of Technical and Further Education". (1978:39-40) It was thus very clear that at least certain influential TAFE personnel were going to continue clearly to differentiate between TAFE and other staff. This was certainly a curious contradiction of the concept of integration, and the fact that such a divisive minority report was allowed to remain in the final report also raises significant implications.

At the opening of the new Fitting and Machining building at Alanvale in March, 1980, Education Minister, Harry Holgate, while maintaining his 'optimism' and 'excitement' about the community college concept, indirectly acknowledged the problems surrounding the proposed promotion system, saying

... that the present changes within the Tasmanian education system would be disruptive and cause problems. He did not like the reputation of being a "hatchet-man" and said it was important that the State Government stood up to public controversy surrounding education changes in Tasmania...

(Ritchie 26/6/80: 8).

The matter was also never satisfactorily resolved. The Minister's solution in 1980 was an extraordinarily clumsy one which effectively kept the two teaching areas separate. In this sense it was easy to construe the solution as further evidence of the reluctance of the administrators to create a unified Division.

The matter of employment security generated a similar pattern of lengthy, disjointed and frequently inconsequential negotiations. Again the issue revolved around a discrepancy between conditions enjoyed by TAFE but not automatically applied to HSC staff once the Division got under way. Essentially it meant that TAFE staff could not be transferred to another institution against their wishes, while traditionally HSC staff could be.

While ultimately the Director of Further Education did agree to a tenure arrangement for HSC staff, the fact that it took almost three years did not help dispel the frustration felt by those affected.

The tenure issue provides ample evidence of the senior administration's reluctance to act on something that had attained broad agreement amongst all parties. The matter of tenure should and could have been resolved at the outset of the Division - to
delay this by procrastinating in the way that occurred provided further ammunition for those opposed to the community college concept.

There were, as well, a range of other matters affecting the nature of the relationship between the Division and its staff. Discrepancies were perceived over the matter of time release for HSC teachers to attend the plethora of committee meetings both of a Divisional nature and union based. The issue was only resolved when it had been taken to the Minister on several occasions. The matter provides evidence of an inadequate decision-making system where trivialities were inappropriately projected into the Ministerial decision-making realm.

The right of equal access to all promotable positions was also a source of conflict. Access to positions designated as 'TAFE' required evidence of industrial experience. Most HSC teachers while holding often strong academic and teaching qualifications, did not meet the 'industrial experience' criterion. Although HSC teachers through the TTFA sought to have this eliminated they met a constant refusal from all levels in the Division and the Department. It seems highly likely that the Staff Society would not concede to the abandoning of the criterion because they already felt that HSC staff had an advantage by virtue of their superior educational qualifications to most senior administrative positions. Again vested interest and parochialism obstructed what could have been simply resolved with a single promotional system.

5.3 **Structural changes**

Perhaps one of the best opportunities to produce clear and tangible evidence of the viability of the new community colleges would have been to provide a clear administrative structure for them. However, even Alanvale, with its comparatively long lead-time in planning as a community college, suffered delays in having such a structure developed and approved. One of the problems was that the Society, from the outset, maintained a policy that any such structure should retain the separate identity of TAFE.

The Division itself, over a period of three years, explored three administrative models at some length. Ultimately, in November, 1981 the "Administrative Structure in Community Colleges" document was released (Mitchell, 1981). Amongst its recommendations was an administrative structure for Alanvale Community College which did nothing more than confirm the Principal and Vice-Principal into their respective positions as well as distinguishing the Vice-Principal as HSC or TAFE.
consequences were that the administrative structure actually legitimised the functional divisions that were already in existence. Any notion of staff integration was now indefinitely delayed.

Similar problems occurred in relation to funding the new Division. Despite a separate FE budget produced by the State Council for Further Education, a strict separation of Technical and Further Education Commission funds and Australian Schools Commission resources remained.

At Alanvale, while these funding arrangements did not significantly affect the operations of the College, their influence was apparent. The fact that the Fitting and Machining building had been Federally-funded was used as grounds to restrict access to the facilities of community education programmes, the argument used being that there were strict guidelines imposed by the Commonwealth on the use of such buildings and facilities. Otherwise the type of machinery used for planning and budgeting remained separate, with HSC staff meeting to apportion schools Commission grants much as they had always done, and technical staff doing the same thing.

Disputes over the 'ear marking' of funds were used to disrupt several attempts at running common staff development programs. The maintenance of separate funding arrangements simply meant that on yet another operational level the Division had failed to effect integration, the consequences being aptly reflected at the local college level.

Similar problems emerged when College-based initiatives were undertaken to make structural changes that could have assisted an integrated operation. A proposal to redesignate the HSC section of Alanvale in 1981 as a TAFE General Studies department generated a strong resistance action. Although inspired as a legitimate strategy for overcoming a threat to the HSC operations which came from a reduction in student numbers, it failed spectacularly. The fact that it could have paved the way for a truly integrated teaching program much in line with the earliest formulations of the community college concept went unrecognised by all but the authors. The rejection of the proposal by HSC staff occurred primarily because political activity being mounted by the Federation had reached crisis point. Acceptance of the proposal would have been interpreted as a capitulation to TAFE and Staff Society plans to take over the Alanvale operations.

The one major effort at developing an integrated curriculum in prevocational education also failed ignominiously. Described as an "Integrated (Transitional) HSC-TAFE Course", it proposed a committee consisting of subject-department heads to consider a
course that would expose students to the opportunities provided by Further Education as well as to make them aware of the possibilities open to them in the world of work. (Alanvale Community College, 1981: 2). The Committee's earliest meeting revealed an uneasy state of tension between TAFE and HSC members. Coincidentally the aforementioned TAFE General Studies initiative had appeared at the same time as the first deliberations. The proposed integrated course was thus very quickly linked with what was construed as a TAFE 'take over'. As a result the TTF staff Association voted to withdraw from the Committee immediately and the initiative collapsed.

The failure of this initiative was very damaging both for the College and for Further Education state-wide. The compilation of an unauthorized (and unsigned) record of the minutes of the Committee's meetings suggested in unmistakeable terms that the fault lay with HSC staff. This led to a detailed analysis of the purported Minutes by the HSC members, who concluded that:

The report is cast in the form of a slanted and curiously incomplete post-mortem on the rejection of ... proposals that a particular formula for Transition Education should be adopted for 1982. Explicitly, by implication and by omission, both the report and the minutes strive to blacken the HSC staff at Alanvale. There is no mention of positive proposals by HSC staff ... nor of the fact or the manner of their rejection by non. HSC staff.

(Alanvale HSC Staff 1981: 1).

The fact that this was circulated quite widely did little to help improve the increasingly negative image the community college concept was acquiring. It was also important evidence for those already mounting the case that would culminate in the community college concept being abandoned. As well, it constituted a failure for the type of integrated teaching program, that would be critical for the concept to work. Sadly, it was not isolated. The Alanvale principal's earlier initiatives toward establishing a range of vocationally-based courses became a victim of obstruction and indecision. The HSC staff at Alanvale were generally negative toward a proposed Further Education Certificate (Kent, 1981). Tensions emerged even within the ranks of HSC teachers as the hardening political stance required continuing evidence of solidarity. By mid-1981 public association between HSC and TAFE staff was rare and subtly discouraged. Staff meetings involving the full staff complement ceased. Alanvale Community College was taking the road that would ultimately separate TAFE and Secondary College functions totally.
1981 had been a year of enduring crisis for the Division. Not only had the range of issues already discussed nagged at the operations of the Division, but increasingly adverse publicity began to appear, as well as unprecedented industrial action on the part of the TTF. The TTCSS also took direct action during the year.

The TTF's decision to hold a stop-work meeting in July of that year also gave a clear indication as to the state of tension existing within the Division. Planning for a stop-work meeting was underway by June, a "log of claims" had been drawn up and had been forwarded to the Minister, with the clear suggestion to him that time for negotiating was fast running out. The position was further clarified in a joint letter from the TTF President and the FE Congress Chairman headed "We have waited long enough". (TTF, 23/6/81: 1). As well as listing the range of grievances consistently canvassed, the letter went on to warn that:

... the years of persistent, conventional and reasoned negotiation have failed us, our only recourse is to resolve the above outstanding issues by taking a more industrial stance.

(Butler and Hanlon, 23/6/81: 3).

This industrial stance was soon confirmed as a one-day stop-work meeting to be held at the TTF's headquarters in Hobart. Buses were to be provided to transport staff from around the state, ready-made motions were circulated, and the TTF made public a press release which explained that:

The stop-work is to demonstrate to the administration of the Education Department the strong dissatisfaction of teachers at the Department's failure to resolve long-standing administrative problems and glaring inequities within the Division of Further Education.

(Butler, 8/7/81: 1).
While the stop-work meeting was hailed as a success, basically because it had gained almost full support from HSC teachers in the State, in the longer term it effectively gained little. For the next six months at least, haggling continued over the "log of claims" between the Federation, the Director of FE and the Minister, with very little being resolved.

When a series of articles appeared in The Examiner forecasting the impending collapse of the community college system, a widespread campaign began seeking a return to the pre-1979 system. The Staff Society led this campaign. It appeared to have strongly influenced The Examiner articles, since they expressed the key grievances that the Society had identified - the misuse of TAFE funds, the failure of integrated courses, the threat to TAFE initiatives and the general failure of the community college system (The Examiner, 21/9/81: 1). The Southern Regional Coordinating Committee had earlier passed a motion recommending a reversion to the former Divisional structure (SRCC Minutes, 31/7/81: 2).

The Federation, under pressure from its Northern members, was led to produce a detailed statement of the matter titled "The Future of Further Education" (TTF, November 1981). In coming down firmly on the side of maintaining the Division, the statement claimed that a form of integration was, in fact, operating through the ongoing sharing of resources and facilities between High Schools, Colleges and Technical Colleges.

The damage had, however, been done. Despite statements of support by both the Minister and the Director of Further Education late in 1981, they were seen as belated. For the months in 1982 leading up to the installation of a new Liberal Government, rumours of impending scrapping of the Division were widespread. The Community Colleges continued to function in name only.

The rumours were soon confirmed when the new Minister for Education released a "Clarification of Government Education Policy" (Bingham, 1982) which formally committed the Government to a separation of HSC and TAFE. The policy change was justified in terms of a separation facilitating teachers concentrating on what they did best and, allowing student needs to remain paramount through the provision of 'free accredited cross-flow in choice of subjects' (Bingham, 1982: 1).

The implications for Alanvale Community College were momentous. Basically it would cease operations as a community college from the beginning of 1984. A new Launceston College was to be located on the Launceston Community College site, which would take all HSC students in the northern region. Alanvale Technical
College would subsequently offer TAFE programs for the region. The only concession to the exigencies associated with effecting large scale change was that 'for a limited period beyond 1984' HSC classes might be offered through a campus of the Launceston College at Alanvale (Bingham, 1982: 3).

The decision to abandon the Division was to acquire a degree of support from the Hughes (1982) Review of Efficiency and Effectiveness of the Education Department which gave it added credibility and acceptability. Hughes had been appointed as a consultant in November, 1981, by the then Labor Government Minister for Education, Terry Aulich, primarily to examine administration and support services of the Department with a view to recommending organisational changes where deemed appropriate. Hughes indicated that he was aware of the major problems facing the Division of FE, as well as the fact that the present Government intended to make changes and that he had been requested to 'take note' of the new Government's policies.

Hughes' recommendations confirmed the Government's decision and suggested an appropriate solution. It is highly likely that his Report had the effect of legitimising the Government's proposals, while helping to stifle the continued criticism emanating particularly from Alanvale.

The extensive criticism of the decision to abandon community colleges was both strongly localised in the north of the state and relatively shortlived. The fact that the most strident opposition came from Alanvale Community College's staff, clients and local community is perhaps not surprising in that the future of its HSC operations were placed directly at risk. However, what is interesting is that there was no widespread debate arguing for the retention of the community college concept on the basis of the educational advantages used to justify their creation in the first place. Instead the argument degenerated into an exercise with the exclusive aim of convincing the Minister to retain the Alanvale HSC component in its then current location. Predictably the focus for this campaign remained with the Alanvale HSC Staff. Apart from the more general support offered by Association of Tasmanian Further Education Staff, whose senior executive members came from Alanvale anyway, and sporadic support from the TTF, there was a somewhat surprising lack of support from elsewhere in the State, both for the retention of Alanvale HSC as well as for the Division and its community colleges.
CHAPTER 7 CONCLUSION

The collapse of the community college initiative cannot be explained in simple terms. What finally transpired represents a complex interplay of factors that took place over quite a long period of time. The original policy when it was first mooted brought general support from educationists around the state, mainly because it reflected the more progressive sentiments of the day. The process adopted, of amassing first hand information of community colleges elsewhere in the world as well as commissioning a number of major enquiries into the possibilities for implementation in the State, appeared logical and consistent with past practice in policy development. The proposed community college concept indeed appeared to have much to recommend it. It required no totally new building program; at least one funding estimate put the cost of running a whole State system of community colleges at less than $500,000; it in effect required no significant structural change in terms of what existing educational facilities were already doing. Nevertheless it attracted extensive opposition, criticism and direct resistance as policy implementation was attempted.

The problems that the attempted creation of a Further Education system experienced appear to be linked to major sets of exigencies:

1. The type of strategy chosen for implementing change;
2. the style of communication used to 'sell' the policy;
3. the countervailing forces that could have reasonably been expected to resist any change;
4. the style of conflict management used when tension and stress appeared.

7.1 Change strategy

The Education Department's preferred method of implementing change rested on an evolutionary approach to developing the colleges. While early endeavours appeared successful, as Alanvale's first 'community' initiatives showed, matters that were essentially educational were soon replaced by matters that reflected the immediate concerns of teachers and administrators who would be affected by change. Once conditions of service become an issue, an evolutionary system could not hope to resolve matters of some immediacy, such as discrepancies in teaching
conditions. Failure to act swifty to resolve problems generated serious discord where the only effective manner of resolving problems could only really be based on clear delineation of an appropriate solution.

The inadequacy of the change strategy was also compounded by insufficient planning. This became a particular problem when uncertainties about the direction the FE initiative was taking emerged. The principal policy document *Further Education in Tasmania* did not attempt to provide clear guidelines as to the kind of changes that would be necessary, for instance in administrative recorganisation.

There did not appear at any time to be an effort to adopt a change strategy that took account of the perspective offered by experience with organizational mergers. The decision to integrate TAFE trades sections with HSC sections were perhaps ill-advised as first attempts, given the differences in background, training, career paths and educational philosophies expressed by the two groups. As well TAFE and secondary colleges differed in terms of organisational structure, procedures, spans of control, communication channels and the like. Management styles differed, with secondary college principals adopting a much more deliberate supervisory role than, their TAFE colleagues. Even perceived goals varied. Alanvale's earliest matriculation links perpetuated a concern for academic achievement as a measure of success. Technical teaching although no less concerned with student success were never seriously viewed as an equal participant in this search for excellence.

### 7.2 Communication

While most of those involved in the community college initiative had a broad understanding of the concept it is clear that the finer details were not as well understood. Corson (1986) suggests that the problem really began with a failure to effectively communicate the *Further Education in Tasmania* policy document. Hocking, Burns and Hoult (1982) suggest from their data that a common grievance was the failure to communicate vertically through the Division, with the concomitant belief that the FE headquarters were deliberately restricting the flow of information. The decision of the State Council for Further Education to deliberately restrict circulation of its minutes, even to the Regional Co-ordinating Committees also caused some grievance.

However it is worth stating that what was considered inadequate communication of policy may well have been partly attributed to wilful distortion of policy to serve the political ends that
became important to those charged with making the community colleges work.

7.3 Resistance to change

Teachers expressed early concerns in the formative years of the community college system, mainly to perceived risks to their traditional roles. Uncertainties as to promotion, job tenure, job satisfaction and equality tended to accumulate with the outcome being an increasing politicisation of the Division of Further Education. Indeed both the TTF and the Staff Society shifted the focus of effort from the implementation of an educational policy to the pursuit of exclusively industrial matters.

This politicisation was also shown in the rapid expansion of direct appeals to the Minister and even the State Premier on matters that were often trivial or could have been much more easily resolved within the Department or the Division. The ultimate breakdown was to occur when a political decision, based on political strategy was used by the Liberal Government to terminate the Division.

The increase in political pressure from external agencies meant that local initiatives were frequently stalled, as occurred in the case of an integrated program at Alanvale. Ultimately the routine operations of the College were perpetually impeded by the intrusion of political exigencies.

No serious effort seems to have been made to counter the disruptive efforts of the teacher unions. While conflict management theory suggests a variety of tactics, the chosen path for FE seemed to be a preference for 'weathering the storm'.

7.4 Conflict management

From the beginning of 1980 the Division was constantly impeded in the process of creating an integrated operation by objections, obstruction, threats and withdrawals of support. Wherever it could the Divisional administrators chose a management style that avoided direct conflict without moving to resolve the causes of it. On the other hand the TTCSS maintained a clear determination to resist any challenge to the autonomy of TAFE operations, and was almost totally inflexible on these matters. The failure to break this resistance suggests one of the real weaknesses of the conflict management style preferred and highlights an inability
to use alternative strategies. At such times the leadership of the Division lost the confidence of most of the personnel, making the question of continuing commitment difficult.

7.5 An overview

The forgoing study is designed to provide some evidence of the problems that can emerge when large-scale change in education is attempted. It should serve as a warning for any initiative that involves structural change where mergers of disparate, existing components are envisaged. At the same time care should be taken in extrapolating from the Tasmanian community college experience. It seems likely that much of what transpired was initiated by the action that was uniquely linked with the social fabric of the existing TAFE and secondary college organizations.

This is in part borne out by the fact that, whereas Alanvale Community College failed at least in terms of the Division of Further Education's preferred model Rosny College in the south of the state was manifestly more successful. Today the latter runs an extensive post-Grade 10 operation, the state's largest community education programme, retains an Adult Education section and offers several full TAFE courses.

The most basic explanation for this difference reflects in part local factors. The collapse of the Tasman Bridge in 1975 created the need for community education facilities in the eastern shore suburbs of Hobart. Rosny was ideally poised to offer these, so that with the advent of the Division of Further Education in 1979 it was in effect functioning successfully as a community college.

Alanvale, on the other hand, was an entirely artificial creation, responding to the political decision that emanated from the top. Uncertainty about the future, poor decision-making, inadequate leadership, strong industrial countervailing forces and poor conflict management combined to severely limit the development of any notion of co-operative TAFE and HSC teaching program let alone a fully integrated community college.
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A CASE STUDY FOR THE
TALE/SCHOOLS PROGRAMS AND CREDENTIALS PROJECT

Hervey Bay Senior College
Queensland

Neil Jones
Zofia Krzemionka

(Project Team)
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GLOSSARY OF TERMS

BSSS  Board of Secondary School Studies. This is the accrediting authority for secondary school subjects.

HBHS  Hervey Bay High School.

OECD  Organisation for Economic Co-operation and Development

HS    High School

SHS   State High School
The information for the case study of Hervey Bay Senior College was provided by Mr. Ray Dale, Regional Director of the Wide Bay Regional Office, in which Hervey Bay is situated.

Additional information was drawn from the publications of the Queensland Department of Education as acknowledged in the Reference section of the case study.
INTRODUCTION

During 1985 a senior college was built at Hervey Bay, Queensland. Its doors will open in 1986 for the first intake of students at Year 11. For Queensland this is new a concept in education, having been designed to provide a wider curriculum choice for students. At the senior college, choices exist for students in Board of Secondary School Studies (BSSS) subjects, in vocational subjects (TAFE Units) or in any combination of the total number of subjects offered.

In 1986, the main offering of the Senior College will be subjects for Year 11 students, this will expand in subsequent years to include a diverse range of studies for post-compulsory students, and for those members of the community requiring retraining? recruitment? vocational and recreational education.
CHAPTER 1  HISTORY/BACKGROUND TO THE HERVEY BAY SENIOR COLLEGE

The establishment of the Senior College at Hervey Bay was initiated by the Queensland Director-General of Education (Mr George Berkley) and the Minister of Education (Mr Lin Powell).

In 1984 there was evidence of need at the local level for the establishment of TAFE facilities at Hervey Bay and also for expanded TAFE facilities at nearby Maryborough which in recent years has been providing extension programs for the Hervey Bay area. The distance between the two cities is 40 kms, a 25-30 minute journey and there is regular coach service which is used by students travelling from Hervey Bay to Maryborough to attend pre-vocational courses. Students from Hervey Bay High School (HBHS) wanting to use Maryborough TAFE College would have to commute each day or find suitable accommodation in Maryborough. This would have disadvantaged some students, depending upon where they lived, since the transport service is designed to meet the travel requirements of HBHS students.

1.1 Geographical location

The city of Hervey Bay comprises the adjacent communities of Pialba, Torquay, Scarness, Urangan and Point Vernon. The outlying areas of Torbanlea and Howard, 40 kms away, and the seaside resorts of Toogoom and Burrum Heads, 20 km and 40 kms away respectively, are also included within the city limits of Hervey Bay.

The boundary of Maryborough city to Hervey Bay is 10 km from the centre of Maryborough. A vast area of Hervey Bay consists of a rural area and hinterland. A transport service is therefore required in order to provide for the students who are to attend the College.

The location of Maryborough is far enough away from Brisbane (275 kms) for regional service centres to have established offices there and has some small processing industries associated with surrounding rural products such as timber and sugar cane. Hervey Bay has grown rapidly as a resort and retirement area. It is supported by primary production including sugar cane, fruit and vegetables, dairying, beef stock and pigs.
1.2 A new institution

The trial of a new type of institution such as the Senior College at Hervey Bay had its beginnings in a number of changes occurring within the secondary and TAFE education systems in Queensland, socio-economic factors and various education reviews and reports, including the following:

- Recognition in Queensland that changes in the community and the workforce must be reflected in schools, which, in turn, must be flexible and responsive to those changes especially as they relate to the type of curriculum, facilities and learning environment that is offered. Increases in retention rates in the post-compulsory Years 11 and 12 have resulted in the emergence of a more diverse senior secondary student population requiring wider curriculum choice. As well, increased participation in the 15-19 year age range in full-time education and training outside the traditional secondary education system has been identified.

- Recognition of a number of socio-economic trends which included reduced employment availability, a growing service sector, the emergence of an information society and associated changes in the nature of work, and technological change.

- Reviews of post-compulsory education and training by State Governments and OECD reports which have recommended a cohesive youth policy.

These factors pointed to the need for a reappraisal of post-compulsory education by Secondary Schools and TAFE Colleges, in order to provide greater equity and wider learning opportunities for students.

Queensland educators were aware of the senior college concept as an alternative means of catering for the immediate post-compulsory years of schooling. In Tasmania and the Australian Capital Territory separate institutions for Years 11 and 12 students had been built, and it was known that retention rates in post-compulsory education (at least in the ACT) were considerably higher than in other States/Territories which did not have separate institutions for post-compulsory education. It was believed that such institutions were able to provide a diverse curriculum and an adult atmosphere which enabled students to cope more effectively and autonomously with their education. This, in turn, could produce a greater degree of satisfaction for students while they completed their secondary education.
A comparative analysis was undertaken of the way in which resources are used in the senior years of secondary schooling and in providing TAFE courses for similarly aged students in Queensland. This analysis identifies any similarities, including work experience, link courses and joint courses with dual accreditation.

In addition a State education review document, Education 2000, recommended that linkages which already exist between TAFE and secondary sectors be extended.

It was in this context that the Queensland Government decided to trial a new institution, a senior college at Hervey Bay.
CHAPTER 2 DESIGN PROCESS FOR PROGRAMS TO BE OFFERED AT HERVEY BAY SENIOR COLLEGE

2.1 Post-school program model 1

It was considered that the most appropriate way of offering post-compulsory education in the Hervey Bay community was to do so in several broad areas which would serve the needs of young people and adults seeking post-school learning opportunities.

The new college would allow students to choose from the following broad areas of post-compulsory education:

- Board of Secondary School Studies (BSSS) accredited/registered senior subjects, as a pre-requisite for entrance to higher education or to a vocation;
- combinations of BSSS accredited and BSSS registered senior subjects, as general courses for both tertiary entrance and vocational preparation;
- general studies, which could include community-based learning and applied studies;
- vocational preparation courses with specific vocational aims and an emphasis on personal development;
- vocationally explicit courses (e.g. pre-vocational, para-professional, advanced trade, upskilling);
- courses for recreation, leisure and personal enrichment.

A Post-School Certificate would be awarded to students who successfully completed one of the following five two-year programs.

1. a Senior Program-Tertiary Entrance, consisting of accredited BSSS senior subjects;

2. a Senior Program-General, consisting of BSSS accredited/registered senior subjects and other relevant units;

3. a Comprehensive Program consisting of a selection from BSSS accredited/registered senior subjects and TAFE units;
4. a Tertiary and Vocational Program having broad vocational aims with an emphasis on personal development;

5. a Vocational Program having specific vocational aims with an emphasis on personal development.

Selection of programs 2, 3, 4 and 5 would have the effect of broadening the curriculum base for students by combining the traditional range of secondary subjects with subjects/courses normally available at TAFE Colleges.

In practice the programs would provide the following possibilities:

The Senior Program-Tertiary Entrance is designed specifically for persons who wish to undertake a traditional grouping of BSSS subjects, with the explicit intention of undertaking a tertiary education program. This program would be available to either full-time or part-time students.

The Senior Program-General would provide students with a choice of BSSS approved subjects as well as Board registered.

The Tertiary and Vocational Program and the Comprehensive Program would consist of combinations of current senior and other relevant subjects. The ratio of senior to other subjects could be 5:1, 4:2 or 3:3. The vocationally-related subjects could include such areas as financial management, computer studies, art/design, technological innovation and business communication. Both programs would provide for tertiary entrance, but with more vocational orientation than the other programs, and would be available to either full-time or part-time students. However the Tertiary and Vocational Program, while still having broad vocational aims, would have greater emphasis on specific vocational skills than the Comprehensive Program.

The Vocational Program would include aspects of technical, vocational, and general education, including appropriate work experience, and focus on the encouragement of initiative, motivation, problem-solving, and other aspects of personal development. This program would comprise a core of compulsory studies (communication, mathematics, social skills, and human movement) plus a range of vocational electives. It would allow for either tertiary entrance, or for students to seek subject exemptions/advanced standing in other TAFE programs, depending on the particular subjects or combinations of subjects undertaken successfully. The Vocational Program would be pre-vocational in nature, designed to allow entry to a vocation after full preparation over two years in a college.
The college would offer three distinct categories of education:

. Post-School Continuing Education is undertaken on a full-time basis after completing Year 10. Students may, however, delay entry into the program, which will lead to either a Senio or 'Post-School' Certificate.

. Post-School Recurrent Vocational Education is available on either a full-time or part-time basis and is undertaken by mature students as their needs dictate. Each of the programs offered as Recurrent Vocational Education will lead to a recognised TAFE Award.

. Post-School Recurrent Recreational Education covers a range of non-award programs which have no specific entry requirements, and are offered for recreational, leisure or personal enrichment purposes.
The essential features of the model are potential flexibility of choice from a wide range of subjects, leading to educational awards which recognise achievements at the conclusion (or at intermediate stages) of a program. The model provides for studies to be undertaken by full-time study, by day or night. Thus it can cater for the learning needs of persons who may wish to work and study part time.

2.2 **Assessment of local post-school needs**

Although it was considered that the projected demand in the Hervey Bay area would not support the creation of a separate TAFE facility, it was believed it could support the range of offerings as envisaged in the Post-School Program Model (See demand projections Tables 1 & 2, in Appendices) Some features of this model are as follows.

1. Its flexibility would broaden the subject options open to tertiary entrance students allowing them to supplement their courses with vocational preparation subjects.

2. Its provision for the re-entry of adults and low achievers would foster the return of adults and premature school leavers to the mainstream of education.

3. Its provision of vocationally oriented programs which are accepted by industry would encourage more post-school students to undertake vocational preparation programs rather than tertiary preparation programs.

4. Its provision of the opportunity for fully institutionalised trade training would result in substantial numbers of students seeking trade skills through the 'Post-School Continuing Education' option rather than through traditional block release apprenticeship training.

It is envisaged that for 1986 initial program offerings will not be a full representation of the post school model. Additional programs would be offered as community needs arose and as college facilities were further developed.

In certain instances, such as the trade-based pre-vocational courses, it is likely that only part of the program will be offered at Hervey Bay. The Maryborough College of TAFE would provide tuition to complete courses within these programs.

It is envisaged that the vocational preparation subjects offered to tertiary preparation students would be modules of vocationally related programs. For example, the existing trade based
pre-vocational program of one year's duration would be divided into three modules with each of the latter offered as individual subjects.

The potential demand for post-school programs in the immediate student catchment area is presented in Table 2.1. The assumptions for the estimation of future full-time student projections are given in Appendix A. A model for predicting student demand in TAFE in Queensland has been used to produce demand projections for traditional recurrent TAFE programs. However, in the case of service course numbers, projections have been based on recent information which suggests that the model's estimation of demand for business, rural and catering service courses is underestimated. The demand estimates of Table 2.1 have been updated manually. An assessment of future demand in terms of assumptions based on the Post-School Provision Model, will be incorporated in the Prediction Model in the near future.

**TABLE 2.1**

PROJECTED APPARENT DEMAND FOR POST-SCHOOL PROGRAMMES IN THE HERVEY BAY LOCAL AUTHORITY AREA

(SEE PAGE 156)
2.3 **The Hervey Bay building**

A modular design concept was used for the Hervey Bay building with a view towards expansion of the complex in the future. In particular it was considered that the range of courses to be offered would require a layout which was both flexible and adaptable. Facilities incorporate existing features from current TAFE and secondary school buildings and include the following modules.

1. **Construction:** (Carpentry and Joinery, Plumbing, Bricklaying)
2. **Engineering and Mechanical:** (Fitting and Turning, Welding, Automotive Marine Engines, Metal Fabrication)
3. **Business Studies:** (Office Education, Typing)
4. **Fashion and Hospitality:** (Hairdressing, Restaurant and Hospitality Practices)
5. **General:** (Classrooms, Science Laboratory)
6. **Administration and Staff Accommodation:** (Computing, Resource Material Centre, Student Dining, Human Movements).
2.4 Resources

Teacher's Award

An administrative arrangement (See Appendix B) for the teaching staff at Hervey Bay was designed to meet the specific teaching requirements of the Senior College. A separate industrial award was not negotiated.

Recurrent funding

Recurrent funding costs have been calculated using the same procedures existing for TAFE in Queensland. Funding would be drawn from both TAFE and secondary school budgets.

Operational arrangements

The college would be headed by a Principal with two Deputy Principals with responsibilities for Studies and Operations. There would be five Heads of Schools, and approximately 25 teaching staff. Part-time staff would be used to provide tuition in both tertiary and vocational preparation programs in areas where full-time staff could not be effectively utilised.

2.5 Hervey Bay senior college consultative committee

This consultative committee, chaired by the Regional Director of Education, and made up of representatives from education, TAFE and the community, served the role of co-ordinating the establishment of the senior college.

Specific committees and sub-committees, such as the Policy and Management Committee, Commissioning Committee, the Curriculum Sub-Committee, Administration and Policy Sub-Committees, Policy Dissemination Sub-Committee, Publicity Sub-Committee, Display Sub-Committee, Evaluation Committee would provide information to the Consultative committee whose function was to co-ordinate the planning and establishment of the College in the area.

Student and community awareness was fostered throughout 1985 with numerous visits to Hervey Bay High School by Education and TAFE representatives of the Consultative Committee. There was a series of press releases and a major public display of the senior college concept. Parents and community and service groups were invited to inspect the College and seek more information as required.
Hervey Bay High School offerings have been truncated at Year 10, and in 1986 students entering Year 11 will be doing so at Hervey Bay Senior College. Students who in 1986 will be continuing their Higher School Certificate in Year 12 would remain at Hervey Bay High School to complete their studies. In the following year the transfer of students will be complete and the senior college will be fully functional. Thus in creating a senior college, a Junior High School has also been created.

In order to provide the full selection of senior secondary subjects and a range of vocational and TAFE studies, the timetabling has been scheduled from 8.30 a.m. until 5.00 p.m. A bus service would operate for students finishing their day earlier than 5 pm; however, specific transport arrangements were unclear at the time of writing for students needing to stay until 5.00 p.m.
CHAPTER 4 DESCRIBTIVE CHARACTERISTICS OF HERVEY BAY SENIOR COLLEGE

The following information should be read in conjunction with the attached checklist of descriptive characteristics.

4.1 Funding sources and administration

The Hervey Bay Senior College building was funded from a State capital works program. Funding for recurrent items comes from the secondary and TAFE budgets based on the procedures already existing within the TAFE structure. Administration of funds is through the Regional Education Office.

Staff employment

All staff have been employed under conditions which have been uniquely determined for Hervey Bay Senior College.

Student enrolments

Most of the student enrolments in 1986 are from ex Year 10 Hervey Bay High School (147). Other enrolments are from the following schools: Isis District SHS (9), Maryborough SHS (4), St. Mary's HS (5), Aldridge SHS (3), Secondary Correspondence School (1), Townsville SHS (1), Rockhampton SHS (1), Richlands SHS (1), Beanleigh SHS (1), Miriam Vale SS (1), Nananges SHS (1). There have also been a number of enrolments from interstate, private schools and outside the region (12). Hervey Bay State High School is the only high school in the immediate area.

Courses available

A selection of TAFE courses is available and is arranged within the College in five broad occupational groupings:

- Engineering (mechanical and/or electrical/electronics);
- Business Studies (clerical, typing, stenography and/or data processing and/or commerce);
- Hospitality (cookery, reception, housekeeping, food and liquor service);
Construction (mason and timber, construction, plumbing and furniture, manufacturing);

Hairdressing/Beauty Therapy.

Outcomes of this full TAFE accredited course mean that students will have skills and knowledge of a wide range of occupations. Students successfully completing this program will have gained first-year apprentice status in a number of occupations.

Students seeking entrance to tertiary institutions selecting five Board-accredited subjects and one TAFE-accredited subject would have the advantage of gaining practical skills (for example an engineering subject would provide the student with practical skills in welding, fitting and machining, accounting, business studies subjects, architecture, and construction subjects).

Students choosing another combination of Board-accredited and TAFE-accredited subjects could be allowed entrance to an associated diploma course in a College of Advanced Education or TAFE, as well as acquiring first-year apprentice status in a number of occupations.

Certification

A Senior Post School Certificate with statewide recognition will be issued to students who complete the requirements of the BSSS while a number of TAFE Awards will be available to students who complete certain combinations of TAFE subjects. A memorandum of results for all TAFE subjects in which a student is issued. This would also serve to provide enrolled exemptions or advanced standing in other TAFE programs.

A Senior College Certificate will be issued to those who do not complete requirements for the awards mentioned above.

Students completing less than five Board accredited subjects will not be eligible to receive a tertiary entrance score from the BSSS.

Credit for courses studied

Students would obtain credit for TAFE subjects successfully completed and would gain exemption if further study was pursued in TAFE courses.
Evaluation of the Senior College

An evaluation committee has been established with the brief of collecting information during 1986 and producing a report in 1987.

Student Access and Selection

The senior college will accept all students who apply. Students select their subjects from the range the senior college offers. The majority of students will be from Hervey Bay High School which after 1986 will no longer offer studies beyond Year 10.

Staff Development

A teacher in-service program for 1986 was being developed by the Vice Principal (Services) for all staff at the senior college.

Promotion of the Senior College within the Community

The structure of the senior college, how it would work, and the subject choices it would offer, were carefully explained to the students of Hervey Bay Senior High School by members of the Consultative Committee.

Parents, employers and community groups were also informed about the new college. Invitations to visit the college and become familiar with how it would operate were issued. A number of press releases were lodged in the community newspaper and a large display of the college plan was opened to the public.

All students who wished to enrol at the college were counselled and interviewed by staff from the college.
APPENDIX A

PROJECTED DEMAND POST-SCHOOL EDUCATION

LOCATED AT HERVEY BAY

SOURCE:
A Proposal for Post-School Education at Hervey Bay
Division of TAFE
Department of Education
Queensland
### Table A1.1

**Projected Apparent Demand for a TAFE Facility Located at River Bay (Includes Only Locally Generated Demand and Excludes Specialist Courses)**

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<td>32</td>
<td>38</td>
</tr>
<tr>
<td>PREPARATORY (JUNIOR, SENIOR, ETC.)</td>
<td>2</td>
<td></td>
<td>005</td>
<td>44</td>
<td>49</td>
<td>56</td>
<td>64</td>
<td>73</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td>44</td>
<td>49</td>
<td>56</td>
<td>64</td>
<td>73</td>
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<tr>
<td>RECREATIONAL</td>
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<td>006</td>
<td></td>
<td>498</td>
<td>614</td>
<td>807</td>
<td>1194</td>
<td>1433</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td>498</td>
<td>614</td>
<td>807</td>
<td>1194</td>
<td>1433</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td>542</td>
<td>662</td>
<td>918</td>
<td>1355</td>
<td>1677</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td>542</td>
<td>662</td>
<td>944</td>
<td>1387</td>
<td>1715</td>
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</tbody>
</table>
The Demography and Manpower Planning Branch of the Department of Education has produced secondary enrolment projections for Hervey Bay High School based on the assumption of a continuation of the existing secondary education system. Projections for 1984-89 are in Table A2.1.

### Table A2.1

<table>
<thead>
<tr>
<th>YEAR</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8</td>
</tr>
<tr>
<td>1984</td>
<td>277</td>
</tr>
<tr>
<td>1985</td>
<td>256</td>
</tr>
<tr>
<td>1986</td>
<td>252</td>
</tr>
<tr>
<td>1987</td>
<td>220</td>
</tr>
<tr>
<td>1988</td>
<td>189</td>
</tr>
<tr>
<td>1989</td>
<td>198</td>
</tr>
</tbody>
</table>

**Source:** Demography and Manpower Branch, Department of Education.

Using these projections as a base, post-school 'continuing education' enrolments for the proposed Hervey Bay College have been prepared for 1991, 1996 and 2001. These estimates are given in Table A2.2. The following assumptions are made:

1. The introduction of TAFE upper secondary programmes will increase the retention rates in the years 10-11 and years 11-12 transition, hence, with the establishment of the Hervey Bay College, the above projections may be under-estimated.


3. Sex breakdown of years 11 and 12 will be approximately 50/50.

4. The above 1986 projections have been used as a base for the calculation of post-school enrolment estimates.

5. 50% of year 10 students would complete a TAFE awareness course in a training area relevant to their future studies.

6. The split of tertiary and vocational preparation students is 50/50. This is greater than the present ratio of tertiary and transition senior students. The acceptance of TAFE awards by industry will result in more students taking vocational preparation programmes.

7. 20% of tertiary preparation students will elect to do at least one vocational preparation subject in each post-school year.

8. 20% of full-time vocational preparation students will elect to do at least one tertiary preparation subject in each post-school year.
<table>
<thead>
<tr>
<th>YEAR</th>
<th>GRADE</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>TOTAL</th>
</tr>
</thead>
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<tr>
<td>1991</td>
<td></td>
<td>200</td>
<td>200</td>
<td>200</td>
<td>180</td>
<td>160</td>
<td>940</td>
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<tr>
<td>1996</td>
<td></td>
<td>219</td>
<td>219</td>
<td>219</td>
<td>197</td>
<td>175</td>
<td>1,029</td>
</tr>
<tr>
<td>2001</td>
<td></td>
<td>239</td>
<td>239</td>
<td>239</td>
<td>215</td>
<td>191</td>
<td>1,123</td>
</tr>
</tbody>
</table>
APPENDIX B

PROPOSED ADMINISTRATIVE ARRANGEMENT

TEACHING STAFF OF HERVEY BAY

SENIOR COLLEGE
1. Application -

This arrangement shall apply to the teaching staff employed by the Department of Education at the Hervey Bay Senior College.

2. Continuation of Existing Provisions -

The provisions of the Education Act 1964 - 1984 and the Regulations made thereunder and the Public Service Act 1922 - 1978 and the Regulations made thereunder shall continue to apply to the officers or classes of officers to which this arrangement applies where such Acts and Regulations are applicable, save in so far as the conditions of employment and the remuneration to be received by such officers or classes of officers are affected by the provisions of this arrangement.

3. (a) Salaries -

(i) Principal - shall be paid salary as follows -

- 1st year - $1487.30 per fortnight
- 2nd year - $1491.30 per fortnight
- 3rd year - $1495.30 per fortnight

(ii) Vice Principal - shall be paid salary as follows -

- 1st year - $1271.80 per fortnight
- 2nd year - $1275.80 per fortnight
- 3rd year - $1279.80 per fortnight

(iii) Head of School - shall be paid salary as follows -

- 1st year - $1150.00 per fortnight
- 2nd year - $1154.00 per fortnight
- 3rd year - $1158.00 per fortnight

(iv) Senior College Teachers - shall be paid salary in accordance with the following scale -
Salary upon appointment shall be determined upon the basis of teaching experience and qualifications.

The progressional arrangements in respect of the salary scale shall be by way of annual increment provided that no Senior College Teacher shall be entitled to progress beyond the salary level which is relative to the salary level attainable under the Award applicable to his position prior to appointment as a Senior College Teacher.

(b) Increments -

Notwithstanding anything contained in this arrangement, no officer shall be entitled to receive any increase of salary by virtue of this arrangement when an unsatisfactory report on service has been made.

If any increase prescribed by this arrangement is withheld or refused to be granted to any officer, such officer shall be given an opportunity to show cause to the Public Service Board why such increase should not be withheld.
1. **Hours of Duty**

(a) Hours shall be worked between 8 a.m. and 9 p.m. between Monday and Friday inclusive.

(b) Hours engaged in teaching shall subject to (1) above not exceed twenty-one (21) hours per week in the case of Senior College Teachers and ten (10) hours per week in the case of Heads of Schools, and shall be made up of day hours, and computed evening hours.

(c) Computed hours shall mean all time after 6 p.m. in the evening actually engaged in teaching counted at time and a-half for the purpose of calculating hours engaged in teaching.

5. **Meal Break**

When an officer is attending for at least six (6) hours there shall be a meal break between the fourth and sixth hours of at least three-quarters of an hour.

6. **Overtime Teaching**

(a) Overtime teaching shall apply when an officer is programmed on a regular basis to teach over and above the hours engaged in teaching (specified in 4(b) above) or when emergent circumstances necessitate an officer teaching over and above the hours engaged in teaching in any one (1) week.

(b) Payment for overtime teaching shall be calculated on the officer's salary rate, based on the following formula -

\[
\text{Senior College Teacher's Salary} \times \frac{3}{2} \times \frac{21}{2}
\]

(Result to be rounded to next upward cent)

(c) Only Senior College Teachers shall be required to undertake approved overtime in terms of this clause.
7. **Sick Leave** -

Sick leave shall be granted on the basis of the principles of Public Service Regulation 63 with the following specific conditions being applicable -

- Sick leave be granted on the basis on one (1) hour forty-three (43) minutes for each hour absent during rostered teaching hours;

- Periods of sick leave so calculated be rounded to the nearest quarter hour;

- Sick leave will not be granted in respect of rostered overtime.

8. **Vacational/Concessional Leave** -

Vacational/Concessional leave of overall duration of ten (10) weeks shall be granted on the following basis -

- Leave shall be granted to suit the requirements of the Hervey Bay Senior College and in keeping with the efficient operation of the College;

- There shall be no fewer than three (3) vacational/concessional leave periods in any one (1) year;

- There shall be no vacational/concessional leave period of shorter duration than two (2) weeks or of longer duration than six (6) weeks;

- There shall be no periods of duty between vacational/concessional leave of shorter duration than ten (10) weeks nor of greater duration than eighteen (18) weeks except where emergency circumstances apply;

- Payment of the 17 1/2% loading against the four (4) weeks per annum of vacational leave (or a lesser, pro rata period when an officer has not been employed for a full year) will be made in the pay period for which pay is advanced for the Christmas period or in the case of resignation or termination on a pro rata basis.
9. Examination Supervision -

(a) Officers who are appointed to supervise examinations in the evenings or on a weekend shall be paid an allowance at the rate determined from time to time by the Minister for Education.

(As at the commencement of this arrangement the rate of the allowance shall be $4.05 per hour for the actual time occupied with a maximum payment of $16.20.)

(b) In calculating the actual time occupied on the duties connected with examination supervision for the purpose of determining the allowance payable time shall be allowed for preparation before the examination and for attending to collection of papers, etc., after the examination provided that the time so allowed shall not be less than half an hour in respect of each examination paper and provided further that the total time so allowed shall not exceed one (1) hour in respect of any one (1) day.
TAFE/SCHOOLS PROGRAMS & CREDENTIALS PROJECT

Checklist of Co-operative Program Characteristics for the **HERVEY BAY SENIOR COLLEGE** ... program.
(Write title of program on dotted line).
QUEENSLAND

Explanatory Notes:
1. Use a highlighter pen to mark (or circle) the appropriate variable values in column 4 to indicate the most appropriate responses.
2. Write a number as appropriate in column 5.
3. Write a comment or description as appropriate in column 6.
4. The symbol ➞ means a response is required in column 5.
5. The symbol ← means a response is required in column 6.
6. If there is insufficient space in the box in column 6, please use the attached sheet provided.
<table>
<thead>
<tr>
<th>Program Variable Number</th>
<th>Program Variable Name</th>
<th>No. of Variable Values</th>
<th>Program Variable Values</th>
<th>Additional Numerical Data</th>
<th>Additional Qualitative/Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Geographical Location</td>
<td>3</td>
<td>1 = Resort 2 = Country 3 = Metropolitan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Auspice</td>
<td>2</td>
<td>1 = Government 2 = Non-Govt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Transportation of Students</td>
<td>6</td>
<td>1 = Private 2 = Taxi 3 = Public car transport 4 = Institutional bus 5 = Walking 6 = No provision</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Socio-Economic Classification of Program's Local Environment</td>
<td>6</td>
<td>1 = Tourist 2 = Rural 3 = Suburban 4 = Inner-city 5 = Industrial 6 = Commercial</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Unemployment in Program's Local Environment</td>
<td>3</td>
<td>1 = Low (&lt;= 101) 2 = Medium (101-252) 3 = High (&gt; 252)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Participating School(s) Retention yr. 10-11</td>
<td>3</td>
<td>1 = Low (&lt;= 601) 2 = Medium (601-752) 3 = High (&gt; 752)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Participating School(s) Retention yr. 11-12</td>
<td>3</td>
<td>1 = Low (&lt;= 252) 2 = Medium (252-502) 3 = High (&gt; 502)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Funding Source 1</td>
<td>2</td>
<td>1 = C'wealth 2 = State/Territory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Funding Source 2</td>
<td>2</td>
<td>1 = P.E.P. 2 = Mainstream establishment</td>
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<td></td>
</tr>
<tr>
<td>10</td>
<td>Funding Administration</td>
<td>3</td>
<td>1 = TAFE 2 = Schools 3 = Joint administ'd joint administ'd TAFE/Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Program costs</td>
<td>3</td>
<td>1 = Met by TAFE 2 = Met by Schools 3 = Met jointly by TAFE/Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Institutional Location</td>
<td>4</td>
<td>1 = TAFE 2 = Schools 3 = Joint TAFE/Schools 4 = Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Teaching</td>
<td>4</td>
<td>1 = TAFE 2 = Schools 3 = Joint TAFE/Schools 4 = Other</td>
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<td></td>
</tr>
<tr>
<td>14</td>
<td>Participating Schools</td>
<td>X</td>
<td>X = No. of Schools participating in the program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Potential Schools</td>
<td>X</td>
<td>X = No. of Schools which could be participating in the program at that location</td>
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<td></td>
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<tr>
<td>16</td>
<td>Program Derivation</td>
<td>4</td>
<td>0 = Existing 2 = Modified 3 = Integrated TAFE subject(s)/ course(s) 4 = Other</td>
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<td></td>
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<tr>
<td>17</td>
<td>Vocational Orientation</td>
<td>2</td>
<td>= Name of the vocational basis of the program (e.g. Accounting)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Attendance Pattern</td>
<td>5</td>
<td>1 = 1 TAFE 2 = 2 TAFE 3 = 3 TAFE attendance/ attendances/ attendances/ week/ week 4 = Full-time 5 = Block attendance/ in the program/ programme in the program/ programme (No. of blocks/ (specify weekly- yearly) 5 = block ratio TAFE/Schools)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Timing</td>
<td>3</td>
<td>1 = Inside 2 = Outside 3 = Both Inside School hours School hours 4 = outside School hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Variable Number</td>
<td>Program Variable Name</td>
<td>No. of Variable Values</td>
<td>Program Variable Values</td>
<td>Additional Numerical Data</td>
<td>Additional Qualitative / Other Data</td>
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<tr>
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<td>------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td>----------------------------</td>
<td>------------------------------------</td>
</tr>
<tr>
<td>20</td>
<td>Duration</td>
<td>X₁, X₂</td>
<td>X₁ = Total no. of hours attendance in School X₂ = Total no. of hours attendance in TAFE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Accreditation</td>
<td>4</td>
<td>1 = TAFE 2 = Secondary 3 = Jointly accredited 4 = No accreditation</td>
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<td></td>
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<tr>
<td>22</td>
<td>Credential</td>
<td>4</td>
<td>1 = Entrance 2 = Approved 3 = Registered by Tertiary Institutions Authority 4 = Other</td>
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<td></td>
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<tr>
<td>23</td>
<td>Career Pathways</td>
<td>6</td>
<td>Θ = Name of the major occupational designation(s) aimed at by the program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Educational Pathways</td>
<td>6</td>
<td>Θ = Name of the institution(s) and course(s) to which program leads</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Program Initiation</td>
<td>3</td>
<td>1 = Initiated 2 = Initiated at regional School/College level 3 = Initiated at Central level Authority (i.e. Statewide)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Year level of students in Program</td>
<td>4</td>
<td>1 = Year 11 2 = Year 12 3 = Both years 11 &amp; 12 4 = Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Total Student Enrolment</td>
<td>X₁, X₂, X₃</td>
<td>X₁ = Total no. of year 11 students enrolled in program X₂ = Total no. of year 12 students enrolled in program X₃ = Total no. of all students recorded at item 26</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Gender Distribution</td>
<td>X₁, X₂</td>
<td>X₁ = No. of females enrolled in program X₂ = No. of males enrolled in program</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Program History</td>
<td>3</td>
<td>1 = Program 2 = Program is being offered 3 = Program to be offered in 1986 pre-1985 in 1985</td>
<td></td>
<td></td>
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<tr>
<td>30</td>
<td>Curriculum Documentation</td>
<td>6</td>
<td>1 = Document-2 = Document-5 = Document-6 = No curriculum documentation exists</td>
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<tr>
<td>31</td>
<td>Program Evaluation</td>
<td>2</td>
<td>1 = There is 2 = There is not an evaluation mechanism (specify)</td>
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<td>Program Variable Number</td>
<td>Program Variable Name</td>
<td>No. of Variable Values</td>
<td>Program Variable Values</td>
<td>Additional Numerical Data</td>
<td>Additional Qualitative/Other Data</td>
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<td>------------------------</td>
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<td>--------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>32</td>
<td>Student Access</td>
<td>2</td>
<td>1 - Program 2 - Program is open to all students only (specify which students)</td>
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<td></td>
</tr>
<tr>
<td>33</td>
<td>In-service</td>
<td>4</td>
<td>1 - In-service 2 - In-service is provided for TAFE and School teachers on program (specify)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2 - Joint in-service is provided for TAFE and School teachers on program (specify)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3 - Joint in-service is provided for School teachers on program (specify)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4 - No in-service provision for teachers on program</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

OP4/KJ/23/12
9/9/85.
<table>
<thead>
<tr>
<th>Program Variable Number</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Col. 5. Most enrolments are from Hervey Bay High School.</td>
</tr>
<tr>
<td>17</td>
<td>Col. 6. BSSS, subjects and TAFE in studies, Engineering, Business, Hospitality, Hairdressing, Beauty Therapy.</td>
</tr>
</tbody>
</table>
REFERENCES


CASE STUDIES OF

* COMMUNITY COLLEGES IN TASMANIA

* HERVEY BAY SENIOR COLLEGE

COMMENTARY

Framework for the Commentary

This commentary was written by the project team for the TAFE/Schools Programs and Credentials Project. It would not have been possible without the work undertaken by Michael Frost, teacher of Rosny College, Hobart, the author of the case study on 'TAFE-Secondary College Integration and the Community Colleges in Tasmania'. We are also grateful to officers of the Queensland Department of Education who were able to provide documentary and verbal information relating to the Hervey Bay initiative. We would like to acknowledge these works and thank these people for their contribution to our national study.

The commentary is based upon the contents of the case studies, but also draws on other data collected in our study. The views expressed are those of the project team.
Note:

This commentary differs from the others included in this chapter in a number of ways. Firstly, the objects of the case studies referred to here are not single Schools/TAFE cooperative programs in the way that these have been defined for the purposes of our project. Rather they are large-scale educational initiatives undertaken by State governments and educational authorities, both involving the building and planning of 'new' types of educational provision for post-compulsory students. These two large-scale initiatives incorporate the planning of Schools/TAFE cooperation as a part of their enterprise, and it is this feature that is of interest to our work. Clearly, however, each of these two initiatives had a broader purpose, and this will be outlined in our commentary.

Secondly, the features of curriculum design, process and implementation of the Schools/TAFE cooperative program, which have been central to our comments upon other case studies are not the focus of attention in this commentary. The issues discussed are rather ones of Schools/TAFE cooperative policy, educational change and the management of the implementation of that change. That this commentary has this different focus is in keeping with the criteria used to select case studies, as reported in Chapter 2 of this report. These two case studies were selected because of the information benefits that could be expected from a comparative examination of planning similar educational change at a state level, and because in one instance the change was complete, while in the other the change was in its early stages. As well, it was apparent when we commenced our national project that educational planners in other States/Territories were considering similar educational changes.
A third difference relates to the structure of the commentary. A comparative approach has been taken because of the similarity in stated goals of the two educational endeavours. A fourth difference, as it relates to the Queensland initiative, is evident in that other case studies have examined educational programs that are current. The Hervey Bay College was, during 1985 when we gathered information about it, still in its planning stages. It is therefore quite likely that some of the information gathered at that time has been superseded, particularly so because of the developmental nature of the initiative.

4.4.1 The Context of Change

There are both similarities and differences in the climates leading to the changes that occurred in Tasmania and Queensland. And these climates have a number of elements which appear to have contributed to the impetus for change in each case -- elements which were economic, structural, social, educational and political. The similarities and differences will be outlined as they appear to relate to these elements.

The economic and structural (industry structure) contexts for the two educational endeavours would appear to have been substantially different. The early to mid-70’s in Australia witnessed a period of economic and commercial buoyancy. Manufacturing and service industries were developing and expanding. Primary industry exports were steady, the international trade balance seemed acceptable and there was the promise of continuing prosperity resulting from the natural mineral resources beginning to be tapped by the emerging mining industry. Further, unemployment averaged a relatively low 4% nationally and there was optimism in the improvements to be gained, both in work and leisure, from the new technologies,
particularly in electronics and information systems. That this positive picture of the Australian economy in (say) 1974 may have been based on a short term view of macro-economic indicators, or that it subsequently proved to be false, is a matter about which we are not able to comment. It was, however, the prevailing popular wisdom of the day. It would therefore have formed part of the context for the community college movement in Tasmania.

The mid 1980's, by comparison, although only a decade later, have seen a substantial contraction in manufacturing, a severe recession in the rural sector relating to balance of payments difficulties, the prosperity promised by the mineral resources boom has dissipated, and unemployment has reached the highest national level (12%) since the depression of the 1930's. Furthermore, some industries have begun the painful process of 'restructuring', either voluntarily or by government persuasion, in an effort to increase the efficiency/productivity of their enterprise. This quite different economic climate formed the context for the current Hervey Bay initiative.

It is interesting to note that economic advantages would seem to us to be one of the significant rationales for both the Tasmanian and Queensland community/senior college endeavours. Yet the contextual information we have been able to compile on each makes little reference to economic advantages. Especially in the case of the college at Hervey Bay, it may have been expected that one of the major premises for its establishment would have been the economic gains of sharing scarce educational resources (between the various institutions providing post-compulsory education) at a time when governments are highly conscious of public accountability for public expenditure. Obviously this factor did contribute to the decision
to plan the senior college; it is certainly evident in the 'Education 2000' report (1985) which is serving as the framework for planning the future of education in Queensland at the present time.

In both cases there seems to have been a reliance on the community/senior college trend identified in some overseas countries, such as Canada, the U.K., and the U.S.A. This reliance is certainly evident in the case of the community college initiative in Tasmania. This influence is recorded in the case study. One observation we make concerning the overseas experience is that Australian education has a number of unique characteristics and traditions. The implementation of 'good ideas' from other countries has on more than one occasion been thwarted in the Australian context because too little regard was paid to those particular characteristics and traditions.

The social, educational and political elements of the context of the two endeavours seem to have been more prominent in their acceptance as worthwhile educational initiatives. In the case of the community colleges of Tasmania in the early 70's, the social and educational climate in Australia was one rich with new ideas and a willingness to innovate and to find the resources required to support the innovation. The case study document refers to the Karmel Report (1973) and its identification of the concept of 'life-long' education, stimulating an interest among educators to change existing education systems to reach a wider community clientele. The first Australian Committee on Technical and Further Education (ACOTAFE) Report (or Kangan Report) of 1974 was undoubtedly a contemporaneous influence. This report and subsequent ACOTAFE reports focused on the ideas of life-long learning (or continuing or 'further' education) and on clearing pathways to education for disadvantaged persons. Indeed it was these reports which heralded the changes from 'technical' education
authorities to 'technical and further' education authorities in the Australian States/Territories.

Furthermore, at the local level, it had been recognised that the Launceston Technical College required refurbishment or replacement as a TAFE facility if it were to continue to adequately meet the vocational needs of the Launceston community. It would appear logical to synchronise this improvement of TAFE facilities with the establishment of the Alanvale Community College in the northern part of Launceston.

It would seem to us that the optimistic social and educational climate, coupled with the successful record of large-scale educational change in Tasmania (reported in the case study), and the identified need for an improved TAFE provision at the local level would have provided substantial impetus to the community college endeavour launched in Tasmania in the 70's. Also, in keeping with the movement towards the establishment of TAFE Authorities in some States/Territories at this time, the community college endeavour was placed within the broader initiative to establish a separate Division of Further Education within the Tasmanian education system.

By contrast, the social and educational climate for the change in Queensland in the mid-80's is one reflecting the greater economic constraints of this time. As with the 70's there is a keen interest to initiate educational change, but now this arises more from a desperate need to improve educational provision in the face of growing unemployment, a receding economy, greater public awareness of, and dissatisfaction with the deficiencies of the education system, and of governments striving to achieve greater efficiency in their use of public funds. These factors have combined all around Australia to bring strong pressure to bear on
educational planners to find equitable ways to increase participation in education, to provide wider educational choice, to clear pathways to further education in the tertiary sector (including TAFE) and to employment, and to provide programs which prepare students for jobs which have changed and are continuing to change at a rapid rate.

Also, as in Tasmania, the Hervey Bay College is in some part a response to an identified local need to expand an existing TAFE provision (at Maryborough). The Maryborough College would have required either refurbishment or replacement. So the logic in synchronising the refurbishment of an existing TAFE facility with the building of a new post-compulsory college would have been likewise apparent.

The political climates for both the Queensland and Tasmanian initiatives would appear to have been alike in a number of ways. In each case the decisions to launch the changes were taken by long-standing State Governments perceived as comparatively stable, responsible and conservative. As well, in each case the proposed changes were heralded to the community with strong conviction by those governments. Indeed, for both it seems the Ministers for Education and the Directors-General of Education maintained strong personal interests in the undertakings. Both represented 'top-down' decisions. That is to say, the decisions were firstly taken to launch the initiatives, and following this the machinery was set in place to negotiate, consult, and plan their implementation.

4.4.2 The Purpose of the Changes

In Tasmania the community college concept was an important element of the broader purpose of restructuring tertiary education in that state. Such a
college would provide, as in the British tradition, a comprehensive education for 14-19 year olds in a purpose-built facility. The college would provide

* an academically-oriented Year 11 and 12 curriculum
* technically and vocationally-oriented curricula
* a range of curricula to meet the needs of the local community
* a community resource
* vocational curricula in cooperation with a nearby technical college.

For the Alanvale College (reported in the case study for this project), the college would be set in a metropolitan Launceston community which included a College of Advanced Education, a High School, the then newly planned Australian Maritime College, and a newly planned Technical College.
In Queensland the Hervey Bay Senior College is an important experimental element in the broader purpose of consolidating the present range of post-compulsory educational provisions in that state. It is planned the college will offer

* an academically-oriented curriculum for senior students
* vocationally-oriented curricula
* vocational preparation courses
* combination programs of academic and vocational curricula
* general/community and personal enrichment courses.

The Hervey Bay college would be set in a rural/coastal community some 270 kms from Brisbane which includes one high school in the immediate area, and another nine schools in the region. A TAFE college is located at nearby Maryborough. The Hervey Bay case study details the post-compulsory curriculum options to be made available at the new college.

4.4.3 Management of the Change Process

It is evident from the Tasmanian case study that the change process was planned to occur over a fairly long period of time. The Alanvale college opened in 1975, and initially offered senior secondary (or 'matriculation') studies. It was planned that its course provisions would grow from this beginning, to include the other elements of the community college concept (vocational and community provisions) by a process of "evolution". It seems likely that the educational administration anticipated that this evolutionary process would be nurtured by the flow of educational reports, policy papers and ministerial and press releases which reiterated the
principles of community education and of a 'further education' authority embracing senior secondary, TAFE and adult education provision.

The first community education courses were offered at Alanvale in 1976. This represented a second phase in the process of evolution. The third phase, the provision of TAFE programs at Alanvale, was more complex, and the case study details the events that formed part of the endeavours to implement this phase. A State Council of Further Education was established in 1978, and a series of working parties set to work to develop a policy 'blueprint' to implement the creation of the Further Education Division, and to identify issues requiring attention in order that the full range of curriculum provision could be introduced at community colleges.

The working parties identified a range of such issues, including the composition of the college administrative structure, revisions to curricula, course accreditation arrangements, and the resolution of the quite discrepant 'working conditions' of TAFE and matriculation teachers. Between 1978 and 1980 teacher groups had voiced concern on a number of issues. The three teacher unions representing the interests of different groups of teachers had begun to play significant roles in the evolutionary process. Further working parties were established to design machinery to implement the policies stated in the blueprint. It was thus anticipated that Alanvale would operate as a full community college as from 1980.

During the period to 1980, in-service sessions on the concept of the community college, and joint staff (matriculation and TAFE) planning seminars were conducted. A college council, drawing on representatives from the community, was established. The third phase had been implemented, but during 1982 the proliferation of industrial action by teacher unions,
the delays caused in the provision of facilities and equipment for Alanvale and the uncertainty relating to policy guidelines appear to have combined to erode the future development of the college. The new State Government of 1982 abandoned the Further Education Division, and moved to re-establish Alanvale as a provider of matriculation studies only by 1984. Alanvale Technical College would offer TAFE courses.

The Tasmanian case study identifies a number of factors which appear to have contributed to the fate of the Alanvale College as recorded. These include the adoption of an insufficiently assertive "evolutionary" change strategy to implement the change, lack of effective communication to stakeholders concerning the nature of the change, innate resistance to change, and the adoption of inappropriate methods to manage the conflicts that inevitably arose during the course of the change process. As well, it points to the local geographic unsuitability of the Alanvale situation for the establishment of the college (by comparison with the college established in the east of Hobart — i.e. Rosny College), and to the artificiality of a decision made 'from the top' without due regard to the needs and circumstances of the local community. The case study also notes a number of industrial issues which were central to the concerns expressed by teachers during the change process. These will be taken up below.

It is not of course possible to make the same kind of analysis of the Hervey Bay College initiative. There we do not have the advantage of hindsight, nor in this study, of such a detailed review of the processes characterising the management of that change. We are conscious, however, of the interest by educators in Queensland in comparative factors and circumstances which may serve to highlight any potential flaws in the planning and implementation of their senior college at Hervey Bay, and at
two other locations where we understand such colleges are proposed to be established in Queensland within the next two years. We are also aware that in at least two other States, similar ventures are presently being seriously considered. To this end, we offer the following comparative comments in the hope that they will be of use to the educational planners involved. Our intention is not to compare the Tasmanian and Queensland initiatives per se. Rather it is to use the two as a framework for drawing out what appear to be some of the important considerations in planning such initiatives.

We are quite confident, however, that the Tasmanian case study document itself, will be of considerable interest to planners in other States/Territories, and that it contains insights into local problems that only those directly involved with their endeavour will recognise as relevant.

4.4.4 Some Planning Considerations

It is apparent from the comparative contextual outlines of the Tasmanian and Queensland initiatives that some circumstances were alike, and would also be evident in other Australian locations where comprehensive colleges are mooted. In both cases, for example, there was the expressed intention to reach a wider clientele, and to clear pathways to education and work by providing greater curriculum choice. In both cases an existing TAFE facility was felt to be in need of refurbishment in order to continue to meet the needs of the local community. In both cases the changes were born of close examinations of the current 'system' of educational provision in the State. In both cases the change was strongly heralded by an established State Government. Lastly, in both cases the decision to change
was made at the top, prior to the planning of an extensive process of consultation, negotiation and program implementation.

The outline of the purpose of each endeavour also shows marked similarities. In each case the proposed colleges would be purpose-built to serve four areas of perceived community need -- viz. entry to higher education; vocational education; general education comprising both vocational and tertiary entrance studies; community/enrichment education.

The plan for managing the change process in both instances was one that was to be gradual. However, the articulation of the phases to be traversed in that process differed both in terms of its clarity and direction. It was made explicit by the Queensland Department of Education at the outset that the Hervey Bay exercise was a trial, that it would commence operations in 1986, that the four areas of educational provision would be phased in according to the student demand statistics generated by a model used by TAFE in Queensland for predicting student enrolments, and according to the impact of the new college on the existing educational providers in the region, and that the initiative would be evaluated. This approach contrasts with the rather more laissez-faire "evolutionary" one adopted in the Tasmanian exercise.

The complex problems of jointly delivered programs (Schools and TAFE) which appeared insoluble at Alanvale were simplified in Queensland because of the existence of this kind of provision in the area already. Indeed the TAFE college at Maryborough will continue to play a role in this kind of program for the present time. Most importantly, however, the issues of joint development and delivery of courses in the Hervey Bay region are not set within the broader distracting context of an amalgamation of historically
separate teacher groups. In Tasmania, the community college educational initiative was in many ways overshadowed by the broader and more threatening industrial change of establishing a new educational authority. In Queensland no such broader change is envisaged. Largely there the stakeholders can focus their efforts on the educational change in progress.

There are structural similarities in the industrial relations environment in Tasmania and Queensland. In both cases there are, for example, multiple teacher unions representing the disparate interests of historically demarked teacher groups. In both cases these unions have been involved, at least at some stage in the planning process for the change. A major difference, however, seems to be that in Queensland, there has been no evidence of attempts to negotiate a separate industrial award for staff of the new Hervey Bay College. As is shown in the case study, a unique set of "administrative arrangements" have been determined for Hervey Bay staff. These were proposed, are quite specific and were made public early in the planning process. Interestingly these arrangements appear to attend to most of the working conditions 'issues' identified in the Tasmanian case study that were the focus for disagreement in that exercise — viz. job tenure; salaries; hours of duty; increments.

Both endeavours have also adopted structurally similar approaches to implementing the change. In each case, a working party structure was used. A series of working parties were designated particular Tasks to undertake to contribute to the overall implementation plan. In Queensland, however, as already noted, there was a more concrete implementation plan for working parties to use as a framework, and the working parties were designated defined and discrete tasks to perform. In Tasmania, the implementation plan developed as it went along, and working parties seemed to be set up in
response to a crisis rather than as an initial part of the planning process.

It is evident that for both initiatives some effort has been made to 'sell' the new idea to the community and to the stakeholders, through information communicated to the public and by staff development (or in-service) seminars. In the case of Hervey Bay, however, there appears to have been a more active campaign, at the 'front-end', to present a well-researched case to the community through community meetings which were able to focus on the needs of that community. By comparison, attempts to inform the public and to involve stakeholders in the process in Tasmania, seemed to be belated, and when undertaken, provided forums for the expression of disagreement and lack of confidence in the educational management of the enterprise.
CASE STUDY FOR THE

THE TAFE/SCHOOLS PROGRAMS AND CREDENTIALS PROJECT

TAFE CERTIFICATION IN EQUINE MANAGEMENT

Kobeelya College
Katanning (W.A.)

A. M. Reiss
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ABBREVIATIONS

TAFE  Technical and Further Education (WA)
KDHS  Katanning District High School
CES   Commonwealth Employment Scheme
SEA   Secondary Education Authority (WA)
CHAPTER 1: HISTORY/BACKGROUND TO THE CO-OPERATIVE PROGRAM

This chapter summarises the events which led to the introduction of the TAFE Equine Management Course being offered at Kobeelya College in 1984 as part of that schools' curriculum.

1.1 Kobeelya College: suitability for conducting the course

Kobeelya College founded in 1922, has always been a school to which girls could bring their horses. It occupies 17 hectares within the town boundaries of Katanning, 280 km south-east of Perth. Although providing a complete, co-educational primary school; Kobeelya's secondary curriculum is offered to girls only.

Equestrian activities have always been a favourite pastime of the College's boarding students. Kobeelya College has its own Pony Club, affiliated with the Pony Club Association of Western Australia and competes in the events organised by that Association as well as many other equestrian events held throughout the State. Kobeelya's record in these events is outstanding and many of the State's leading equestriennes established their riding careers while students at the College. Kobeelya employs a full-time Riding Teacher to instruct the girls on all facets of riding and care of horses and the Headmistress herself is a competitor/owner having been involved in equestrianism for many years.

The facilities at Kobeelya include accommodation for fifty horses which consists of twenty-two stables and twenty-eight yards. The land available for grazing is divided into four paddocks with good standard fencing. The riding area includes a flood-lit dressage arena and a well-equipped show-jumping area. Nearby bushland is used extensively for fitness work and cross-country training of the horses.

Frequent visits by the farrier and veterinarian has given students access to professional advice in these specialised fields.

1.2 Initiation of the co-operative program

The co-operative program was initiated by Kobeelya College following the release of the Beazley report in 1984 which
encouraged a stronger interface between TAFE and secondary schools. Prior knowledge of the TAFE Equine Management Course and its suitability to Kobeelya was also a contributing factor.

A market survey was conducted mid-1984 to find out if there was a demand for such a course being introduced to Kobeelya. This drew favourable results from individuals including:

- Employers in the equine industry who felt there was a great need for suitably qualified people to care for horses. Owners were not prepared to entrust valuable animals to the care of people whose only qualification was an interest in horses.

- Parents of Year 11 and Year 12 students who wished their daughters to be credited for the numerous hours spent studying and competing in the equestrian world while continuing their secondary studies.

- Australia-wide response from female and male individuals wishing to learn more about the proposed course.
The co-operative program was instigated mid-1984 and implemented at the commencement of the school year in 1985.

This relatively short period of planning was facilitated by the existing resources at Kobeelya College which included personnel, and the co-operation and enthusiasm of the TAFE representatives involved.

2.1 Planning process and officers involved

In mid 1984, a market survey aimed at the equestrian industry was conducted by members of the School Council. A favourable response from the industry and potential course participants resulted.

Following a meeting with a TAFE lecturer from Bentley Technical College, a submission, discussing the introduction of the TAFE Equine Management Course into the curriculum at Kobeelya College, was sent to the Secondary Education Authority (SEA) and copies were simultaneously sent to TAFE.

A subsequent meeting was held at Kobeelya to discuss implementation of the course. Those present at the meeting included a Superintendent of Education; representatives of Bentley Technical College including a senior lecturer, the school Veterinarian; the teacher in charge of riding at Kobeelya College and the Headmistress.

The suggested distribution of Equine Management subjects to be covered in Years 11 and 12 was discussed - an outcome of a previous meeting between a TAFE lecturer, the Headmistress and the Riding Mistress.

Other matters considered at this meeting were:

- in 1985 there may be some TAFE initiated revisions to the course but it was felt that this would not preclude Kobeelya planning the implementation of the course for 1985 (Refer appendix ...)
- Qualifications and suitability of staff to teach each subject and facilities available at Kobeelya.
It was subsequently recommended that Kobeelya Equine Management students should be enrolled through Bentley Technical College, a TAFE college situated in Bentley (a suburb of Perth). This would enable them to continue the course should they choose to leave school. It was agreed that students successfully completing the course at Kobeelya would be eligible to receive the TAFE Certificate in Equine Management.

A submission was then sent to the then Board of Secondary Education (which became the SEA in 1985) regarding the accreditation of the TAFE Course in Equine Management. A meeting was held at the SEA to discuss the fine detail of the accreditation of the course with Kobeelya's Headmistress, a teacher of the course, and members of the Authority's Curriculum and Research Unit being present.

The SEA Curriculum and Assessment Policy Committee approved the TAFE Equine Management Course as an accredited course for 1985-87 inclusive.

2.2 Resources used in the design process

The resources used in the design process of the co-operative program included the following:

. A private donation was offered to cover the costs of the market survey which was conducted after the conception of the idea of a co-operative program.

. A donation of expertise in the area of marketing was also made available to conduct the survey.

. The time, curriculum expertise and administrative advice of TAFE officers.

. The time, $X + Y + Z$ of Kobeelya College staff.

Kobeelya's firmly established daily routine of horse management involving a majority of the students meant that the ingredients for a successful course were already present.

2.3 Curriculum

The curriculum for the subjects to be studied at Kobeelya was identical to the approved curriculum for the TAFE Equine Management Course. This ensured that the students who would complete the course whilst at Kobeelya would receive, in addition
to their High School Graduation Certificate, the TAFE Certificate in Equine Management.

Should a student not be able to complete all of the course at Kobeelya, she would still be able to complete the course at another technical college where Equine Management was offered. Exemption in those subjects passed at Kobeelya would therefore, be allowable.
CHAPTER 3: PLACEMENT OF THE CO-OPERATIVE PROGRAM INTO TAFE/SCHOOL OFFERINGS

As all lectures were conducted at Kobeelya by teachers employed by Kobeelya, it was not necessary for any timetabling arrangements to be made by Bentley Technical College. Kobeelya submitted their proposed timetable to Bentley Technical College.

3.1 Placement into school offering

The incorporation of the program into the School timetable was strictly in accordance with requirements for any SEA approved subject/course. Five 45 minute periods (225 minutes) per week were allocated to the Equine Management Course during school hours. Since the required TAFE approved duration of 540 minutes was in excess of this, the Year 11 students participating in this course in 1985 out of school hours had to undertake work. Equine Management students spent time before and after school studying the course each day to meet the requirements of 540 minutes per week. In addition, two weeks of work experience (one week mid year, the other towards the end of the year) was negotiated with employers in the Equine and Bloodstock Industries. This arrangement was organised by Kobeelya College approaching suitable employees.

3.2 Implications of program on other offerings of school

In 1985, Equine Management was not blocked on the school timetable with any other subjects. However, in 1986, Kobeelya has increased the total subject choice for Year 11 students to 15 subjects. As a result, and due to the numerous combinations (and relatively small teaching staff of Kobeelya) it has been necessary to block Equine Management with another subject when arranging the timetable.

Year 11 and Year 12 Equine Management will be blocked with Geography and English Literature respectively. Thus, Year 11 Geography periods will be at the same time as Year 11 Equine Management. Year 12 English Literature will run at the same time as Year 12 Equine Management.
3.3 Major design innovations of the co-operative program

Design characteristics that contribute to the uniqueness of this co-operative program include:

. Unlike other TAFE/schools programs, all the teaching is done in the school environment by teachers who are not employed by TAFE.

. TAFE provides the syllabus and examinations; while the school provides the general education and experience as well as a wide vocational knowledge and skills to enhance employability.

. The use of organised work-experience to take the place of pre-vocational training.

. The transfer of credit for subjects successfully completed from school to a relevant TAFE institution if a student does not complete the entire course at school.

. The granting (to successful students) of a TAFE Certificate in Equine Management as well as credit points for the Certificate of Secondary Education.
Following is additional qualitative information relating to the Equine Management programme.

4.1 Geographical location

Kobeelya's country environment was a distinct advantage to the running of this course. The stable area, schooling areas, paddocks and nearby bushland were thoroughly utilised, and their easy access meant more time was spent learning rather than travelling to these necessary resources.

The minor disadvantage was that the closest TAFE centres offering this course (at Bunbury and Albany) were far enough away to make interaction with TAFE Providers difficult (Appendix A).

4.2 Auspice

Founded in 1923 as Koobeelya Church of England Girls School, the school offers a full primary and a broad secondary academic curriculum for both day students and boarders.

In 1976, Kobeelya was vested in the Uniting Church of Australia and has continued under its management.

4.3 Funding

Salaries and resources

The salaries of the teachers involved were accounted for by school funds. The riding teacher was already employed as a full-time teacher and the two veterinarians involved in lecturing were paid on a fractional basis of a full-time salary (full-time teaching being 27 periods/week) out of school funds. Furthermore, a school budget subject allocation of $1,000 for resources needed in Equine Management was granted from school funds. No costs were borne by Commonwealth PEP funds.
Administration of funding and program costs

Broadly speaking, the administration of funding and program costs were met jointly by TAFE and Kobeelya College. All students were enrolled at Bentley Technical College in the Equine Management Course. However, the Bentley Technical College did not include a special allocation in their budget for Kobeelya. Kobeelya provided their own lecturers and facilities. The exam paper costs (including the setting and marking) were a part of a divisional exam process funded by TAFE. The syllabus had already been established by TAFE. Thus, the majority of the program's costs were met by school funds although there was joint co-operation in course administration.

4.4 Institutional location

The program was located at Kobeelya College, Katanning, Western Australia 6317.

4.5 Teaching

All teaching was conducted at Kobeelya with the exception of field trips and competitive riding. Therefore, the common problems encountered in other co-operative programs that may require students to attend TAFE centres (such as lack of punctuality; low attendances; difficulties in adjusting to the mainstream style of lecturers; changes in learning environments) did not arise.

The students remained in their own school environment. The teachers considered that Year 11 and 12 students still had a need for more intensive teaching methods and pastoral care than they felt was ordinarily provided at TAFE centres who cater for the older and often part-time students.

4.6 Participating and potential schools

The program is currently located at Kobeelya College in Katanning. The Katanning District High School (KDHS) situated across the road from Kobeelya may be considered as a 'potential' participating school. It too, has boarding facilities (government hostel) for its students. Thus, out of school hours study programs would be possible. Indeed, some degree of co-operation already exists between Kobeelya and KDHS.

In 1985, Kobeelya students who wished to study physics, did so at the KDHS. In 1986, Kobeelya students wishing to study Physics,
Chemistry and Early Childhood Education may do so at KDHS. The KDHS Home Economics Students use Kobeelya's facilities. Because of this present co-operation between the two schools, it is necessary for Kobeelya to prepare its timetable priorities. Further interaction would be possible, although Equine Management has not been discussed as a likely prospect because of the large proportion of out of school hours involved.

4.7 Program derivation

In 1985, the Equine Management subjects taught at Kobeelya were from the existing TAFE subjects in the Equine Management Course. TAFE generally delivers the Equine Management Course as a one year full-time or three years part-time (or variations of either) course. For the Kobeelya program TAFE agreed to deliver the course over two years to be consistent with the two years of upper secondary education, i.e. Years 11 and 12.

The broad outline and teaching hours of 1985 subjects offered to Year 11 students is provided below. Details are shown in Appendix XXXXXXXXX.

Semester 1

- **Horsemanship**: 1-2 hours lectures and 1 hour practical per week. Aims to develop basic riding knowledge and ability to achieve basic riding skills and judge the correct application of basic riding skills.

- **Horsemastership**: 1-2 hours lectures and 1 hour practical per week. Aims to enable students to recognise horse types and breeds, and to care for and manage horses and their equipment.

- **Conformation and Action**: 2 hours lectures and 1 hour practical per week. Includes anatomy and physiology and their effect on the appearance and movement of a horse.

Semester 2

- **Horsemanship 1**: Continued as above.

- **Horsemastership 1**: Continued as above.

- **Horse Transportation**: 1 hour lecture per week. Aims to enable students to access the factors concerning vehicles and equipment for transporting horses and to realise the needs of horses whilst in transit.
First Aid: Kobeelya students attended an intensive St John Ambulance First Aid Course (out of school hours) and, following successful examination, were granted exemption from this subject.

1986 sees revisions to the TAFE Certificate of Equine Management. Changes include subject name changes and content additions to the 1985 syllabus. Refer to Appendix C for the 1986 Course Structure for Year 11 and 12 students at Kobeelya.

4.8 Timing and duration

Instruction was provided both inside and outside school hours.

As was the case with the other SEA subjects offered at Kobeelya, Equine Management was allotted five periods per week (225 minutes) within school hours. The additional lessons were given before and after school and on weekends thus meeting the TAFE time requirements for the subjects studied (540 minutes).

4.9 Accreditation

At the successful completion of the two years of study, students will receive a TAFE Certificate of Equine Management and will also receive 12 credit points (6 points each year) towards secondary graduation.

The SEA Curriculum and Assessment Policy Committee approved the course as an accredited course for 1985-87 inclusive. This three year duration is SEA policy for all courses granted accreditation.

The accreditation process for approval of TAFE courses for the Certificate of Secondary Education is outlined in Appendix B.

4.10 Credential

The SEA recognises the Equine Management Course as a TAFE accredited course. Each accredited course which is studied for a full year and for which the student achieves an A, B, C or D grade is worth six points towards secondary graduation. However, for TAFE accredited courses, a student must achieve at least a C grade (submitted to SEA by the Technical School in which the student was enrolled in) or a pass in the supplementary examination to obtain credit points (Appendix B).
4.11 **Educational and career pathways**

As this course is studied concurrently with subjects necessary to satisfy the requirements of Tertiary Entrance and the High School Graduation Certificate, students have diverse choices in their educational and career pathways. However, the Equine Management is designed with the aim of ensuring graduates can pursue vocational endeavours in the diverse Equine Industry. Most students expressed strong interest in pursuing such a vocation.

Students leaving Kobeelya at the end of Year 11, having completed only a portion of all the subjects necessary to attain the TAFE certificate, may enrol at an appropriate TAFE Institute to complete the course.

The work experience component of the Kobeelya course has introduced employers in the Equine Industry and the community to this program resulting in very favourable feedback.

4.12 **Year level of students in the program**

Kobeelya has organised the course content over two years. The Year 11 students of 1985 should complete the course at the end of 1986. There will also be new Year 11 enrolments at the commencement of 1986.

4.13 **Total student enrolment and gender distribution**

Kobeelya College's secondary students are all females.

In 1985, there were thirteen Year 11 students at Kobeelya. Seven students studied Equine Management.

4.14 **Curriculum documentation**

Aims, objectives, content, guides for teaching methodology, texts required and student assessment procedures have all been provided for Kobeelya's Equine Management teachers by TAFE. This curriculum information is identical with that used by TAFE teachers (Appendix C).

4.15 **Student access**

The program is open to all students. There are no prerequisites to commence studying the course. For those students who wish to
complete the course but don't have their own horse, the school can provide horses on a share basis. All students enrolled in 1985 did bring their own horse to the school.

Once enrolled in the course, certain subjects are pre-requisites to others. For example, Riding 1 (offered in Year 11), is a pre-requisite for Riding 2 (included in the Year 12 list of subjects).

4.16 In-service

There was no formal in-service for teachers involved in this TAFE/schools program due to the small numbers of teachers involved. The three Kobeelya teachers delivering this course worked collaboratively, paying particular attention to consistent student assessment and feedback.

In November the 1985, TAFE Animal Studies department conducted a staff development seminar. This was attended by a representative from Kobeelya's teachers.
CHAPTER 5: OTHER FEATURES OF THE CO-OPERATIVE PROGRAM

5.1 Significant contributions of the program

The Equine Management program offered at Kobeelya College in 1985 seems to have been very successful.

Impact on the range of choices for Year 11 and 12 students

Perhaps the most significant contribution of the program is that it provided another option to the completing Year 10 student who may otherwise leave school to gain work in stables because of a desire to work with horses. Such students may now continue their formal education and at the same time open vocational avenues within the equine industry.

Some of the sixteen year old students who came from areas where there are no TAFE centres offering Equine Management (e.g. Kalgoorlie, Geraldton, Esperance and Brisbane) disclosed another advantage in this TAFE/Schools program. This course offered in the more familiar environment of a secondary boarding school is more attractive than having to arrange their accommodation in locations nearer TAFE centres, but far away from their families.

Another advantage for students who wish to leave school after completing Year 11 they are able to earn credit for the subjects they completed at school if they wish to re-enrol at a TAFE centre to continue studies in the Equine Management Course.

Impact on school

Introduction of the course provided a greater choice for Year 10 students considering Year 11/12 studies. Some students involved in the course in 1985 said they chose Kobeelya to continue their studies because the Equine Management Course was offered there. Thus, the co-operative program had a positive effect on school enrolment numbers.

Accreditation

Although originally designed as a TAFE course resulting in a TAFE Certificate in Equine Management, the course was also approved by the SEA as an accredited course. As such, the course has been recognised by both Departments and enjoys joint accreditation.
5.2 **Particular problems encountered**

There were some common problems encountered in implementing the course which included:

**Varying grading systems for TAFE and SEA**

The SEA (refer Appendix 4) have stated that '... for the TAFE courses, a student must achieve at least a C grade or a pass in the supplementary examination to obtain credit points' and '... The grade achieved in the TAFE course is submitted to the Authority by the Technical School in which he studied ...'.

Kobeelya's seven Year 11 students studying Equine Management in 1985, were awarded the following SEA grades by Bentley Technical College (the Technical School in which they were enrolled):

- 2 students received an 'A'
- 4 students received a 'B'
- 1 student received a 'C'

These single grades (determined by averaging the TAFE grades for each subject) will appear on the students' certificates of Secondary Education.

The TAFE Certificate of Equine Management (awarded after the successful completion of all subjects offered in Year 11 and 12), will show a grade for each subject studied in the course. Thus, the SEA grades each Equine Management student as an 'A' student, or 'B' student in an aggregated way, whereas TAFE grades each subject of the course separately.

In 1985, supplementary examinations for Kobeelya's students were not necessary. If it had been necessary for a student to sit a supplementary exam then the exam would have been undertaken at the student's vacational address as Kobeelya is closed during TAFE's supplementary examination period in January.

**Design of the program**

Kobeelya has long maintained stable facilities, conducted its own Pony Club and employed a full-time riding instructor. The school's Equestrian-based activities have now been enhanced by the Equine-Management Program. The TAFE designed program therefore fits well into Kobeelya's environment. The school boasts practical facilities exceeding those required to deliver the course.
Despite these facts, a major implementation arises due to difficulty the time constraints within available school hours which necessitates before and after school lessons in order to satisfy TAFE's course requirements.

(This problem is discussed further in Section 6.1)

Problems in co-ordination of dates between schools and TAFE

- School's term commencement and holiday dates do not coincide with TAFE's. In 1986 for example, the exam week of Semester 1 in all TAFE institutions occurs during the first week of the second term school holidays. Thus, it will be necessary for school students to sit the TAFE exams a week earlier than Equine Management students at TAFE Colleges. This is not an ideal situation as all Equine Management students sit the same paper each semester.

- The TAFE supplementary examinations are taken during the school student's vacation when they have no contact with their school - this may give rise to obvious problems.

- In 1986, schools in Western Australia will be introduced to a four term year. This should make it easier to parallel the two semester system of TAFE institutions.

Funding of the program

- Regarding the salaries of the three school teachers involved:

None had any formal secondary school teaching training yet satisfactorily met the TAFE teacher requirements for Equine Management. (refer appendix 5). However, as they were not employed by TAFE they received different salaries to those of TAFE lecturers.

The two veterinarians who participated were paid under the award for unqualified teachers with a degree. Their time spent lecturing at Kobeelya therefore entitled them to be paid much less than the rate (of approximately $60 per hour) that practising veterinarians are earning.

The third teacher had no degree and so was granted the award salary for unqualified teachers with the relevant number of years experience. As a secondary teacher, even if she had undertaken four years at Teachers Training College she would not have been qualified to teach the TAFE Equine Management Course, yet her experience in the Equine Industry gave her the depth of knowledge to teach subjects in this course.
All three teachers involved cannot be recognised as TAFE teachers (as they are employed by the school not TAFE), nor qualified teachers (as they have done no formal teaching training). The irony is that they are recognised by both systems as qualified to teach this course.

Similar situations may arise in other newly approved SEA accredited or registered subjects that require lecturers in specialised areas. Perhaps this problem may be resolved if a proposal to establish a new conditional rate in the teachers is implemented. This will recognise people who have become qualified by experience in a specialised area although not holding the requisite tertiary qualifications.

Attendance at TAFE staff development meetings by a school teacher of this course received no financial assistance although all TAFE lecturers involved in the Equine Management Course who attended, were reimbursed for expenses incurred in attending the meeting.

The limited school funding available meant that less sophisticated equipment was available to deliver the course. This did not greatly disadvantage Kobeelya because of the numerous, relevant resources that the school had previously acquired. However, another school wishing to establish this course, without past equestrian involvement, would probably have funding difficulties to overcome.

Administration of the Program

Kobeelya students involved in this program were enrolled at Bentley Technical College in the Equine Management Course. This necessitated continual communication between the technical college and Kobeelya, especially during enrolment and examination times when it was necessary to send to Kobeelya relevant papers that are issued only to TAFE centres. Kobeelya had to return certain information before Bentley could complete their records.

This arrangement was difficult to satisfy because of the time limits. It meant that Kobeelya was totally reliant on the efficiency and goodwill of Bentley's Animal Studies department (who were instrumental in the successful introduction of this program to Kobeelya.)

Perhaps a preferable arrangement would be the approval of participating secondary schools as TAFE centres after an introductory period. This would eliminate considerable 'double' administration. If this was possible, then revisions would be required in the SEA grading systems.
In January 1986, these difficulties were brought to the attention of the Technical Education Division, and the Education Department of W.A. who have decided the following procedure. As Kobeelya uses their own facilities to conduct the TAFE course, the creation of roll information and input of attendance data is not required for inclusion within TAFE statistics. However, it will still be necessary for each student to enrol in the relevant subjects at Bentley Technical College so that it is recorded on their computers. This ensures that students are selected for TAFE examination and the appropriate number of examination papers are sent to Kobeelya (the exam centre).

5.3 **Particular issues arising from the program's design**

The TAFE course design involves classroom and practical components. Kobeelya has more than successfully provided the practical component of the course by using work experience for one week, twice a year. In this way, students gain valuable, practical experience as unpaid employees in many areas of the bloodstock and equestrian industries. They achieve greater understanding of these industries and learn to communicate with clients. This strategy satisfies the important vocational needs and interests of students who become even more aware of career opportunities. It is also a wonderful public relations exercise for the TAFE course.

Much interest was expressed regarding a desire to see the course offered as one year full time at Kobeelya as well as its present two year part-time format. Although this idea appears not to comply with the concept of a broad-base curriculum for secondary students, it may fulfill a need for a student who would otherwise leave school.

Presently, a student who does not wish to continue Year 11 or Year 12 studies, but wishes to study Equine Management would have to leave school to study at:

(a) a Technical College for three years on a part-time basis (TAFE allow for up to 7 years to complete certificate)

or

(b) the Great Southern Regional College (Albany) where the course is offered on a full-time basis but it would be necessary to find living and horse care accommodation..
By contrast, Kobeelya offers a boarding school situation including agistment for the student's horse. Parents may find this a more satisfactory arrangement for a 15/16 year old student.
6. GENERAL COMMENTS AND PERSPECTIVES

6.1 Teachers

All teachers involved in the course at Kobeelya expressed the view that the enthusiasm and involvement of all students were extremely high.

Other observations include:

- Because of the diverse range of student abilities, difficulties were experienced teaching some of the veterinary science topics from the TAFE syllabus. Students' lack of chemistry background was a disadvantage. However, this would also be a problem within TAFE centres as there are no pre-requisites for enrolment into certain subjects.

- There is a need for an inter-resources loan system. Whilst the Technical Colleges have been most supportive in supplying visual aids to Kobeelya, the school has not been able to acquire the full range of skeletal models and samples that other TAFE students have access to. Therefore, a formal exchange system between TAFE and participating schools would be most beneficial to all enrolled students, instead of relying on the goodwill and generosity between individuals as is presently the case.

- All teachers expressed strong concern for difficulties that would arise if the same number of subjects were taught each year to students not involved in a live-in situation like that of Kobeelya. One possible resolution to this problem may be that students are permitted to study only a part of the course for the same six credit points from the SEA. This would ensure that the class time was equivalent to other SEA accredited subjects.

This possibility, raises two conflicting points of view:

(a) Remembering that the TAFE Equine Management Course is designed for graduates to be useful in the Horse Industry, then, by limiting the variety of topics covered, a shallow appreciation of the Industry would result.
(b) Partial study of the course could benefit the 'curious' student who may prefer to have only an insight into the Equine Industry. Such students may appreciate the fewer subjects.

Perhaps a solution to the problem of the present workload is to group the course subjects into relevant blocks so that each block is worth six credit points for the purpose of secondary graduation. In this way, the 'curious' student may wish to study only one block and the entire course is still available to students who wish to attain the TAFE Certificate in Equine Management. The student who wishes to study the complete TAFE course, would be able to do so, but periods would be required to study this course within school hours.

6.2 Students

Interviews with a number of course participants revealed a number of common viewpoints:

- All students were extremely enthusiastic about the value of the course.
- All students agreed that they were happy to enrol in the course even though it was not approved as an accredited course until later in the 1985 year.
- Because of their interest in this course, all students were sufficiently motivated to attend the extra weekly lessons (held out of school hours) that were necessary to meet TAFE requirements. They did not feel that the extra workload affected their performance in other subjects.
- Students who were initially undecided about their careers agreed that the course had given them a far greater insight into the Equine Industry. As a direct result of this, some students wish to pursue employment in this Industry. One student had decided to pursue a vocational interest elsewhere.
- All students felt that having studied the offered subjects, they were
  - more informed in this area and
  - had proven their motivation in this area
so would therefore be considered an attractive prospect in the Equine Industry.

The work experience component drew very positive response from all students.

Some students would have preferred the course offered at Kobeellya to have been in the full-time TAFE mode. Most felt that being a part of the school system meant other subjects could be studied, thus giving a wider career choice.

6.3 Community

All people involved in the work-experience program (veterinarians; racehorse and trotting trainers; stud managers; show-jumping and eventing stables) expressed great interest in the course. They were unanimous in voicing the advantages of such a program to the Equine Industry and were most complimentary in their formal reports on students returning to the school.

(Refer Appendix E for examples of student evaluation sheets for work-experience week.)

When the course was first introduced to the school, a number of adults living locally enquired if they too could enrol in the course. This could be an interesting development to the present arrangement in that the more mature-aged students could contribute further to developing the study habits and outlook of the younger secondary school students.
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<thead>
<tr>
<th>NO.</th>
<th>SUB-SECTION</th>
<th>REFERENCE</th>
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<tbody>
<tr>
<td>A</td>
<td>Checklist of Co-operative Program Characteristics</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>4.1 Geographical Location of Program</td>
<td>Western Australian Newspaper 24/1/86</td>
</tr>
<tr>
<td>C</td>
<td>4.9 Accreditation</td>
<td>Secondary Education Authority Circular No. 11</td>
</tr>
<tr>
<td>D</td>
<td>4.7 Program Derivation</td>
<td>Technical Education Division Ed. Dept. (W.A.)</td>
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<tr>
<td></td>
<td>4.14 Curriculum Documentation</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Requirements for TAFE Equine Management Lecturers</td>
<td>TAFE teacher requirements as discussed. Staff Development Meeting. Bentley Technical College - Nov. '85</td>
</tr>
<tr>
<td>F</td>
<td>6.3 Community</td>
<td>Work Experience Evaluation Sheets</td>
</tr>
</tbody>
</table>
TAFE/SCHOOLS PROGRAMS & CREDENTIALS PROJECT

Checklist of Co-operative Program Characteristics
for the ...EQUINE MANAGEMENT... program.
(Write title of program on dotted line).

Explanatory Notes:
1. Use a highlighter pen to mark (or circle) the
   appropriate variable values in column 4 to indicate
   the most appropriate responses.
2. Write a number as appropriate in column 5.
3. Write a comment or description as appropriate in
   column 6.
4. The symbol ➔ means a response is required in column 5.
5. The symbol ➖ means a response is required in column 6.
6. If there is insufficient space in the box in column 6,
   please use the attached sheet provided.
<table>
<thead>
<tr>
<th>Program Variable Name</th>
<th>No. of Variable Values</th>
<th>Program Variable Values</th>
<th>Additional Numerical Data</th>
<th>Additional Qualitative/Other Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geographical Location</td>
<td>3</td>
<td>1 = Resort 2 = Country 3 = Metropolitan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auspice</td>
<td>2</td>
<td>1 = Government 2 = Non-Govt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation of Students</td>
<td>6</td>
<td>1 = Private 2 = Taxi 3 = Public car 4 = Institutional bus 5 = Walking 6 = No provision</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socio-Economic Classification of Program's Local Environment</td>
<td>6</td>
<td>1 = Tourist 2 = Rural 3 = Suburban 4 = Inner-city 5 = Industrial 6 = Commercial</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unemployment in Program's Local Environment</td>
<td>3</td>
<td>1 = Low (≤ 10%) 2 = Medium (101-250) 3 = High (≥ 252)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participating School(s) Retention yr. 10-11</td>
<td>3</td>
<td>1 = Low (≤ 60%) 2 = Medium (601-752) 3 = High (≥ 752)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participating School(s) Retention yr. 11-12</td>
<td>3</td>
<td>1 = Low (≤ 252) 2 = Medium (253-302) 3 = High (≥ 302)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Funding Source 1</td>
<td>2</td>
<td>1 = C'wealth 2 = State/Territory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Funding Source 2</td>
<td>2</td>
<td>1 = P.E.P. 2 = Mainstream establishment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Funding Administration</td>
<td>3</td>
<td>1 = TAFE 2 = Schools 3 = Joint admin'd</td>
<td>TAFE/Schools admin'd</td>
<td></td>
</tr>
<tr>
<td>Program costs</td>
<td>3</td>
<td>1 = Met by TAFE 2 = Met by Schools 3 = Met jointly by TAFE/Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutional Location</td>
<td>4</td>
<td>1 = TAFE 2 = Schools 3 = Joint TAFE/Schools</td>
<td>4 = Other</td>
<td></td>
</tr>
<tr>
<td>Teaching</td>
<td>4</td>
<td>1 = TAFE 2 = Schools 3 = Joint TAFE/Schools</td>
<td>4 = Other</td>
<td></td>
</tr>
<tr>
<td>Participating Schools</td>
<td>X</td>
<td>X = No. of Schools participating in the program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Potential Schools</td>
<td>X</td>
<td>X = No. of Schools which could be participating in the program at that location</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Derivation</td>
<td>4</td>
<td>1 = Existing 2 = Modified 3 = Integrated TAFE subject(s)/ subject(s)/ course(s) course(s) 4 = Other</td>
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<td></td>
</tr>
<tr>
<td>Vocational Orientation</td>
<td>θ</td>
<td>θ = Name of the vocational basis of the program (e.g. Accounting)</td>
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</tr>
<tr>
<td>Attendance Pattern</td>
<td>5</td>
<td>1 = TAFE attendance/ attendance/ attendance/ week week week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timing</td>
<td>3</td>
<td>1 = Inside 2 = Outside 3 = Both inside School hrs School hrs &amp; outside School hrs</td>
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<td></td>
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<tr>
<td>Program Variable Number</td>
<td>Program Variable Name</td>
<td>No. of Variable Values</td>
<td>Program Variable Values</td>
<td>Additional Numerical Data</td>
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<td>-----------------------------</td>
<td>------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>20</td>
<td>Duration</td>
<td>X, X_1</td>
<td>X = Total no. of hours attendance in School; X_1 = Total no. of hours attendance in TAFE</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Accreditation</td>
<td>4</td>
<td>1 = TAFE 2 = Secondary 3 = Jointly accredited accredited accredited stationed 4 = No accreditation</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Credential</td>
<td>4</td>
<td>1 = Entrance 2 = Approved 3 = Registered by to Tertiary Accreditation 4 = Other Institutions Authority</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Career Pathways</td>
<td>θ</td>
<td>θ = Name of the major occupational designation(s) aimed at by the program</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Educational Pathways</td>
<td>θ</td>
<td>θ = Name of the institution(s) and course(s) to which program leads</td>
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</tr>
<tr>
<td>25</td>
<td>Program Initiation</td>
<td>3</td>
<td>1 = Initiated 2 = Initiated at 3 = Initiated at Central level Authority (i.e. Statewide)</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Year level of program</td>
<td>4</td>
<td>1 = Year 1 2 = Year 2 3 = Both years 4 = Other</td>
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<tr>
<td>27</td>
<td>Total Student Enrollment</td>
<td>X_1, X_2, X_3</td>
<td>X_1 = Total no. of year 1 students enrolled in program X_2 = Total no. of year 2 students enrolled in program X_3 = Total no. of all students recorded at item 28</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Gender Distribution</td>
<td>X_1, X_2</td>
<td>X_1 = No. of females enrolled in program X_2 = No. of males enrolled in program</td>
<td></td>
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<tr>
<td>29</td>
<td>Program History</td>
<td>3</td>
<td>1 = Program 2 = Program 3 = Program to be offered 2 = Program offered pre-1985 in 1986</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Curriculum Documentation</td>
<td>6</td>
<td>1 = Documented 2 = Documentation includes statement 3 = Documentation includes statement of content methodology 4 = Documentation includes statement of resources assessment required procedures 6 = No curriculum documentation exists</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Program Evaluation</td>
<td>2</td>
<td>1 = There is 2 = There is not an evaluation mechanism (specify)</td>
<td></td>
</tr>
<tr>
<td>Program Variable Number</td>
<td>Program Variable Name</td>
<td>No. of Variable Values</td>
<td>Program Variable Values</td>
<td>Additional Numerical Data</td>
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<td>-------------------------</td>
<td>-----------------------</td>
<td>------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>32</td>
<td>Student Access</td>
<td>2</td>
<td>1 = Program 2 = Program is open to all students only (specify which students)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>33</td>
<td>In-service</td>
<td>4</td>
<td>1 = In-service 2 = In-service 3 = Joint ice is provided for TAFE teachers on program program (specify) (specify) (specify)</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4 = No in-service provision for teachers on program</td>
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</table>

Refer comment sheet.

OP4/KJ/22/1h
9/9/85.
<table>
<thead>
<tr>
<th>Program Variable Number</th>
<th>Comments</th>
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APPENDIX B  GEOGRAPHICAL LOCATION OF PROGRAM

LOCATION OF TAFE CENTRES OFFERING EQUINE MANAGEMENT

<table>
<thead>
<tr>
<th>FULL-TIME</th>
<th>Great Southern (Albany)</th>
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<tbody>
<tr>
<td>PART-TIME</td>
<td>Bentley</td>
</tr>
<tr>
<td></td>
<td>Great Southern (Albany)</td>
</tr>
<tr>
<td></td>
<td>Kelmscott</td>
</tr>
<tr>
<td></td>
<td>Midland</td>
</tr>
<tr>
<td></td>
<td>Rockingham</td>
</tr>
<tr>
<td></td>
<td>South West (Bunbury)</td>
</tr>
</tbody>
</table>
Secondary Education Authority

CIRCULAR

Number: 11
Date: 29 November 1985

TITLES AND CIRCULAR CODES

Christmas Public Holidays 85/11/D/17
Certificate of Secondary Education - Year 11, 1985 85/11/D/18
Grading in Years 11 and 12, 1986 85/11/D/19
Secondary Graduation Credit Points for Students Attempting 85/11/CR/37
TAE/CSE Prior to 1986
Accounting - Year 11 Syllabus 85/11/CR/38
Moderation - What Is It? 85/11/M/14
Calculators Approved for Use in Examinations 1986 to 1991 85/11/ACO/36

Interpreting the Circular Code:

The order is:
YEAR/AUTHORITY CIRCULAR NUMBER/FUNCTIONAL UNIT/UNIT CIRCULAR NUMBER.

The Functional Units within the Authority are:
D Directorate.............................................. WHITE
CR Curriculum and Research........................................ GREEN
M Moderation.................................................. CANARY
TS Test Research and Development................................ BLUE
ACO Assessment and Certification Operations.................. PINK
CS Computing Services......................................... BUFF
AS Administrative Services...................................... OLD GOLD
CIRCULAR CODE: 85/11/D/18

TITLE: CERTIFICATE OF SECONDARY EDUCATION - YEAR 11, 1985

The Authority has approved the format of the Certificate as shown in the attached draft. This certificate will be issued to 1985 Year 11 students who do not return to school in 1986.

Students who complete Year 12 in 1986 will be awarded a Certificate which will show the students' achievement in both Year 11 and Year 12.

The 1985 Year 11 Certificate will list alphabetically all the Accredited and Registered Courses taken by the student. Results will be included for TAFE Courses which have been accredited by the Authority. Letter grades achieved by the student and the course type will be shown. The number of credit points towards Secondary Graduation will be recorded on the bottom of the Certificate.

In the sample certificate attached, it shows that John Smith has studied five Accredited Courses and one Registered Course for a full year. He has taken one TAFE Course (Equine Management). The grade achieved in the TAFE course has been submitted to the Authority by the Technical School in which he studied. All the other grades have been submitted to the SEA by the school in which the student was enrolled.

John Smith has earned twenty four credit points towards his Secondary Graduation. Each Accredited Course which was studied for the full year and in which he achieved an A, B, C or D is worth six credit points. John received no credit points for English in which he was graded 'F'. (For the TAFE Courses a student must achieve at least a C* grade or a Pass in the supplementary examination to obtain credit points).

The Certificate will be issued to students who do not re-enrol in 1986. They will be despatched to the student's home address in March, 1986.

* Author's bolding
This is to certify that JOHN SMITH has achieved the following grades in the SIX courses listed below:

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>GRADE</th>
<th>COURSE TYPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applying Mathematics Year 11</td>
<td>A</td>
<td>Accredited</td>
</tr>
<tr>
<td>English Year 11</td>
<td>F</td>
<td>Accredited</td>
</tr>
<tr>
<td>Equine Management (TAFE) Year 11</td>
<td>C*</td>
<td>Accredited</td>
</tr>
<tr>
<td>Local Area Studies Year 11</td>
<td>C</td>
<td>Accredited</td>
</tr>
<tr>
<td>Physical Education (Outdoors) Year 11</td>
<td>B</td>
<td>Registered</td>
</tr>
<tr>
<td>Theatre Arts Year 11</td>
<td>B</td>
<td>Accredited</td>
</tr>
</tbody>
</table>

This student has 24 CREDIT POINTS TOWARDS SECONDARY GRADUATION.

Issued at Perth, Western Australia, without alteration or erasure dated March 1, 1986.

Director
CIRCULAR CODE: 85/11/D/19
TITLE:GRADING IN YEARS 11 AND 12, 1986

YEAR 11, 1986

The Authority has debated at length the use of performance standards in awarding letter grades A, B, C, D and F. Interim Year 11 assessment support materials made available to schools in 1985 by the Education Department have been noted with interest. However, the Authority seeks to provide guidelines for structuring of assessments and grading which are more general.

The Authority believes that more time is required to develop for all courses appropriate guidelines for awarding grades on the basis of performance standards. Therefore, it has decided that in general the assessment and grading of students of Year 11 courses in 1986 should continue on the same basis as the interim procedures used in 1985. Thus, in moderating school assessments the SEA will use the same notional state-wide distribution of grades A-D, F as applied for Year 11 in 1985. It is accepted by the Authority that it has been difficult for schools to differentiate between the award of grades D or F in terms of this notional distribution. The fact that schools generally have used discretion in this matter is evident in the over-all distribution of grades proposed by them for Year 11, 1985.

For Accredited Courses

Opportunities for discussion of the schools' initial grading of students will be provided in moderators' visits and moderating panel meetings. Resource materials will also be distributed.

Schools will be asked to submit proposed distributions of grades at the end of Term III. Early in Term IV the Authority will run statistical checks, view samples of work, and negotiate with schools where proposed distributions appear to need adjustment.

Schools will be asked to submit final moderated grades toward the end of Term IV and it is these final grades which will appear on the students' Certificates. It would be expected that the number of students gaining a particular grade would reflect the Term III distribution negotiated with the Authority.

It is recognised that urgent consideration needs to be given to the notional distribution of grades currently being used, the interpretation of the F grade and the degree of flexibility schools should have in awarding grades in particular subjects. Schools will be advised as soon as possible on these matters.

The Authority is also aware that in some Year 11 courses in 1985 schools were able to submit moderated grades arrived at by consensus, using exemplars and grade related descriptors. The Authority has decided that in those Year 11 courses for which assessment guidelines acceptable to the Authority are available or can be developed, these procedures should continue to apply in Year 11, 1986. A list of these courses will be available early in 1986.
For Registered Courses, the grades (on the scale A-D, F), will be determined and submitted by the school to the Authority for inclusion on the Certificate of Secondary Education. These grades will not be moderated.

For all courses, both Registered and Accredited, schools will progressively assess their student performance as they have in the past.

YEAR 12, 1986

For all subjects, the process for determining letter grades in Year 12 courses is to be exactly the same as that described above for Year 11, 1986. Moderation of letter grades will be in the same form as for the respective Year 11 courses.

Further it has been decided that provided assessment guidelines acceptable to the Authority are available, or can be developed, for Year 12, 1986 schools will be able to submit moderated grades arrived at by consensus, using exemplars and grade related descriptors, in those subjects where similar procedures were used in Year 11 in 1985. Schools will be advised further about this early in 1986.

For each Tertiary Entrance Score Subject (TESS) schools will need to submit together with the letter grade, for each student, a mark on a 0-100 scale. This mark should be derived from the same assessments that have been used to determine the student's letter grade.

The mark out of 100 will be moderated (as it has been in the past) and combined with the student’s score from the Tertiary Entrance Examination in the course in the ratio 50:50. Finally, in each course, the student’s 50:50 combined mark will be scaled against the Australian Scholastic Aptitude Test (ASAT) score of the relevant student group to produce the student’s Scaled Score. The Scaled Score is used in the calculation of the student’s Tertiary Entrance Score (TES).

It is emphasised that

(i) schools will assess performance as they have done in the past;

(ii) the grade that is generated by the school (and moderated by procedures deemed appropriate by the Secondary Education Authority) is not affected by performance on the examination; and,

(iii) the major difference between the scaled score previously in use with the TAE and the scaled score to be produced in 1986 using the process described above is that the latter will include a component of school assessment.

Assessment support materials for Year 12 courses have not as yet been produced. The Authority's allocation of funds for 1985-86 did not cover the resources requested for this purpose. Currently negotiations are proceeding with the school systems on this matter, and it is expected to be able to provide Year 12 assessment guidelines early in 1986. These guidelines will provide bases for the structuring of assessments and succinct descriptions of performances underlying each grade level.
KOBEELYLA COLLEGE'S 1985 EQUINE MANAGEMENT SUBJECTS AND ASSESSMENT DETAILS

- First Aid is not included as students were granted an exemption following successful examination of the St John Ambulance Course.

- Conformation and Action is not included as syllabus was previously discarded following release of 1986 Conformation and Action Syllabus.
KOBEELYA COLLEGE – EQUINE MANAGEMENT

1986 PROPOSED SUBJECTS

<table>
<thead>
<tr>
<th>Year 11's</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st Semester</strong></td>
<td></td>
</tr>
<tr>
<td>Equine Management</td>
<td>6</td>
</tr>
<tr>
<td>Riding 1 (Pilot program)</td>
<td>6</td>
</tr>
<tr>
<td>Conformation and Action</td>
<td>3</td>
</tr>
<tr>
<td><strong>2nd Semester</strong></td>
<td></td>
</tr>
<tr>
<td>Riding 1</td>
<td></td>
</tr>
<tr>
<td>Horse Transportation</td>
<td>1</td>
</tr>
<tr>
<td>Equine Project</td>
<td>4</td>
</tr>
<tr>
<td>Equine Health</td>
<td>4</td>
</tr>
<tr>
<td>Basic First Aid</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>25</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 12's</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st Semester</strong></td>
<td></td>
</tr>
<tr>
<td>Equine Nutrition</td>
<td>6</td>
</tr>
<tr>
<td>Riding 2A (Pilot program)</td>
<td>8</td>
</tr>
<tr>
<td>Equine Genetics</td>
<td>4</td>
</tr>
<tr>
<td>Equine Health (to be replaced by another subject in 1987 as 1986 year 11's will have studied it)</td>
<td>4</td>
</tr>
<tr>
<td><strong>2nd Semester</strong></td>
<td></td>
</tr>
<tr>
<td>Equine Breeding</td>
<td>6</td>
</tr>
<tr>
<td>Riding 2B</td>
<td>8</td>
</tr>
<tr>
<td>Introduction to Farriery</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>35</strong></td>
</tr>
</tbody>
</table>

GRAND TOTAL 60 points

Refer Appendix ..... for 1985 equivalents.
CIRCULAR CODE: 85/11/D/18

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John Smith has earned twenty four credit points towards his Secondary Graduation. Each Accredited Course which was studied for the full year and in which he achieved an A, B, C or D is worth six credit points. John received no credit points for English in which he was graded 'F'. (For the TAFE Courses a student must achieve at least a C* grade or a Pass in the supplementary examination to obtain credit points).

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* Authors bolding
SECONDARY EDUCATION AUTHORITY

CIRCULAR CODE: 85/9/CR/23

TITLE: APPROVAL OF TAFE COURSES FOR THE C.S.E.

At the seventh meeting of the Secondary Education Authority on July 17, 1985 it was resolved:

a) that secondary schools or educational systems can submit TAFE approved courses for accreditation or for registration on the Certificate of Secondary Education under the following conditions:

i) the students studying the TAFE courses being enrolled in an approved secondary school

ii) TAFE providing a recommended time allocation for study in a full time secondary school context

iii) the students sitting for the TAFE examinations in the courses

iv) TAFE providing the assessments to SEA in the TAFE format

v) TAFE grades being used on the Certificate of Secondary Education with a suitable denotation to indicate the TAFE origin of the course and with an appropriate sentence to help with the interpretation of the grades

vi) the Authority accepting the TAFE submission without modification: if a modification is thought to be necessary, then the course is rejected for certification by SEA as both a registered and as an accredited course

vii) for TAFE courses approved by SEA as accredited, the TAFE grades A, B, C and Pass are acceptable as satisfactory for the counting of credit points for secondary school graduation; and the TAFE grades F and G are not acceptable as counting for credit points or secondary school graduation

viii) students studying TAFE courses without submitting to the TAFE examinations or to the assessment requirements being refused certification on SEA issued certificates for the corresponding classwork; these studies would then be regarded entirely as extra-curricular.

b) that, where a school bases a course submission on a TAFE approved course and submits a revised course to SEA for approval as a registered, or as an accredited course, the TAFE origin of the course should be ignored for formal certification and the submission should be subject to normal SEA course approval procedures.

c) that jointly designed TAFE and secondary school courses should be submitted firstly to SEA and then to the TAFE Council of Studies for approval and that approval by both bodies is mandatory before the course can be implemented in either the TAFE or the secondary school.

These resolutions will come into effect immediately. They do not apply to the 1985 Year 12 students.
EQUINE MANAGEMENT

No pre-requisite - though previous horse experience is an advantage

School Horses may be hired for an extra fee if the student does not have her own.

The course is available to girls who have an interest in the Equine Industry generally. It combines the practical aspects of riding and horsemastership with theory and safety aspects that are necessary for successful employment in this rapidly growing industry.

The curriculum includes excursions and work experience at establishments such as veterinary clinics; studs; showjumping and riding stables.

The course is divided into two years:

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Horsemastership 1</td>
<td>Horsemastership 2</td>
</tr>
<tr>
<td>horsemanship 1</td>
<td>Horsemanship 2</td>
</tr>
<tr>
<td>Conformation and Action</td>
<td>Equine Veterinary Science</td>
</tr>
<tr>
<td>First Aid Certificate</td>
<td>Evolution</td>
</tr>
<tr>
<td>Horse Transportation</td>
<td>Farriery</td>
</tr>
</tbody>
</table>

At the successful completion of the course students will be awarded a T.A.F.E. Certificate of Equine Management and will receive 6 credit points for a T.A.F.E. grade of C or better for the purposes of Secondary Graduation.
KOBEELYA COURSE OUTLINE - proposed in 1984 for the commencement of 1985

**Year 11**

<table>
<thead>
<tr>
<th>Name of Subject</th>
<th>School Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Horsemastership 1</td>
<td>2 periods/wk for 36 weeks</td>
</tr>
<tr>
<td>Horsemanship 1</td>
<td>2 periods/wk for 36 weeks</td>
</tr>
<tr>
<td>Conformation and Action (first 1/4 year)</td>
<td>1 period/wk for 18 weeks</td>
</tr>
<tr>
<td>Horse Transportation (second 1/4 year)</td>
<td>1 period/wk for 18 weeks</td>
</tr>
<tr>
<td>First Aid Certificate</td>
<td>a concentrated course of 3 days duration conducted and examined by a St John Ambulance Officer.</td>
</tr>
</tbody>
</table>

Site Visits and Practical Work for all subjects supervised daily before and after school hours.

**Year 12** - applicable for 1986

<table>
<thead>
<tr>
<th>Name of Subject</th>
<th>School Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Horsemastership 2</td>
<td>2 periods/wk for 36 weeks</td>
</tr>
<tr>
<td>Horsemanship 2</td>
<td>2 periods/wk for 36 weeks</td>
</tr>
<tr>
<td>Equine Veterinary Science</td>
<td>1 period/wk for 36 weeks</td>
</tr>
<tr>
<td>Evolution (first 1/4 year)</td>
<td>1 period/wk for 18 weeks</td>
</tr>
<tr>
<td>Farriery (second 1/4 year)</td>
<td>1 period/wk for 18 weeks</td>
</tr>
</tbody>
</table>

Site visits and Practical work for all subjects supervised daily before and after school.

Where a subject requires, an expert is engaged to lecture.

for example:  
* Farriery (practical shoeing)  
* Equine Veterinary Science (work experience)  
* More advanced Horsemanship (Showjumping, Dressage schools)  
* Horsetransport - field trip to 'Kalpakoff' - mechanic to discuss vehicle modifications etc.

*NB In 1985, TAFE announced changes to the format of the Equine Management Course. For 1986 details - please refer later in this appendix
KOBEELYA COLLEGE - EQUINE MANAGEMENT

1986 PROPOSED SUBJECTS

Year 11

1st Semester

Equine Management
Riding 1 (Pilot program)
Conformation and Action

2nd Semester

Riding 1
Horse Transportation
Equine Project
Equine Health
Basic First Aid

Year 12

1st Semester

Equine Nutrition
Riding 2A (Pilot program)
Equine Genetics
Equine Health (to be replaced by another subject in 1987 as 1986 year 11's will have studied it)

2nd Semester

Equine Breeding
Riding 2B
Introduction to Farriery

GRAND TOTAL

Refer Appendix ..... for 1985 equivalents.
TAFE's CERTIFICATE IN EQUINE MANAGEMENT 1986

DRAFT: DATE OF ISSUE JUNE 1985

TECHNICAL EDUCATION DIVISION: EDUCATION DEPARTMENT OF WESTERN AUSTRALIA

TE 77: COURSE OUTLINE

TECHNICAL EDUCATION DIVISION: EDUCATION DEPARTMENT OF WESTERN AUSTRALIA

TE 77: COURSE OUTLINE

NAME: CERTIFICATE IN EQUINE MANAGEMENT

COURSE No 6657-2P

<table>
<thead>
<tr>
<th>STREAM</th>
<th>Animal Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASCO CODE</td>
<td>Certificate in Equine Management</td>
</tr>
<tr>
<td>FIELD</td>
<td>CERT EQUINE MGMT</td>
</tr>
<tr>
<td>(1) AREA OF STUDY</td>
<td>Animal Studies</td>
</tr>
<tr>
<td>(2) NAME</td>
<td>Certificate in Equine Management</td>
</tr>
<tr>
<td>(3) SHORT FORM</td>
<td>CERT EQUINE MGMT</td>
</tr>
<tr>
<td>(4) DESIGNATION</td>
<td>CERT EQUINE MGMT</td>
</tr>
<tr>
<td>(5) ENTRANCE REQUIREMENTS</td>
<td>(a) Completion of three years of the Achievement Certificate of the Board of Secondary Education with passes at intermediate level OR (b) The equivalent of (a) above.</td>
</tr>
<tr>
<td>(6) DURATION</td>
<td>3 years part-time</td>
</tr>
<tr>
<td>(7) COURSE AIMS</td>
<td>(a) To enable students through the application of theoretical and practical knowledge to care for a horse and to improve riding skills. (b) To enable the students, by means of studying specific electives, to give riding instruction and to run a stud, stable, or riding school. (c) To enable the student to gain a certificate which will indicate a standard of ability and knowledge which will enhance promotional opportunity.</td>
</tr>
</tbody>
</table>
(1) CERTIFICATE IN EQUINE MANAGEMENT

Schedule of Subjects

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>TOTAL HRS</th>
<th>GF</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equine Management</td>
<td>106*</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>Basic First Aid</td>
<td>18*</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Introduction to Farriery</td>
<td>54*</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Horse Transportation</td>
<td>18</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Equine Nutrition</td>
<td>54*</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Equine Health</td>
<td>36*</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

**Stage 1 (Compulsory)**

Electives (To total at least 39 Credit Points)

- Total Credits = 60

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>TOTAL HRS</th>
<th>GF</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computing - Introduction</td>
<td>36*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Farm Skills - Equine Property Management</td>
<td>36*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Riding 1 ( Pilot Programme)</td>
<td>108*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conformation and Action</td>
<td>54*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equine Breeding</td>
<td>54*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equine Genetics</td>
<td>36</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equine Exercise Science</td>
<td>36*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equine Sports</td>
<td>36*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Riding 2A ( Pilot Programme)</td>
<td>72*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Riding 2B ( Pilot Programme)</td>
<td>72*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Racing and Facing A</td>
<td>72*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Racing and Facing B</td>
<td>72*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equine Project</td>
<td>36*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equine Business Administration Management</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
KOBEELYA COLLEGE'S 1986 PROPOSED SUBJECTS' SYLLABUSES AND ASSESSMENT DETAILS

DRAFT: DATE OF ISSUE MAY 1985

TECHNICAL EDUCATION DIVISION: EDUCATION DEPARTMENT OF WESTERN AUSTRALIA

TE 78: SUBJECT SYLLABUS NAME: EQUINE MANAGEMENT

<table>
<thead>
<tr>
<th>STREAM</th>
<th>ASCO CODE</th>
<th>FIELD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(1) AREA OF STUDY Animal Studies
(2) NAME Equine Management
(3) SHORT FORM EQUINE MANAGEMENT
(4) PREREQUISITES Course requirements
(5) CO-REQUISITES Nil
(6) TEXTS Horsmanship I, Technical Publications Trust
(8) GROUP LEVEL 3
(9) DURATION Lecture 4 hours and practical 2 hours per week for 18 weeks = 108 hrs
(10) CREDIT POINTS 6
(11) GENERAL AIMS To enable students to recognise horse types and breeds. To manage and care for horses and the associated resources.
(12) SYNOPSIS Origin, breeds, identification of horses. Basic handling of the horse, buying a horse, Saddlery, Care and management of the horse under Australian conditions; feeding, digestive, circulatory and respiratory systems, grooming, veterinary, presentation, ropes.
(13) ASSESSMENT REQUIREMENTS

<table>
<thead>
<tr>
<th>MIDYEAR/END OF YEAR</th>
<th>Internal assessment</th>
<th>25%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>One 2 hour written examination paper</td>
<td>75%</td>
</tr>
</tbody>
</table>

SUPPLEMENTARY Not Available

(14) ASSESSMENT DETAILS:

<table>
<thead>
<tr>
<th>GRADING POINTS:</th>
<th>75% to 100% A PASS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>65% to 74% B PASS</td>
</tr>
<tr>
<td></td>
<td>50% to 64% C PASS</td>
</tr>
<tr>
<td></td>
<td>35% to 49% F FAIL</td>
</tr>
<tr>
<td></td>
<td>0% to 34% G FAIL</td>
</tr>
</tbody>
</table>

ANEQUINMG
TECHNICAL EDUCATION DIVISION: EDUCATION DEPARTMENT OF WESTERN AUSTRALIA

TE 78: SUBJECT SYLLABUS

NAME: EQUINE MANAGEMENT

DETAILS OF SYLLABUS

STUDENT OBJECTIVES

Students shall be able to:

1. ORIGIN, BREEDS, IDENTIFICATION OF HORSES

   Origin of the Horse
   1.1 State the three major changes in the horse, from Eohippus to Equus.

   Horse Breeds and Types.
   1.2 State the two instincts that have remained through the horse's evolution ie herd and flight instincts.

   Identification of Horses: Colours, Markings, Brands;
   1.3 Identify the following breeds and describe their characteristics: Andalusian, Appaloosa, Arabian, Australian Stock Horse, Clydesdale, Holsteiner, Hackney, Percheron, Welsh Mountain Pony, Shetland, Thoroughbred, Standardbred, Quarter Horse.

   1.4 Identify the following colours: bay, chestnut, brown, black, roan, grey, white, piebald, skewbald, dun.

   1.5 Identify the markings: star, stripe, snip, blaze, white face, flesh marks, white leg markings, whorls, emine marks, native cat back, and acquired marks.

   Registration of Breeds and Riding Horses
   1.6 Explain the basic requirements for registration of the following breeds: Arabian, Australian Stock Horse, Thoroughbred and Standardbred.

   1.7 Explain the requirements for the registration of riding horses with the Equestrian Federation of Australia.

   Height.
   1.8 Explain how a horse is measured.

   Points of the horse.
   1.9 Measure four horses.

   1.10 Mark in the points of a horse on an unlabelled diagram of a horse.

2. BASIC HANDLING OF THE HORSE.
   - The Importance of Safety, Confidence, Patience and Consistent Behaviour by the handler.
   - Approaching and Catching the horse with a halter or head collar and leadrope.

   2.1 Give reasons why safety, confidence, patience and consistent behaviour by the handler are important.

   2.2 Demonstrate how to approach and catch a horse.

   2.3 Demonstrate how to fit a halter and head collar.

   2.4 Explain the importance of the voice when handling the horse.
TE 78: SUBJECT SYLLABUS

NAME: EQUINE MANAGEMENT

DETAILS OF SYLLABUS

STUDENT OBJECTIVES

Students shall be able to:

3.1 List points to look for when buying a horse and points to avoid.

3.2 State why temperament of the horse to suit the rider is more important than looks.

3.3 Select a horse from a group giving reasons.

3.4 Explain the meaning of the following unsoundnesses: parrot mouth, broken wind, bowed tendon, ringbone, navicular disease, spavin, curb.

3.5 Explain the meaning of the following vices: weaving, striking, biting, windsucking, crib biting, rearing, jibbing.

4.1 Name four types of snaffle bridle and their purposes.

4.2 Demonstrate how to fit a snaffle bridle.

4.3 Name the parts of a bridle.

4.4 List six common snaffle bits.

4.5 Name the parts of a saddle.

4.6 Explain the difference between a rigid and a spring tree.

4.7 Explain the use and differences between the following saddles: All purpose, jumping, dressage, Western, stock saddle, track saddle and racing pad.

4.8 Explain points to look for when fitting a saddle to the horse.

4.9 Explain points to look for when fitting a saddle for the rider.

4.10 Demonstrate the correct fitting of a saddle before riding.

4.11 Explain the fitting and purpose of a saddle cloth.

4.12 Describe six girths and for what purpose each would be used.

4.13 Identify four different types of stirrup irons and their uses.
TECHNICAL EDUCATION DIVISION: EDUCATION DEPARTMENT OF WESTERN AUSTRALIA

NAME: EQUINE MANAGEMENT

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TE 78: SUBJECT SYLLABUS

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TOPIC

DETAILS OF SYLLABUS

STUDENT OBJECTIVES

Students shall be able to:

4 SADDLERY (Cont'd...)

Care of Saddlery.

4.14 Explain points to be considered when buying stirrup leathers, nosebands, martingales, breastplates and surcingles.

Signs of Wear.

4.15 Explain the importance of oiling and cleaning saddlery.

Simple Repairs.

4.16 Demonstrate how to oil and clean saddlery.

Safety.

4.17 Give examples of signs of wear and common places in which wear occurs on saddles and bridles.

4.18 Demonstrate simple repairs: harness stitching and rivetting.

4.19 Understand the importance of saddlery maintenance and safety.

5 CARE AND MANAGEMENT OF THE HORSE UNDER AUSTRALIAN CONDITIONS.

5.1 State the reasons for routine and observation.

5.2 State particular problems to consider during each of the four seasons.

5.3 List and discuss eight points to be considered when choosing a suitable paddock for a horse.

5.4 List points to be considered when caring for the paddocked horse.

5.5 Describe the dimensions and fittings for a stable, explain the importance of safety.

5.6 Give a daily routine for a fully stabled, and nightly stabled horse.

5.7 Explain the behaviour of a normal, healthy horse in the morning.

5.8 Describe signs that would indicate something was wrong.

5.9 Explain how a horse learns.

5.10 Give steps to be taken when introducing a horse to a new environment (ie paddock or stable).

5.11 Demonstrate how to tie a horse with a quick release knot (to string), and how to tie a horse to a solid object.
5 CARE AND MANAGEMENT OF THE HORSE UNDER AUSTRALIAN CONDITIONS (Cont'd...)

6 FEEDING.
Bulk and Concentrates.
Terminology.
General requirements of the horse in relation to size, work and environment.
Rules of feeding.
Identification of feedstuffs, and recognition of quality.
Water, its importance to the horse.
Pasture, and how to recognise good and poor pasture.
Minerals - the importance of the Calcium:Phosphorous Ratio.
Overfeeding and under feeding.

DETAILS OF SYLLABUS

STUDENT OBJECTIVES

Students shall be able to:

5.12 Demonstrate and explain how to lead a horse, from either side.

5.13 Demonstrate or explain how to lead a horse from another horse.

6.1 Explain, with examples, the difference between bulk and concentrates.

6.2 State the meaning of the terms: nutrient, protein, energy, minerals and vitamins.

6.3 State, in percentages of bodyweight, the general requirements of a horse in bulk and concentrates, and how different feedstuffs may be substituted to achieve the same results.

6.4 State the meaning of the terms maintenance and production.

6.5 Give ten general rules of feeding.

6.6 Identify various feedstuffs: hay, chaff, oats, barley, wheat, bran, crushed maize, lucerne, linseed, soya bean meal.

6.7 State factors influencing quality in feedstuffs.

6.8 State the importance of clean, fresh water available at all times.

6.9 State the early signs of dehydration.

6.10 Explain the difference between good and poor pasture for horses.

6.11 Explain when the paddocked horse may require supplementary feeding.

6.12 Give 2 reasons why the Ca:P ratio is important when calculating feeds.

6.13 State the correct, maximum and minimum ratios of Ca and P.

6.14 Show how to calculate the calcium phosphorous ratio on data supplied.

6.15 State which vitamin is necessary for the absorption of calcium and phosphorous.

6.16 Give examples of over feeding and under feeding and explain the results of both.
## DETAILS OF SYLLABUS

### TOPIC

<table>
<thead>
<tr>
<th>Topic</th>
<th>Details</th>
</tr>
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</table>
| 7. THE DIGESTIVE SYSTEM | 7.1 Describe how a horse feeds.  
  7.2 Describe, in general terms how digestion takes place in a horse.  
  7.3 Label a diagram with the parts of the digestive system, their lengths and capacities.  
  7.4 State reasons for a consistent diet and gradual change.  
  7.5 Describe the causes and symptoms of common digestive disorders: colic, founder, ingestion of sand, worms. |
| 8. THE CIRCULATORY AND RESPIRATORY SYSTEMS | 8.1 Explain in simple terms the circulatory and respiratory systems.  
  8.2 State a horse's normal temperature, pulse and respiration. |
| 9. GROOMING - Equipment. | 9.1 State the reasons for grooming.  
  9.2 Describe the grooming tools.  
  9.3 State the differences between grooming the stabled and paddocked horse.  
  9.4 Demonstrate how to groom and prepare a horse for work.  
  9.5 State when a horse should or should not be hosed.  
  9.6 State how to hose a horse.  
  9.7 State why a horse should be washed.  
  9.8 State how to wash a horse.  
  9.9 State the reasons a horse rolls.  
  9.10 Describe the area and type of soil most sought by the horse for rolling.  
  9.11 State the reasons for rugging.  
  9.12 Describe the various types of rugs and their purposes (seat rug, fly sheet, waterproof rugs, stable rugs).  
  9.13 Explain how to measure a horse to fit a rug, and other points to be considered when fitting a rug. |
TECHNICAL EDUCATION DIVISION: EDUCATION DEPARTMENT OF WESTERN AUSTRALIA

TE 78: SUBJECT SYLLABUS

NAME: EQUINE MANAGEMENT

INDEX NO

(15)

TOPIC

9 GROOMING (Cont'd...)

10 VETERINARY

Pain.
Identifying Lameness.
Minor Ailments.
Wounds.
Care of the normal Shod and Unshod Foot.
Teeth - care of teeth.
Ageing.
Internal Parasites.

DETAILS OF SYLLABUS

STUDENT OBJECTIVES

Students shall be able to:

9.14 Explain the difference between a neck rug and hood.

9.15 State the reasons for clipping a horse.

9.16 On diagrams shade in the areas clipped in blanket, hunter and trace clips.

9.17 State points to be considered when caring for the clipped horse.

9.18 Describe materials suitable for stable, travel and exercise bandages.

9.19 Give reasons for bandaging.

9.20 Demonstrate/describe how to apply stable, travel and exercise bandages.

9.21 Give reasons for the use of padding beneath bandages.

9.22 Give special procedures when applying bandages for cross country or show jumping competition.

9.23 Describe how to prepare a horse for travel, and factors that influence the choice of equipment.

9.24 Demonstrate/explain how to apply boots for travel, exercise or polo.

9.25 Identify various boots.

9.26 Explain why cleanliness and maintenance of boots is important.

10.1 Describe how the horse shows signs of pain.

10.2 State how to determine in which leg a horse is lame.

10.3 State the rules for general sick nursing.

10.4 Indicate when it becomes necessary to call a vet.

10.5 State the cause, symptoms and treatment of: colic, colds, coughs, girth galls, saddle sores, greasy heel, corns, stone bruises, founder, tetanus, strangles, ringworm and lice.
(15)

TOPIC

10 VETERINARY (Cont'd...)

 DETAILS OF SYLLABUS

STUDENT OBJECTIVES

Students shall be able to:

10.6 Give an immunisation programme for strangles and tetanus.

10.7 State the cause, symptoms and treatment of incised, lacerated, punctured and contused wounds.

10.8 State the advantages and disadvantages of shoeing.

10.9 State procedures to be taken in the care of the unshod foot.

10.10 State how often the horse should be shod.

10.11 Describe the indications of a horse needing to be shod.

10.12 Describe the care of the shod foot.

10.13 State and demonstrate how to examine a horse's teeth.

10.14 State why, how and when the horse's teeth are rasped.

10.15 State the symptoms of problem teeth.

10.16 State and demonstrate how to age a horse by its teeth.

10.17 Name the four major groups of internal parasites using the common terminology and scientific names.

10.18 State preventative measures to control worm infestation.

10.19 Describe the outward signs that may indicate a horse has worms.

10.20 Describe a worming programme for a horse.

10.21 Name common wormers that can be administered by the horse owner and which worms against which they will be effective.

11 PRESENTATION.

Trimming, Pulling the mane and tail.

Hogging, plaiting and quarter marking.

11.1 Explain why presentation is an important aspect of the horsemaster's job.

11.2 Explain the importance of cleanliness when presenting a horse for work, competition and sale.
<table>
<thead>
<tr>
<th>TOPIC</th>
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<tbody>
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<td>11.3</td>
<td>Demonstrate/explain how to trim a horse.</td>
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<tr>
<td>11.4</td>
<td>Demonstrate/explain how to pull a mane and tail.</td>
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<tr>
<td>11.5</td>
<td>Demonstrate/explain how to hog a horse.</td>
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<tr>
<td>11.6</td>
<td>Demonstrate/explain how to plait a mane and tail.</td>
</tr>
<tr>
<td>11.7</td>
<td>Demonstrate/explain how to apply quarter marks.</td>
</tr>
<tr>
<td>12.1</td>
<td>Describe the most suitable type of rope for handling horses.</td>
</tr>
<tr>
<td>12.2</td>
<td>Demonstrate, with a three strand rope: a back splice, eye splice and how to join two ropes by splicing.</td>
</tr>
<tr>
<td>12.3</td>
<td>Demonstrate the following knots: quick release knot, bowline.</td>
</tr>
</tbody>
</table>
MSC COURSE SYLLABUS

AREA OF STUDY: SCIENCE

NAME: Horse Transportation

SHORT FORM: HORSE TRANSPORTATION

PRE-REQUISITES: Horsemanship 1

CO-REQUISITES: Horsemastership 1

REFERENCES:

DURATION: Lecturer 1 hour/week for 18 weeks

DETAILED OF SYLLABUS

GENERAL AIMS:
(a) To enable students to assess the factors concerning vehicles and equipment for transporting horses.
(b) To acquaint students with the needs of horses whilst being transported.

SPECIFIC OBJECTIVES

The student -

1. Definition of mechanical needs
   (i.e. (a) single or double horse float,
   (b) Open or enclosed truck, (c) Goose neck trailer).

   1.1 Considers how many horses to be moved.
   1.2 Size and weight factors.
   1.3 Vehicles and engine power available or required.
   1.4 Types of suspension.
   1.5 Weight carrying ability and ride of 1.4.
   1.6 Fuel consumption and running costs comparisons.

2. Assess personal needs (after determining the type of horse sport or usage that the rig will normally be run for).

   2.1 Consider suitability and practicability for short term living or camping away from home.
   2.2 Discuss equipment and fodder to be transported also its storage for a given number of horses over a given time.
   2.3 Consider internal lighting requirements.
   2.4 Consider equipment, storage and layout for short term living for a given number of people.

3. New or second hand?

   3.1 Consider points for and against second hand equipment in comparison to new equipment.
   3.2 In general terms look at possible taxation benefits for new or second hand.
   3.3 Inspect as many new and second hand rigs as practical in classes A B & C. Discuss their suitability, construction type and general soundness.
   3.4 Get an idea of cost. Comparison between custom built new and second hand rigs to possible cost savings for home constuction.
   3.5 Ride in as many different rigs as possible both loaded and empty. Observe how the horses travel over different road surfaces.

4. Construction and Planning (would equally apply to either custom built or the construction or alteration to second hand rigs)

   4.1 Check RTA regulations that apply, covering gross and tare weights, brakes, lights, length and width, speed allowed, empty and loaded.
   4.2 Consider legal all up weight allowed.
   4.3 Estimate net weight load of horse and gear carriage.
   4.4 From estimation of above and other considerations previously discussed at line at a decision to purchase and type A B or C.

(Issued December 1960)
TOPICS

4.5 Inspect as many rigs as possible. Also confer with owners for their opinions of good and poor points of them.

4.6 Draw floor plans for rigs in each of class A B & C with practical measurements.

4.7 Consider also:
(a) sprung ramps
(b) towing attachments (if applicable)
(c) different non slip floor coverings and their shock absorbent properties.
(d) ventilation.
(e) vision both into and out of rig.
(f) drainage
(g) security.

5. Loading

5.1 Mechanics :- (i.e. either gate, ramp or jump up, etc.)

5.2 Weight distribution.

5.3 Methods for loading:-
(a) the willing horse
(b) the fractious horse
(c) the young or nervous horse
(d) the sick horse

6. Travelling.

6.1 Tying up for travelling, knot to use and rope length.

6.2 Watering and feeding en route.

6.3 Exercise when en route.

7. Veterinary

7.1 Practical first aid kit
(a) its contents
(b) its uses (people and horses)

7.2 Stress factors in the transported horse.
(a) recognition
(b) treatment

7.3 Particular aspects of transporting the sick horse.

8. Destruction of a horse.

8.1 Lists some situations in which death is recommended.

8.2 Draws a diagram of where the bullet should enter with the barrel at right angles to the head.

8.3 Quarantine laws
Interstate Movement of stock
Horse feed movement.

8.4 Regulations to be complied with.
Care of the horse in air and sea transport.
Regulations relating to feed.
Types of quarters and their effect on the horse.

GRADING POINTS

<table>
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<th>GRADE</th>
<th>PERCENTAGE</th>
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<td>C</td>
<td>50% to 64%</td>
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<tr>
<td>D</td>
<td>35% to 49%</td>
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(10) EXAMINATION REQUIREMENTS

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(Issued December 1980)
AREA OF STUDY    SCIENCE
NAME            Horsemanship 1
SHORT FORM      HORSEMANSHIP 1
PRE-REQUISITES  Course requirements
CO-REQUISITES   
TEXTS           Trust Publication Text "Horsemanship 1"
REFERENCES      
DURATION        Lecturer 2 hours/week for 36 weeks
                 Practical 1 hour/week for 36 weeks

GENERAL AIMS:
To develop basic riding knowledge and ability to achieve either basic riding skills or judge
the correct application of basic riding skills.

TOPICS


2. Dismounting - preparing to dismount. Steps taken and reasons. Step by step procedure to dismount.

3. Holding the reins - position of the arms and hands. How to hold the reins. Alternative ways.


5. Aids - natural, artificial.

SPECIFIC OBJECTIVES

The student shall:

1.1 To be able to state the correct, safe procedure for preparing to mount and mounting a horse.

1.2 State the reasons for the procedure in relation to the comfort of the horse and the safety of the rider.

1.3 State or demonstrate in correct sequence the procedure to mount.

1.4 State alternative procedures for mounting.

1.5 State or demonstrate how to adjust length of stirrup while on the horse.

1.6 State procedures we would take with disobedient horses.

2.1 State or demonstrate procedure for preparing to dismount and dismounting a horse.

2.2 State reasons for procedure in relation to safety of the rider.

3.1 State or demonstrate method of holding the reins.

3.2 State alternatives and give reasons for their effect on the horse.

3.3 State or demonstrate the correct position of arms, hands and fingers when mounted and holding the reins of snaffle bridles.

3.4 State reasons for hands, arms, fingers being in these positions.

4.1 Recognise from a series of drawings or photographs the correct position of rider.

4.2 State reasons for correct position.

4.3 Describe examples of horse's reaction when rider is out of correct position.

4.4 Recognise from a series of drawings and photographs positional defects of riders.

4.5 Describe ten exercises which help posture and balance and state how each exercise achieves it.

5.1 List the natural aids and state how and where each is used.

(December 1980 replacing January 1977)
SPECIFIC OBJECTIVES

5.2 Give examples of aids used incorrectly and describe reaction of the horse.
5.3 Recognise (from a series of drawings or photographs) incorrect application of aids.
5.4 State procedure taken when horse fails to respond.

6.1 State the footfalls and time of the walk.
6.2 Name the aids to walk in the correct sequence.
6.3 Recognise (from a series of photographs or slides) a horse walking with impulsion and without impulsion.
6.4 List 2 or 3 exercises which help the rider to feel through his seat the footfalls at the walk.
6.5 Different walks.

7.1 Name the aids to trot in the correct sequence.
7.2 State the footfalls and the time of the trot.
7.3 Describe method used to ensure that rider is on right or left diagonal, and why.
7.4 Be able to recognise (from a series of photographs) when rider is sitting on right or left diagonal from front behind and side views.
7.5 State reasons for using both diagonals.
7.6 List and describe exercises which help rider overcome problems at the trot.
7.7 Be able to recognise positional defects of the rider from photographs or diagrams.
7.8 Different trots - name and explain.

8.1 State the footfalls and the time of the canter.
8.2 Name the aids to canter (in the correct sequence).
8.3 State method used to discover which leg horse is leading with when cantering.
8.4 State reasons why horse should canter on correct leading leg on a circle.
8.5 State action taken when horse leads on wrong leg on a circle.
8.6 Give footfalls of disunited canter and recognise it in photographs and drawings.
8.7 List procedures one would adopt to teach a horse to lead on correct leg on a circle.
8.8 Recognise counter canter.

9.1 State the footfalls and the time of the gallop.
9.2 Name the aids in the correct sequence.
9.3 Describe the rider’s position and give reasons for the change.
9.4 Give examples of time and place when and when not to gallop a horse. State reasons.

10.1 Recognise (from film) smooth, transition and poorly executed transitions. State faults the rider displayed and result.
10.2 List a number of activities or exercises (and equipment) to help rider perform smoother transitions. State action taken when horse is evasive.
TOPICS

1. The Halt: How to achieve a square halt. Aids.

2. Work on a loose rein.

3. Increasing length of stride.


5. Other Jumping: Cross country, show jumping, general regulations.


7. Showing your horse in hand and ridden: Ring workouts, riding figure of eight. General regulations.

SPECIFIC OBJECTIVES

11.1 Name the aids in the correct sequence.
11.2 Recognise good and poor halts.
11.3 List common faults riders display.
11.4 State procedure to move horse from poor halt to square halt.

12.1 State reasons for using it.
12.2 Recognise from photographs the appearance of a horse on a loose rein.

13.1 When do we begin to ask for lengthening of stride. How much? Why?

14.1 Why is the "forward seat" used in jumping?
14.2 How does it help the horse?
14.3 Recognise and feel how the horse should jump.
14.4 Give reasons why bascule is important.
14.5 Explain and discuss the states of taking a jump for both horse and rider.
14.6 List the training program for the first 6 months to help develop rider's eye and confidence in the horse.
14.7 Know rules (Equestrian Federation of Australia) for table A B C.

15.1 Name different types of show jumping events.
15.2 Do's and don'ts when riding cross country. Give reasons.
15.3 List general show jumping rules and specific cross country rules where they differ from show jumping.
15.4 Name and illustrate at least 10 show jumps, 10 cross country.

16.1 State the aims and general rules.
16.2 List the levels from preliminary to advanced medium.
16.3 What is the overriding factor in all tests?

17.1 State 6 basic principles to show your horse in hand.
17.2 State 6 basic principles when ridden.
17.3 List 5 workouts and their aims.
17.4 Types of ridden class in which horses may compete.

EXAMINATION REQUIREMENTS

ANNUAL

Assessed assignments 25%
Assessed practical ability 25%
One 2 hour written paper 50%

SUPPLEMENTARY

One 2 hour written paper 50%
Previous assessed marks 50%

GRADING POINTS

ANNUAL

A = 75% to 100%
B = 65% to 74%
C = 50% to 64%
F = 35% to 49%
G = 0% to 34%

SUPPLEMENTARY (December 1980 replacing January 1977)

Pass = 50% to 100%
Fail = 0% to 49%
MSC COURSE SYLLABUS

<table>
<thead>
<tr>
<th>NO.</th>
<th>TEXTS</th>
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<tbody>
<tr>
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<td>INDEX</td>
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**DETAILS OF SYLLABUS**

**GENERAL AIMS:**
To develop basic riding knowledge and ability to achieve either basic riding skills or judge the correct application of basic riding skills.

### T O P I C S

1. **Mounting - procedure prior to preparing to mount.** Reasons. Preparing to mount procedure - steps to take when mounting.

2. **Dismounting - preparing to dismount.** Steps taken and reasons. Step by step procedure to dismount.

3. **Holding the reins - position of the arms and hands.** How to hold the reins. Alternative ways.

4. **Position and exercises to help balance.**
   - Recognise from a series of drawings or photographs the correct position of rider.
   - State reasons for correct position.
   - Describe examples of horse's reaction when rider is out of correct position.
   - Recognise from a series of drawings and photographs positional defects of riders.
   - Describe ten exercises which help posture and balance and state how each exercise achieves it.

5. **Aids - natural, artificial.**
   - List the natural aids and state how and where each is used.

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**AREA OF STUDY**

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<th><strong>NAME</strong></th>
<th><strong>SHORT FORM</strong></th>
<th><strong>PRE-REQUISITES</strong></th>
<th><strong>CO-REQUISITES</strong></th>
<th><strong>REFERENCES</strong></th>
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</thead>
<tbody>
<tr>
<td>SCIENCE</td>
<td>HORSEMANSHIP 1</td>
<td>HORSEMANSHIP 1</td>
<td>Course requirements</td>
<td>Trust Publication Text &quot;Horsemanship 1&quot;</td>
</tr>
</tbody>
</table>

**DURATION**

- Lecturer 2 hours/week for 36 weeks
- Practical 1 hour/week for 36 weeks
TOPICS

The walk: Aids, footfalls, time, maintaining impulsion.

The trot: Aids, footfalls, time, rising, diagonals.

The Canter: Aids, footfalls, time, leading leg.

The Gallop: Aids, rider's position, footfalls, time.

Transitions: Upwards & downwards.

SPECIFIC OBJECTIVES

5.2 Give examples of aids used incorrectly and describe reaction of the horse.

5.3 Recognise (from a series of drawings or photographs) incorrect application of aids.

5.4 State procedure taken when horse fails to respond.

6.1 State the footfalls and time of the walk.

6.2 Name the aids to walk in the correct sequence.

6.3 Recognise (from a series of photographs or slides) a horse walking with impulsion and without impulsion.

6.4 List 2 or 3 exercises which help the rider to feel through his seat the footfalls at the walk.

6.5 Different walks.

7.1 Name the aids to trot in the correct sequence.

7.2 State the footfalls and the time of the trot.

7.3 Describe method used to ensure that rider is on right or left diagonal, and why.

7.4 Be able to recognise (from a series of photographs) when rider is sitting on right or left diagonal from front behind and side views.

7.5 State reasons for using both diagonals.

7.6 List and describe exercises which help rider overcome problems at the trot.

7.7 Be able to recognise positional defects of the rider from photographs or diagrams.

7.8 Different trots - name and explain.

8.1 State the footfalls and the time of the center.

8.2 Name the aids to canter (in the correct sequence).

8.3 State method used to discover which leg horse is leading with when cantering.

8.4 State reasons why horse should cantor on correct leading leg on a circle.

8.5 State action taken when horse leads on wrong leg on a circle.

8.6 Give footfalls of disunited canter and recognise it in photographs and drawings.

8.7 List procedures one would adopt to teach a horse to lead on correct leg on a circle.

8.8 Recognise counter canter.

9.1 State the footfalls and the time of the gallop.

9.2 Name the aids in the correct sequence.

9.3 Describe the rider's position and give reasons for the change.

9.4 Give examples of time and place when and when not to gallop a horse. State reasons.

9.5 Recognise (from film) smooth, transition and poorly executed transitions. State faults the rider displayed and result.

10.1 List a number of activities or exercises (and equipment) to help rider perform smoother transitions. State action taken when horse is evasive.

10.2 Give examples of aids used incorrectly and describe reaction of the horse.
TOPICS

11. The Halt: How to achieve a square halt. Aids.

12. Work on a loose rein.

13. Increasing length of stride.


15. Other Jumping: Cross country, show jumping, general regulations.


17. Showing your horse in hand and ridden: Ring workouts, riding figure of eight. General regulations.

EXAMINATION REQUIREMENTS

ANNUAL

Assessed assignments 25%
Assessed practical ability 25%
One 2 hour written paper 50%

SUPPLEMENTARY

One 2 hour written paper 50%
Previous assessed marks 50%

GRADING POINTS

ANNUAL

A = 75% to 100%
B = 65% to 74%
C = 50% to 64%
F = 35% to 49%
G = 0% to 34%

SUPPLEMENTARY

Pass = 50% to 100%
Fail = 0% to 49%

(10)
AREA OF STUDY: SCIENCE
NAME: Horsemastership
SHORT FORM: HORSEMASTERSHIP 1
PRE-REQUISITES: Course requirements.
CO-REQUISITES: Trust Publication Text "Horsemastership 1"
TEATS: Horse & Pony Nutrition
REFERENCES: Lecture 2 hours/week for 36 weeks
DURATION: Practical 1 hour/week for 36 weeks equiv.

GENERAL AIMS:
To enable students to recognise horse types and breeds, and to care for and manage horses and their gear.

TOPICS

1. Introduction - horse breeds, types and markings. Approach and handling with patience and purpose.

SPECIFIC OBJECTIVES
The student:

1.1 Identifies the various -
(i) breeds of horses - Andalusion, Arabian, appaloosa, quarterhorse, thoroughbred, standard breed, welsh mountain, shetland.
(ii) colours - chestnut, bay, roans, dun, grey, white, skewbald, piebald.
1.2 Given an unlabelled diagram mark in the points of a horse.
1.3 States the importance of patience and consistent behaviour.
1.4 Demonstrates safe approach to a horse.
1.5 Measure at least four horses.

2. Buying a horse - points to look for and avoid - temperament, manners and type to suit the rider.

2.1 Lists points to look for when buying a horse and points to avoid.
2.2 States why temperament of the horse to suit the rider is more important than looks.
2.3 Selects a horse from a group giving reasons. Also discusses general health and soundness.

3. Care and management of the horse under Australian conditions - importance of good habits and routine (a place and time for everything, everything in its place and done on time), being alert and attentive to problems. The stable, comfort and safety, feed bins, water troughs or bowls, yards and paddocks and shape. Tying up a horse. Providing a sand pit for rolling. How a horse learns - association of pleasure and pain. The importance of understanding the temperament and behaviour of the horse.

3.1 States and/or demonstrates the reasons for routine and attention to safety.
3.2 States how to tie a horse up with a quick-release (or bowline) knot on a rope of recommended length.
3.3 Lists the normal behaviour of a horse in the morning.
3.4 States the reason for some abnormal behaviours. e.g. weaving, nipping, cribbing, wind sucking, colic, founder.

(December 1980 replacing January 1977)
Feeding - an art and science.

Recognise the indivisibility of the horse. Use science as a guideline. Feed requirements in relation to size, work and environment. Feed value and effect on the digestive tract of common feeds e.g. chaff, bran, oats, barley, wheat hay (cereal and lucerne) pasture. Special additives: Balancing a ration and determining the correct Ca:P ratio. Over-feeding. Water quantity and availability.

Digestion - prehension, mastication, digestion in the stomach, fermentation in the large intestine (fairly simple terms), feeds and feeding causing digestive trouble. Need of consistent or gradual change of diet and sand.


Colic

Saddlery and Harness - types, construction and care of. Fitting the bridle and saddle to the horse. Girths, types and purpose.

4.1 State the general requirements of a horse - energy, protein, minerals and vitamins for maintenance and production.
4.2 States how much feed an average horse and pony requires per day for maintenance and production.
4.3 Recognise quality changes in feedstuffs.
4.4 Exhibits good and poor feed for comparisons. Is aware of hazards involved with poor feed.

5.1 Describes how a horse feeds.
5.2 Describes how digestion takes place in a horse (in general terms) and compares it with that of man and ruminants.
5.3 States reasons for consistent diet or gradual change.
5.4 Describes the effect of the ingestion of sand.

6.1 Describes the tools used in grooming and their use.
6.2 States the reasons for grooming.
6.3 Correctly grooms a horse and prepares a horse for work.
6.4 States how to correctly hose down a horse after work.
6.5 Prepares a horse for travel with bandages, hood.
6.6 States the reasons for rugging, the type of rug to use under various situations.
6.7 States the reasons for clipping.
6.8 On diagrams shades in the areas clipped in trace clippings.
6.9 States the caution to be taken after clipping.

7.1 States and demonstrates how to examine a horse's teeth.
7.2 Determines when teeth require treatment.
7.3 States how to determine in which leg a horse is lame.
7.4 States the measures to adopt for the control of worms and bots and develops a control programme.
7.5 States the cause and treatment of
   (i) founder
   (ii) colic
   (iii) colds
   (iv) tetanus
   (v) strangles.
7.6 States the procedure to adopt in the care of wounds.
7.7 Indicates when it becomes necessary to call a vet.

8.1 States the points to look for when selecting a saddle and bridle to suit a horse and rider and how to measure horse and rider. (December 1980 replacing January 1977)
EXAMINATION REQUIREMENTS

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GRADING POINTS

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<td>B</td>
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<td>Fail = 0% to 49%</td>
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<tr>
<td>C</td>
<td>50% to 64%</td>
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<tr>
<td>D</td>
<td>35% to 49%</td>
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<tr>
<td>E</td>
<td>0% to 34%</td>
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</tbody>
</table>

(December 1980 replacing January 1977)

B.2 Labels the component parts on a diagram of single snaffle and
B.3 demonstrates how to clean and cure for both saddlery and harness.
B.4 Compares design and use of
   - Jumping
   - Dressage
   - All purpose
   - Western
   - Pony

Assessed assignments 25%
One 2 hour written paper 75%
Previously assessed assignments 25%
TECHNICAL EDUCATION DIVISION: EDUCATION DEPARTMENT OF WESTERN AUSTRALIA

TE 78: SUBJECT SYLLABUS

NAME: RIDING I

Pilot Program

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(1) AREA OF STUDY  Animal Studies
(2) NAME  Riding I
(3) SHORT FORM  RIDING I
(4) PREREQUISITES  Nil
(5) CO-REQUISITES  Nil
(6) TEXTS  Horsemanship I, Technical Publications Trust.
(7) REFERENCES  Nil
(8) GROUP LEVEL  3
(9) DURATION  2 hours lecture + 1 hour Practical for 36 weeks = 108 hours
(10) CREDIT POINTS  6
(11) GENERAL AIMS  To develop basic riding knowledge and ability to achieve either basic riding skills or judge the correct application of basic riding skills.
(12) SYNOPSIS  Mounting, dismounting, holding the reins, position and exercises to help balance, aids, walk, trot, canter, gallop, transitions, halt, work on a loose rein, increasing length of stride, road safety, basic jumping, other jumping, dressage, showing your horse, lunging, artificial aids, bridles and bits, introduction to instructing, introduction to lateral work, turn on the forehand, leg yielding.

(13) ASSESSMENT REQUIREMENTS

ANNUAL:  One 2 hour written examination paper  70%
          One 2 hour practical examination  30%

SUPPLEMENTARY:  Available

(14) ASSESSMENT DETAILS:

GRADING POINTS:  75% to 100% A PASS
                 65% to 74% B PASS
                 50% to 64% C PASS
                 35% to 49% F FAIL
                 0% to 34% G FAIL

ANRIDING1
TECHNICAL EDUCATION DIVISION: EDUCATION DEPARTMENT OF WESTERN AUSTRALIA
TE 78: SUBJECT SYLLABUS

(15)

TOPIC

1 MOUNTING
   - Procedure prior to preparing to mount.
   - Reasons.
   - Preparing to mount procedure - steps to take when mounting.
   - Alternative methods.
   - Adjusting length of stirrup.
   - A guide for correct length.

2 DISMOUNTING
   - Preparing to dismount.
   - Steps taken and reasons.
   - Step by step procedure to dismount.

3 HOLDING THE REINS
   - Position of the arms and hands.
   - How to hold the reins.
   - Alternative ways.

4 POSITION AND EXERCISES TO HELP BALANCE

STUDENT OBJECTIVES

Students shall be able to:

1.1 State the correct, safe procedure for preparing to mount and mounting a horse.

1.2 State the reasons for the above procedure in relation to the comfort of the horse and the safety of the rider.

1.3 State or demonstrate in correct sequence the procedure to mount.

1.4 State alternative procedures for mounting.

1.5 State or demonstrate how to adjust length of stirrup while on the horse.

1.6 State procedures we would take with disobedient horses.

2.1 State or demonstrate the procedure for preparing to dismount and dismounting a horse.

2.2 State reasons for the above procedure in relation to the safety of the rider.

3.1 State or demonstrate the method of holding the reins.

3.2 State alternative methods and give reasons for their effect on the horse.

3.3 State or demonstrate the correct position of arms, hands and fingers when mounted and holding the reins of snaffle bridle.

3.4 State reasons for hands, arms, fingers being in these positions.

4.1 Recognise from a series of drawings or photographs the correct position of rider.

4.2 State reasons for correct position.

4.3 Describe examples of horse's reaction when rider is out of correct position.

4.4 Recognise from a series of drawings and photographs positional defects of riders.

4.5 Describe ten exercises which help posture and balance and state how each exercise achieves it.
TE 78: SUBJECT SYLLABUS

NAME: RIDING I

INDEX NO

TOPIC

5 AIDS
   - Natural.
   - Artificial.

6 WALK
   - Aids.
   - Footfalls.
   - Time.
   - Maintaining impulsion.

7 TROT
   - Aids.
   - Footfalls.
   - Time.
   - Rising.
   - Diagonals.

DETAILS OF SYLLABUS

STUDENT OBJECTIVES

Students shall be able to:

5.1 List the natural aids and state how and where each is used.

5.2 Give examples of aids used incorrectly and describe reaction of the horse.

5.3 Recognise from a series of drawings or photographs incorrect application of aids.

5.4 State procedure taken when horse fails to respond.

6.1 State the footfalls and time of the walk.

Name the aids to walk in the correct sequence.

6.3 Recognise from a series of photographs or slides a horse walking with impulsion and without impulsion.

6.4 List 2 or 3 exercises which help the rider to feel through his seat the footfalls at the walk.

6.5 Name and explain different walks.

7.1 Name the aids to trot in the correct sequence.

2 State the footfalls and the time of the trot.

7.3 Describe method used to ensure that rider is on right or left diagonal, and why.

7.4 Be able to recognise (from a series of photographs) when rider is sitting on right or left diagonal from front behind and side views.

7.5 State reasons for using both diagonals.

7.6 List and describe exercises which help rider overcome problems at the trot.

7.7 Be able to recognise positional defects of the rider from photographs or diagrams.

7.8 Name and explain different trots.
TECHNICAL EDUCATION DIVISION: EDUCATION DEPARTMENT OF WESTERN AUSTRALIA

TE 78: SUBJECT SYLLABUS

NAME: RIDING I

INDEX No

DETAILS OF SYLLABUS

STUDENT OBJECTIVES

Students shall be able to:

8.1 State the footfalls and the time of the canter.

8.2 Name the aids to canter (in the correct sequence).

8.3 State method used to discover which leg horse is leading with when cantering.

8.4 State reasons why horse should canter on correct leading leg on a circle.

8.5 State action taken when horse leads on wrong leg on a circle.

8.6 Give footfalls of disunited canter and recognise it in photographs and drawings.

8.7 List procedures one would adopt to teach a horse to lead on correct leg on a circle.

8.8 Recognise counter canter.

9.1 State the footfalls and the time of the gallop.

9.2 Name the aids in the correct sequence.

9.3 Describe the rider’s position and give reasons for the change.

9.4 Give examples of time and place when and when not to gallop a horse. State reasons.

10.1 Recognise from film or elsewhere smooth transition and poorly executed transitions. State faults the rider displayed and result.

10.2 List a number of activities or exercises (and equipment) to help rider perform smoother transitions. State action taken when horse is evasive.

11.1 Name the aids in the correct sequence.

11.2 Recognise good and poor halts.

11.3 List common faults riders display.

11.4 State procedure to move horse from poor halt to square halt.
TECHNICAL EDUCATION DIVISION: EDUCATION DEPARTMENT OF WESTERN AUSTRALIA

TE 78: SUBJECT SYLLABUS

NAME: RIDING I

INDEX NO

DETAILS OF SYLLABUS

STUDENT OBJECTIVES

Students shall be able to:

12.1 State reasons for using it.
12.2 Recognise from photographs the appearance of a horse on a loose rein.
13.1 State how the horse is caused to lengthen its stride, by how much and why this is necessary.
14.1 State Rules of the Road for riders.
14.2 State the correct procedure for motor vehicle drivers when approaching horses being led, ridden or unridden.
14.3 Demonstrate and describe the correct hand signals for riders on the road.
14.4 Explain how a group of riders should ride on the road, and the method of crossing a road safely.
15.1 Why is the "forward seat" used in jumping?
15.2 How does it help the horse?
15.3 Recognise and feel how the horse should jump.
15.4 Give reasons why bascule is important and state normal problems encountered.
15.5 Explain and discuss the states of taking a jump for both horse and rider.
15.6 List the training programme for the first 6 months to help develop rider's eye and confidence in the horse.
15.7 Know rules (Equestrian Federation of Australia) for table A B & C.
16.1 Name different types of show jumping events.
16.2 State and give reasons for the do's and don't's when riding cross country.
16.3 List 6 general show jumping rules and specific cross country rules where they differ from show jumping.
16.4 Name and illustrate at least 10 show jumps, 10 cross country.

TOPIC

12 WORK ON A LOOSE REIN

13 INCREASING LENGTH OF STRIDE

14 ROAD SAFETY

15 BASIC JUMPING
- Preparing the rider - balance, the forward seat, gymnastic work.
- Preparing the horse - balance, bascule.
- General regulations and rules.
- Simple training programmes.
- Construction of jumps.
- Simple distances and why.
- Saddlery, protective gear.

16 OTHER JUMPING
- Cross country.
- Show jumping.
- General regulations.
TECHNICAL EDUCATION DIVISION: EDUCATION DEPARTMENT OF WESTERN AUSTRALIA

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NAME: RIDING I

INDEX No

TECHNICAL EDUCATION DIVISION: EDUCATION DEPARTMENT OF WESTERN AUSTRALIA

NAME: RIDING I

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TOPIC

17 DRESSAGE

(School figures)
- How it is judged and why.
- The entry.
- Halt, salute, elementary dressage work.
- General regulations and registration.
- Learning the test.

18 SHOWING YOUR HORSE
- In hand and ridden.
- Ring workouts, riding figure of eight.
- General regulations.

19 LUNGEING

20 ARTIFICIAL AIDS
- Whips.
- Spurs.

STUDENT OBJECTIVES

Students shall be able to:

17.1 State the aims and general rules.
17.2 List the levels from preliminary to advanced medium.
17.3 What is the overriding factor in all tests?

18.1 State 6 basic principles when showing your horse in hand.
18.2 State 6 basic principles when ridden.
18.3 List 5 workouts and their aims.
18.4 Types of ridden class in which horses may compete.

19.1 Give 3 reasons for lungeing the horse.
19.2 State the equipment required for lungeing.
19.3 Explain why it is important to teach the horse to lead correctly before teaching it to lunge.
19.4 Explain the basic technique of lungeing, including position of trainer, how to hold the whip and lunge rein and how the voice is used.

20.1 Describe and identify Pony Club, schooling, jumping, lungeing, racing, stock and bull whips, hunting crops and hacking canes.
20.2 Explain the use of various whips, how they are held and applied.
20.3 Explain why spurs are used.
20.4 Explain the difference between dummy spurs rowelled spurs, goose neck spurs and western spurs, and when they would be used.
20.5 Explain how the spur is fitted and applied.
TE 78: SUBJECT SYLLABUS

NAME: EQUINE PROJECT

(1) AREA OF STUDY: Animal Studies
(2) NAME: Equine Project
(3) SHORT FORM: EQUINE PROJECT
(4) PREREQUISITES: Equine Management
(5) CO-REQUISITES: Nil
(6) TEXTS: Nil
(7) REFERENCES: Nil
(8) GROUP LEVEL: 2
(9) DURATION: 1 hour per week lectures plus one hour per week practical for 18 weeks = 36 hours
(10) CREDIT POINTS: 4
(11) GENERAL AIMS:
(a) To obtain a detailed knowledge of a particular area through reading.
(b) To produce a detailed study of a chosen aspect through one or more of:
   (i) experiment,
   (ii) literature search,
   (iii) acquisition skills.
(12) SYNOPSIS: Project planning, choosing the project, literature search, methods and materials, execution of the project, results, final submission of project.
(13) ASSESSMENT REQUIREMENTS
   MID YEAR/ END OF YEAR: Internal Assessment 100%
   SUPPLEMENTARY: Not Available
TECHNICAL EDUCATION DIVISION: EDUCATION DEPARTMENT OF WESTERN AUSTRALIA

TE 78: SUBJECT SYLLABUS

NAME: EQUINE PROJECT

INDEX No

(14) ASSESSMENT DETAILS:

- relevant literature search 15%
- methods and materials 10%
- execution and submission of final report 75%

GRADING POINTS:

75% to 100% A PASS
65% to 74% B PASS
50% to 64% C PASS
35% to 49% F FAIL
0% to 34% G FAIL
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<tr>
<th>TOPIC</th>
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<tbody>
<tr>
<td>1. PROJECT PLANNING</td>
<td>Students shall be able to:</td>
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<tr>
<td></td>
<td>1.1 Describe how to develop and define objectives.</td>
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<tr>
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<td>1.2 State the role of the literature search in development objectives.</td>
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<td>1.3 List steps ie methods, materials, results and conclusions when undertaking a project.</td>
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<tr>
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<td>1.4 Evaluate the project feasibility with regard to time, facilities and cost.</td>
</tr>
<tr>
<td>2. CHOOSING THE PROJECT</td>
<td>List the reasons for choice of project eg benefit to industry, acquisition of new knowledge or skills.</td>
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<tr>
<td></td>
<td>2.2 Choose provisional title of project.</td>
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<tr>
<td>3. LITERATURE SEARCH</td>
<td>Enumerate literature sources, computer searches, etc, available to them.</td>
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<tr>
<td></td>
<td>3.2 Describe how to use abstracts, key words, catalogues, Dewey system and interlibrary loans.</td>
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<tr>
<td></td>
<td>3.3 Submit a summary of the information available on the chosen subject.</td>
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<tr>
<td></td>
<td>3.4 Finalise the title of the project.</td>
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<tr>
<td>4. METHODS AND MATERIALS</td>
<td>Outline the methods necessary to achieve objectives.</td>
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<td></td>
<td>4.2 Submit a detailed list of the following: location of materials/equipment, cost and timetable.</td>
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<td>4.3 List criticisms of the validity of the study.</td>
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<td>4.4 List sources of any expertise required, eg riding skills, statistics.</td>
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<td></td>
<td>4.5 Obtain approval for the project from the lecturer.</td>
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<tr>
<td>5. EXECUTION OF THE PROJECT</td>
<td>Proceed with the planned sequence of actions.</td>
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<td></td>
<td>5.2 Make verbal reports to the lecturer on progress, difficulties and tasks remaining.</td>
</tr>
<tr>
<td>6. RESULTS</td>
<td>6.1 Submit detailed results with analysis and conclusion.</td>
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</table>
TE 78: SUBJECT SYLLABUS

NAME: EQUINE PROJECT

INDEX No

TECHNICAL EDUCATION DIVISION: EDUCATION DEPARTMENT OF WESTERN AUSTRALIA

END OF DOCUMENT

DETAILS OF SYLLABUS

STUDENT OBJECTIVES

Students shall be able to:

7.1 Hand in 2 copies of corrected literature search, methods/materials, results and conclusions, with an overall summary of not more than 200 words.

7.2 Submission to be in a form (typed, bound and illustrated) suitable for library cataloguing.
# TE 78: SUBJECT SYLLABUS

## NAME: EQUINE GENETICS

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<td>(8) GROUP LEVEL</td>
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<td>(9) DURATION</td>
<td>18 week by 2 hours = 36 hours</td>
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<td>(10) CREDIT POINTS</td>
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<td>(11) GENERAL AIMS</td>
<td>To enable students to formulate breeding plans for colour or performance traits.</td>
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<tr>
<td>(12) SYNOPSIS</td>
<td>Mendelian inheritance, coat colours in the horse, complex inheritance patterns, role of the environment, inheritance patterns and heritability of traits in the horse, breeding policies.</td>
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### ASSESSMENT REQUIREMENTS

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ANEQUINGENET
TECHNICAL EDUCATION DIVISION: EDUCATION DEPARTMENT OF WESTERN AUSTRALIA
TE 78: SUBJECT SYLLABUS
NAME: EQUINE GENETICS
INDEX No

(15)

DETAILS OF SYLLABUS

STUDENT OBJECTIVES

Students shall be able to:

1 MENDELIAN INHERITANCE

1.1 Define and state the role of gametes, zygotes, chromosomes and genes.
1.2 Explain the terms haploid, diploid, dominant, recessive, autosomal, epistatic, hypostatic, genotype, allele, locus, homozygous and heterozygous.

2 COAT COLOURS IN THE HORSE

2.1 List the gene loci involved in the common coat colours and possible genotypes for each colour.
2.2 Use a Punnett Square to determine probabilities for one and two locus traits.
2.3 Use two coins as coat colour genes to determine 1,2 and 50 actual outcomes and compare these with predictions.
2.4 Describe the role of chance and the normal distribution in the outcome of a single mating.

3 COMPLEX INHERITANCE PATTERNS

3.1 Describe the mechanism and significance of sex-linkage, incomplete dominance or codominance, polygenetic traits and lethal genes.
3.2 Explain hybrid vigour, inbreeding depression, fixing of type and prepotency or breeding true.
3.3 Explain how traits may skip generations or throwback.

4 ROLE OF THE ENVIRONMENT

4.1 Define the heritability of a trait.
4.2 Explain, with examples, how the expressions of a trait may be influenced by the environment.
4.3 Describe the effect of low heritability on genetic progress.
4.4 Explain how controlling the environment can increase heritability.
4.5 Summarise the importance of knowing heritability of traits in selection programs.

5 INHERITANCE PATTERNS AND HERITABILITY OF TRAITS IN THE HORSE

5.1 Discuss heritability of common coat colours, physical attributes, temperament, performance ability and hereditary defects.
5.2 Outline how to determine the pattern and heritability of a particular trait.

6 BREEDING POLICIES

6.1 List advantages and disadvantages of outbreeding and various forms of inbreeding.
6.2 Describe breeding policies of famous breeders.
6.3 Describe how to define breeding plan objectives.
TECHNICAL EDUCATION DIVISION: EDUCATION DEPARTMENT OF WESTERN AUSTRALIA

TE 78: SUBJECT SYLLABUS

NAME: EQUINE GENETICS

INDEX No

(15)

TOPIC

6 BREEDING POLICIES
(Cont)

DETAILS OF SYLLABUS

STUDENT OBJECTIVES

Students shall be able to:

6.4 List factors in choosing the stallion and factors in choosing the mare.
6.5 List factors affecting genetic progress.
6.6 Explain how information on relatives and progeny testing can be used.
6.7 Give methods of determining genetic progress.

END OF DOCUMENT
TECHNICAL EDUCATION DIVISION: EDUCATION DEPARTMENT OF WESTERN AUSTRALIA

TE 78: SUBJECT SYLLABUS

NAME: EQUINE NUTRITION

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(2) NAME

Equine Nutrition

(3) SHORT FORM

EQUINE NUTRITION

(4) PREREQUISITES

Equine Management

(5) CO-REQUISITES

Nil

(6) TEXTS

Horsemanship II, Technical Publications Trust

(7) REFERENCES

Evans, Borton, Hintz and Van Vlek, "The Horse"

(8) GROUP LEVEL

2

(9) DURATION

Lecture 2 hours plus practical 1 hour per week for 18 weeks = 54 hours

(10) CREDIT POINTS

6

(11) GENERAL AIMS

(a) To instruct students in the formulation of rations which meet the horses' nutritional requirements in a cost effective manner.

(b) To develop skills in assessment of soils, crops and pastures.

(12) SYNOPSIS

The digestive system, feeding as a science, soils, pasture management, fertilisers.

(13) ASSESSMENT REQUIREMENTS

MID YEAR/END OF YEAR:

Internal Assessment

One 2 hour written examination paper

25%

75%

SUPPLEMENTARY:

Not available

(14) ASSESSMENT DETAILS:

GRADING POINTS:

75% to 100% A PASS
65% to 74% B PASS
50% to 64% C PASS
35% to 49% F FAIL
0% to 34% G FAIL
TECHNICAL EDUCATION DIVISION:  
EDUCATION DEPARTMENT OF WESTERN AUSTRALIA  

TE 78: SUBJECT SYLLABUS  

NAME:  EQUINE NUTRITION  

INDEX NO  

(15)  

TOPIC  

1  THE DIGESTIVE SYSTEM.  
Do post mortem to identify organs 'in situ'.  
(and other organs and parasitology)  

2  FEEDING AS A SCIENCE.  
Feed requirements - Protein, Minerals, Carbohydrates, Fats, 
Value of Feeds.  
Feeding as an art - Understanding the Horse as an Individual and Meeting its fads and Fancies.  
Value of Pastures - Types and stage of Maturity.  

3  SOILS  

DETAILS OF SYLLABUS  

STUDENT OBJECTIVES  
Students shall be able to:  

1.1 Draw and label a diagram of the digestive tract of a horse. Show gut lengths and sections.  
1.2 State the function of each section of the digestive system.  
1.3 State where and why digestive upsets might cause problems with the horse.  
1.4 Identify each section 'in situ' at post mortem.  
2.1 List the major components of foods, their characteristics and their uses in the body.  
2.2 State the average feed requirements of a horse in terms of energy, protein, minerals and vitamins, for maintenance and production and causes of variation.  
2.3 Give a comparison of feeds in terms of energy, protein, minerals and vitamins.  
2.4 Explain how digestibility changes with stage of growth of pastures and crop. (Field visit.)  
2.5 Describe the characteristics which indicate quality of (i) chaff, (ii) grain, (iii) seeds and (iv) pasture. (Demonstrate with examples.)  
2.6 Compute rations suitable for the horse at rest and at work, pregnant and lactating.  
2.7 Perform cost and nutrient evaluation of any rations.  
2.8 Outline the use of computers and feed analysis in ration formulation.  
3.1 Recognise sand, loam and clay soils.  
3.2 Compare water and nutrient holding capacities of each.  
3.3 Outline the effect of soil pH, humus content, nutrient and salt levels on productivity.  
3.4 Describe effects of grazing, fallow, ploughing and minimum tillage management on soils.
TECHNICAL EDUCATION DIVISION: EDUCATION DEPARTMENT OF WESTERN AUSTRALIA

TE 78: SUBJECT SYLLABUS

TECHNICAL EDUCATION DIVISION: EDUCATION DEPARTMENT OF WESTERN AUSTRALIA

NAME: EQUINE NUTRITION

INDEX NO

TOPIC

4 PASTURE MANAGEMENT

STUDENT OBJECTIVES

Students shall be able to:

4.1 Recognise and submit a folio of common annuals, perennials, weeds and toxic plants.

4.2 List advantages and disadvantages of annuals and perennials.

4.3 List factors effecting nutrient values of crops.

4.4 Describe how to make meadow, oaten and lucerne hay.

4.5 Describe the effect of horses other livestock and grazing intensity on a pasture.

4.6 State when paddock feed supplementation should begin.

5 FERTILISERS

- Types.
- Effects on pasture.

5.1 List suitable types of fertilisers, with advantages and costs of each.

5.2 Describe the effects of fertilisers on pasture dominance and nutrient value.

5.3 Give the procedures for assessing the fertiliser requirements of a paddock.

END OF DOCUMENT
TECHNICAL EDUCATION DIVISION: EDUCATION DEPARTMENT OF WESTERN AUSTRALIA

TE 78: SUBJECT SYLLABUS

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(1) AREA OF STUDY Animal Studies
(2) NAME EQUINE BREEDING
(3) SHORT FORM EQUINE BREEDING
(4) PREREQUISITES Equine Management
(5) CO-REQUISITES Nil
(6) TEXTS Horsemastership 2, Technical Publications Trust
(7) REFERENCES Evans, Borton, Hintz and Van Viek, The Horse Equine Genetics and Selection Procedures, Equine Research Publication

(8) GROUP LEVEL 2
(9) DURATION Lecture 2 hours plus practical 1 hour per week for 18 weeks = 54 hours
(10) CREDIT POINTS 6
(11) GENERAL AIMS To instruct students in the management and care of stallions, brood mares and foals.
(12) SYNOPSIS Introduction, the stud, management and care of the stallion, the mare, teasing the mare, mating, pregnancy, foaling, the foal, the young horse, horse management, stud records, stud policy.
(13) ASSESSMENT REQUIREMENTS

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TECHNICAL EDUCATION DIVISION: EDUCATION DEPARTMENT OF WESTERN AUSTRALIA

TE 78: SUBJECT SYLLABUS

NAME: EQUINE BREEDING

INDEX No

(15)

TO P I C

STUDENT OBJECTIVES

Students shall be able to:

1. INTRODUCTION
- Origin.
- Organisation.
- Relation to rest of horse industry.

1.1 Describe the origin of modern studs and breeding practices.

1.2 Outline the relationship to racing, pacing and other horse activities.

1.3 Give an estimate of the size and worth of the industry.

1.4 List the organisations representing breeders interests.

2. THE STUD
- Choice of site.
- Cost.
- Development.
- Layout.
- Design of buildings and fences.
- Selection of materials.
- Staffing.

2.1 List factors determining the stud site.

2.2 Describe preferred size, soil types, terrain and degree of clearing.

2.3 List the necessary facilities.

2.4 Draw a plan showing suitable buildings and yards.

2.5 List and assess the types of fencing.

2.6 Make a cost estimate for fencing.

2.7 List the staff for a large stud, with the duties and desirable skills for each.

3. MANAGEMENT AND CARE OF THE STALLION

3.1 Draw the reproductive apparatus of the stallion and explain how it functions.

3.2 Describe the hand serving method and its advantages and its disadvantages compared with paddock mating.

3.3 Describe suitable yard and housing for a stallion.

3.4 State the extra precautions necessary for restraint and handling of a stallion.

3.5 Explain personality changes and aggression.

3.6 Describe how to assess the stallion's libido and semen quality.

3.7 Give advantages and disadvantages of artificial insemination (AI).

3.8 List the regulations and restrictions governing the use of AI.

3.9 Give a ration for the stallion in work and out of work.
(15)

TECHNICAL EDUCATION DIVISION: EDUCATION DEPARTMENT OF WESTERN AUSTRALIA

TE 78: SUBJECT SYLLABUS

NAME: EQUINE BREEDING

DETAILS OF SYLLABUS

STUDENT OBJECTIVES

Students shall be able to:

3.10 List the vices and problems of stud stallions and the means of prevention and control.

4.1 Draw the reproductive organs of the mare and explain how its function.

4.2 Describe the oestrous cycle of the mare.

4.3 Assess the mare's breeding conformation and explain when Caslick's operation might be useful.

4.4 Give examples of mare's breeding histories and what those histories might indicate.

4.5 Describe the procedures for pre-season examination, vaginal, cervical and uterine swabbing, indicating when these are useful.

4.6 Describe uterine irrigation and when it might be used.

4.7 Indicate when uterine biopsy might be useful.

5.1 Outline the various means of teasing the mare.

5.2 List the points in deciding the size and colour of the teaser.

5.3 Discuss the advantages and disadvantages o the normal stallion, pony stallion, stallion with surgically deflected penis, vasectomised stallion and hormoned gelding as teasers.

5.4 Describe a suitable teasing yard or wall.

6.1 Describe the preparation of the mare to minimise risk of infection.

6.2 List means of restraining the mare who kicks or resists.

6.3 Describe the preparation and restraint of the stallion.

6.4 Give approximate numbers of matings per day and week and mares/season.

6.5 Describe the clinical signs of overwork in a stallion.
TECHNICAL EDUCATION DIVISION: EDUCATION DEPARTMENT OF WESTERN AUSTRALIA

TE 78: SUBJECT SYLLABUS

NAME: EQUINE BREEDING

(15)

TOPIC

STUDENT OBJECTIVES

Students shall be able to:

6 (CONT'D)

6.6 Explain the role of follicle testing in making the best use of the stallion.
6.7 View a film on mating.

7 PREGNANCY

7.1 Make a comparison of rectal palpation, ultrasonic, blood test and end of oestrus cycle as a means of determining pregnancy.
7.2 Explain the meaning of resorbtion.
7.3 Describe the nutritional load on the dry and lactating mare in the 3 trimesters of pregnancy.
7.4 Outline the care and management of the pregnant mare.

8 FOALING

8.1 Describe the signs of impending foaling.
8.2 Describe the preferred conditions for foaling and give a design for a foaling yard.
8.3 Describe the normal foal presentation and common incorrect presentations.
8.4 Indicate when and how to assist at birth.
8.5 Give time limits for normal foaling, cord severance and passage of afterbirth.
8.6 State the time allowed for the foal to stand and to suckle.
8.7 View a film on the birth of a foal.
8.8 List routine procedures such as disinfection of the cord and administration of an enema.

9 THE FOAL

9.1 Explain the importance of colostrum to the foal.
9.2 List the sources of colostrum for the orphan foal and means of storage.
9.3 Describe the means of "mothering up" a foal with a mare which has lost its foal.
9.4 State the composition of mare's milk.
9.5 Suggest suitable formulae for raising orphan foals.
TECHNICAL EDUCATION DIVISION: EDUCATION DEPARTMENT OF WESTERN AUSTRALIA
TE 78: SUBJECT SYLLABUS
NAME: EQUINE BREEDING

(15)

TO P I C

9 (CONT'D)

10 THE YOUNG HORSE

11 HORSE MANAGEMENT

DETAILS OF SYLLABUS

STUDENT OBJECTIVES

Students shall be able to:

9.6 Explain the importance of correct management of the orphan foal to 3 months of age, especially not playing with it.

9.7 List common conditions of very young foals and the early signs.

9.8 Draw a suitable creep feeder for supplementing foals.

9.9 Give a ration for a creep feed.

10.1 State the advantages of very early lead training.

10.2 List the pros and cons of early and late weaning.

10.3 Describe procedures to minimise the hazards of weaning.

10.4 Give a ration for a weanling.

10.5 State the age, means and locations on a horse for branding.

10.6 Describe the care of feet and teeth for the young horse.

10.7 Outline the preparation of the yearling for sales.

11.1 List the means of identification for properties with large numbers of horses.

11.2 Describe the measures to prevent or minimise tetanus, flu and strangles and when to vaccinate.

11.3 Describe the measures to prevent spread of disease during mating.

11.4 Give a worming program for each age group of horses.

11.5 Describe measures other than worming to minimise worm burdens.
TECHNICAL EDUCATION DIVISION: EDUCATION DEPARTMENT OF WESTERN AUSTRALIA

TE 78: SUBJECT SYLLABUS

NAME: EQUINE BREEDING

INDEX No

(15)

TOPIC

STUDENT OBJECTIVES

Students shall be able to:

12 STUD RECORDS.

12.1 Describe the procedure for registration of mating and foaling.

12.2 Explain a suitable system for keeping a record of each horse.

12.3 List records to be kept; when in season, interval between oestruses, matings, follicle tests, pregnancy tests.

12.4 Show how to organise this to get useful information for history and billing.

13 STUD POLICY

13.1 Explain the terms "live foal guarantee", "booking fee" and "payable on 42 day pregnancy test".

13.2 Describe how a stud with a popular stallion might select mares on a basis of performance and/or fertility.

13.3 List expenses usually charged to the owner and which to the stud.

13.4 Give advantages and disadvantages of getting mares in just before August and back to owners once pregnant.

END OF DOCUMENT
TECHNICAL EDUCATION DIVISION: EDUCATION DEPARTMENT OF WESTERN AUSTRALIA

TE 78: SUBJECT SYLLABUS

NAME: CONFORMATION AND ACTION

INDEX No 47-733

| STREAM | Animal Studies |
| ASCO CODE | |
| FIELD | |

(1) AREA OF STUDY

(2) NAME

Conformation and Action

(3) SHORT FORM

CONFORM AND ACTION

(4) PREREQUISITES

Riding 1

(5) CO-REQUISITES

Nil

(6) TEXTS

O.R. Adams, Lameness in Horses
Peter C. Goody, Horse Anatomy

(7) REFERENCES

Nil

(8) GROUP LEVEL

3

(9) DURATION

2 hours lecture plus 1 hour practical for 18 weeks = 54 hours

(10) CREDIT POINTS

3

(11) GENERAL AIMS

(a) Develop an awareness of the role of conformation in the function of the horse and the changes to conformation breeders have made over the years as the horse's work role and importance in society has also changed.

(b) Recognise the conformation which predisposes a horse for a particular purpose of both work and pleasure;

(c) Recognise the skeletal structure and how it influences conformation and also the action;

(d) Recognise the muscles and tendons utilised for various actions;

(e) Recognise the weak points and areas of strain developing from the various gaits;

(f) Understand how conformation can be manipulated to develop a desirable gait.

(12) SYNOPSIS

Anatomy of the horse, Equine locomotion, points of conformation and their function, Conformation and function of the foot, factors which determine the gain, faulty actions, stance.
TECHNICAL EDUCATION DIVISION: EDUCATION DEPARTMENT OF WESTERN AUSTRALIA

TE 78: SUBJECT SYLLABUS

NAME: CONFORMATION AND ACTION

INDEX No 47-733

(13) ASSESSMENT REQUIREMENTS

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100%

SUPPLEMENTARY: Not available

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1 ANATOMY OF THE HORSE -
   bones
   cartilage
   muscles
   joints
   ligaments
   tendons

2 EQUINE LOCOMOTION -
   comparative weight borne by the limbs.
   manner in which propulsion is effected
   Action of head and neck in motion.
   Fatigue from various paces.

3 POINTS OF CONFORMATION AND THEIR FUNCTION -
   desirable and undesirable shapes and form and their effect on action.
   The head, features of ears, eyes, nostrils, mouth, teeth.
   The neck, withers, back loin region, croup flanks, breast, chest, shoulder, arm, forearm, chestnuts, the knee hock joint, fetlock, ergot pastern.

DETAILS OF SYLLABUS

STUDENT OBJECTIVES

Students shall be able to:

1.1 Mark in the points of the horse on a diagram of a horse.

1.2 Mark in the points of a horse on a diagram of the skeleton.

1.3 Mark in the axial bones in general terms e.g. pelvis, skull, neck vertebrae, thoracic and lumbar vertebrae and the limb bones in detail on a diagram of a horse skeleton.

1.4 State the types of joints present in the skeleton and the limitations of each.

1.5 Discuss in detail the development of the carpus from foal to adult.

1.6 State the function of muscles, bones, ligaments and tendons and how they grow.

1.7 Mark in the ligaments, tendons and muscles of the legs on a diagram showing muscles, ligaments and tendons.

1.8 Classify types of bones found in the skeleton.

2.1 Explain fatigue and etiology.

2.2 State how a horse moves, distributes weight to limbs and maintains balance.

2.3 Mark in the areas liable to fatigue on a diagram of a horse skeleton.

3.1 Explains the relationship of conformation and function by comparing the conformation of draught, medium and light types of horses and the work expected of them in practice today.

3.2 States the points of conformation to look at for various purposes.

3.3 States how each point of conformation can affect the gait of the horse.

3.4 Identifies good conformation in various types of horses.

3.5 Identifies and explains how conformation faults can affect the gait of the horse.
TECHNICAL EDUCATION DIVISION: EDUCATION DEPARTMENT OF WESTERN AUSTRALIA

TE 78: SUBJECT SYLLABUS

NAME: CONFORMATION AND ACTION

INDEX No 47-733

(15)

DETAILS OF SYLLABUS

STUDENT OBJECTIVES

Students shall be able to:

4.1 Identifies and conformation of the leg most suited to work, speed and comfort.

4.2 Identifies faulty conformation of the leg predisposing the animal to disease.

4.3 Identifies conformation of the leg predisposing the horse to faulty gait and weakness in the legs.

5.1 Explain the importance of good foot conformation.

5.2 Explain the structure and function of each component part of the foot.

6.1 List the common faulty actions.

6.2 State how conformation can be modified to overcome faulty action.

6.3 State how gear and training can change the action of a horse.

7.1 State how the overall conformation of the horse bears on its movement and performance.

7.2 Examine a horse and predicts the type of action.

7.3 Compare action of the horse with the prediction made on examination.

END OF DOCUMENT
### TECHNICAL EDUCATION DIVISION: EDUCATION DEPARTMENT OF WESTERN AUSTRALIA

#### TE 78: SUBJECT SYLLABUS

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<td>(11) GENERAL AIMS</td>
<td>(a) Create an awareness of the characteristics of a horse in health.</td>
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<td>(b) Recognise the symptoms which indicate a diseased state.</td>
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<td>(c) Recognise and treat the simple diseases and ailments of horses.</td>
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<td>(d) Be aware of the symptoms which suggest a more serious ailment so that professional attention can be sought.</td>
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TECHNICAL EDUCATION DIVISION:  EDUCATION DEPARTMENT OF WESTERN AUSTRALIA

TE 78: SUBJECT SYLLABUS

NAME:  EQUINE HEALTH

INDEX No

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ANIDZUINALTH
TECHNICAL EDUCATION DIVISION: EDUCATION DEPARTMENT OF WESTERN AUSTRALIA

TE 78: SUBJECT SYLLABUS

NAME: EQUINE HEALTH

INDEX NO

(15)

TOPIC

1 DISEASES.
   - Meaning of disease and general symptoms.
   - Classification of disease - inherited, congenital acquired, Contagious, Non-Contagious.
   - Know the normal before recognising the abnormal.

2 SYSTEMATIC, PROBLEM ORIENTATED APPROACH.
   - Superficial and Particular Examination of a sick horse.
   - History - Changes of Diet, Climate, Management, Introduced Stock, Demeanour, Posture, Movement, Conformation, the skin, sweating, respiration, nasal discharge, heartbeat, pulse, visible mucous membranes, temperature.
   - Examination, Palpation and/or exploration of areas - digestive, genetals, respiratory, urinary system, heart.

DETAILS OF SYLLABUS

STUDENT OBJECTIVES

Students shall be able to:

1.1 Discuss briefly disease causing organisms, their eradication and prevention measures.

1.2 List the groups into which diseases are classified giving an example of a disease of man or horse ie bacterial, fungal or viral.

1.3 Re-enforce the importance of being familiar with the normal to recognize abnormal behaviour.

2.1 List the systems of the body, their function and clinical signs commonly indicating involvement of that system.

2.1.1 Musculoskeletal system including joints, ligaments and tendons.

2.1.2 Digestive system including teeth and oral cavity.

2.1.3 Respiratory system including nasal cavity.

2.1.4 Cardiovascular system including blood and spleen.

2.1.5 Immune system and lymphatics.

2.1.6 Urinary system.

2.1.7 Reproductive system.

2.1.8 Skin and hoofs.

2.1.9 Central and peripheral nervous system including special sense organs, eyes and ears.

2.2 Describe the problem oriented diagnostic approach and the meaning of provisional diagnosis and prognosis.

2.3 State how the following may assist in diagnosis - history, demeanour, appearance, movement, the skin, sweating, respiration, nasal discharge, heartbeat, pulse rate, mucous membrane, temperature.

2.4 Explain how to palpate and/or examine the following: digestive tract, genetals, respiratory system, urinary system.
TECHNICAL EDUCATION DIVISION: EDUCATION DEPARTMENT OF WESTERN AUSTRALIA

TE 78: SUBJECT SYLLABUS

NAME: EQUINE HEALTH

INDEX NO

DETAILS OF SYLLABUS

STUDENT OBJECTIVES

Students shall be able to:

2.5 Record the study of a horse at rest with reference to - posture, habits, pulse rate, temperature, respiration.

2.6 Compare recordings before and after work.

2.7 Recognise other management styles.

3.1 State the function of defence mechanisms.

3.2 Explain local defence mechanism.

3.3 Explain the systemic defence mechanism.

3.4 List the types of immunity and state how they are developed.

3.5 Explain the use of anti-toxin and toxoid.

4.1 State the cause, signs, treatment and prevention of tetanus, colic, strangles, colds, azoturia, founder, typing up syndrome, excess ingestion of sand, ringworm.

4.2 Recognise the symptoms and know the etiology of diseases in 4.1.

5.1 Define inflammation and its causes.

5.2 State how to identify the point of infection or pain.

5.3 State how to treat bacterial infections, proud flesh (granulation tissue), strains, bruising.

6.1 State the composition and function of blood, explain blood grouping as a test for parentage.

6.2 List diagnostic uses of blood samples.

6.3 Recognise the wounds which need stitching and veterinary attention.

6.4 State how the healing process takes place and how it can be assisted.
TECHNICAL EDUCATION DIVISION: EDUCATION DEPARTMENT OF WESTERN AUSTRALIA

TE 78: SUBJECT SYLLABUS

NAME: EQUINE HEALTH

INDEX No

DETAILS OF SYLLABUS

STUDENT OBJECTIVES

Students shall be able to:

6.5 Recommend a treatment program for wounds on legs and body.

7.1 Identify in which leg the horse is lame.

7.2 Explain or perform a systematic examination to determine the case of lameness.

7.3 List the common causes and treatment of lameness.

8.1 Recognition of the 'unthrifty' horse.

8.2 Lice and the attendant problems.

8.3 Describe the life cycle of worms and bots in complete detail and sites of infection.

8.4 Recommend a program for controlling worms, bots and lice.

8.5 Compare various methods of drenching and efficiency.

8.6 Explain the problems associated with flies and how they can be controlled mechanistically and chemically and by ecology.

8.7 Do worm egg counts during year and relate to drenching program.

9.1 Examine a horse for soundness.

9.2 Examine a horse for Fatigue - etiology and treatment (electrolytes)

9.3 Check pulse, respiration and heartbeat. Also note recovery rates after a controlled distance ride.

10.1 State when to call for professional assistance - all urgent cases, if efforts fail in less urgent cases, if in doubt.
### Technical Education Division: Education Department of Western Australia

**TE 78: Subject Syllabus**  
**Name:** Basic First Aid  
**Index No.:** 48-037

<table>
<thead>
<tr>
<th>STREAM</th>
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<tbody>
<tr>
<td>ASCO CODE</td>
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<table>
<thead>
<tr>
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<th>Health</th>
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<tbody>
<tr>
<td>(2) <strong>NAME</strong></td>
<td>Basic First Aid</td>
</tr>
<tr>
<td>(3) <strong>Short Form</strong></td>
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<tr>
<td>(4) <strong>Prerequisites</strong></td>
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<tr>
<td>(5) <strong>Co-Prerequisites</strong></td>
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<tr>
<td>(6) <strong>Texts</strong></td>
<td>Simple First Aid - D. Tomsett, Perth 1983, Published: St. John Ambulance Association.</td>
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<td>(7) <strong>References</strong></td>
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<tr>
<td>(8) <strong>Group Level</strong></td>
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<tr>
<td>(9) <strong>Duration</strong></td>
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<tr>
<td>(10) <strong>Credit Points</strong></td>
<td>1</td>
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<tr>
<td>(11) <strong>General Aims</strong></td>
<td>To enable the student to develop the skills and knowledge required to render basic first aid and resuscitation.</td>
</tr>
<tr>
<td>(12) <strong>Syllabus</strong></td>
<td>Location of major organs; structure/function of respiratory system, asphyxia, expired air resuscitation; structure/function of heart, external cardiac compression, control of bleeding; structure/function of nervous system, causes and management of unconsciousness; structure of skeleton, causes and management of fractures; burns; poisons and bites; management of miscellaneous conditions of sense organs, small children, and pregnancy; lifting and moving casualties.</td>
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| (13) **Assessment Requirements** | 30 minute written test  
One hour PRACTICAL test  
Students must pass in both components. |

(issued July 1984)
NAME: BASIC FIRST AID
INDEX No: 48-037

(14) ASSESSMENT DETAILS

Grading Points: 70% - 100% PASS
0% - 69% FAIL

NOTES:
1. Lecturing staff must be qualified to St. John instructional standards to teach this module.
2. Failed students may attempt only one re-test.
3. Examinations to be set and conducted by a St John instructor.

(Issued July 1984)
# BASIC FIRST AID

## TOPIC

### STUDENT OBJECTIVES

Students shall be able to:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Student Objectives</th>
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</table>
| 1. INTRODUCTION | 1.1 Indicate on a chart/live model the major organs of the body.  
1.2 State the actions required when providing emergency care (first aid) for a casualty. |
| 2. RESPIRATORY SYSTEM | 2.1 Describe the basic structure and function of the respiratory system.  
2.2 State the causes of asphyxia.  
2.3 PerformExpired Air Resuscitation (E.A.R.). |
| 3. CARDIOVASCULAR SYSTEM | 3.1 Describe the basic structure and function of the heart.  
3.2 Perform external cardiac compression.  
3.3 Perform Cardiac-Pulmonary Resuscitation (C.P.R.).  
3.4 State the management of a heart condition. |
| 4. BLEEDING | 4.1 Control external bleeding.  
4.2 State the management of internal bleeding. |
| 5. NERVOUS SYSTEM | 5.1 Describe the basic structure and functions of the nervous system.  
5.2 State the causes of unconsciousness.  
5.3 Manage the unconscious casualty. |
| 6. FRACTURES | 6.1 Describe the basic structure of the skeleton.  
6.2 State the causes of fractures.  
6.3 Manage a casualty with broken bones. |
| 7. BURNS | 7.1 State the management of burns. |
| 8. POISONS AND BITES | 8.1 State the management of poisons.  
8.2 State the management of snake bite. |
| 9. MISCELLANEOUS CONDITIONS | 9.1 State the management of named nervous and emotional disorders.  
9.2 State the management of named eye, ear and nose conditions.  
9.3 State the management of named emergencies in infants and children. |

(Released July 1984)
TECHNICAL EDUCATION DIVISION: EDUCATION DEPARTMENT OF WESTERN AUSTRALIA

TE 78: SUBJECT SYLLABUS

NAME: BASIC FIRST AID

INDEX No: 48-037

(15)

TOPIC

9 MISCELLANEOUS CONDITIONS
Cont.

DETAILS OF SYLLABUS

STUDENT OBJECTIVES

Students shall be able to:

9.4 State the management of emergency childbirth.

9.5 Lift and move casualties in the approved manner.

END OF DOCUMENT

(Issued July 1984)
TECHNICAL EDUCATION DIVISION: EDUCATION DEPARTMENT OF WESTERN AUSTRALIA

TE 78: SUBJECT SYLLABUS

NAME: HORSE TRANSPORTATION

<table>
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<th>STREAM</th>
<th>ASCO CODE</th>
<th>FIELD</th>
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(1) AREA OF STUDY: Animal Studies
(2) NAME: Horse Transportation
(3) SHORT FORM: HORSE TRANSPORT
(4) PREREQUISITES:
(5) CO-REQUISITES: Equine Management
(6) TEXTS: Nil
(7) REFERENCES: Nil
(8) GROUP LEVEL: 3
(9) DURATION: 1 hr Lecture per week for 18 weeks = 18 hrs.
(10) CREDIT POINTS: 1
(11) GENERAL AIMS: To enable the students to assess the factors concerning vehicles and equipment for transporting horses. To acquaint students with the needs of horses whilst being transported.
(12) SYNOPSIS: Mechanical requirements, personal requirements, new or secondhand, construction and planning, loading, travelling, veterinary, destruction of a horse, regulations, air and sea transport.
(13) ASSESSMENT REQUIREMENTS

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<tr>
<th>MID YEAR/END OF YEAR</th>
<th>SUPPLEMENTARY</th>
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<td>Internal assessment:</td>
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<tr>
<td>One 2 hour written examination paper:</td>
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(14) ASSESSMENT DETAILS

GRADING POINTS:

- 75% to 100%: A PASS
- 65% to 74%: B PASS
- 50% to 64%: C PASS
- 35% to 49%: F FAIL
- 0% to 34%: G FAIL
TE 78: SUBJECT SYLLABUS

NAME: HORSE TRANSPORTATION

INDEX No 47-858

1 MECHANICAL REQUIREMENTS
- single or double horse float
- open or enclosed truck
- goose neck trailer

2 FOOD AND ACCOMMODATION
- type of horse sport
- usage of rig
- accommodation
- personal
- horse
- equipment
- food
- storage

3 NEW OR SECONDDHAND

3.1 Consider points for and against secondhand equipment in comparison to new equipment.

3.2 Consider possible taxation benefits for new or secondhand equipment.

3.3 Inspect as many new and secondhand rigs as practical in classes A B & C. Discuss their suitability, construction type and general soundness.

3.4 Compare custom built new and second hand rigs and the possible cost savings for home construction.

3.5 Ride in as many different rigs as possible both loaded and empty. Observe how the horses travel over different road surfaces.

4 CONSTRUCTION AND PLANNING
- custom built
- home construction
- alteration of existing rig

4.1 Check RTA regulations that apply, covering gross and tare weights, brakes, lights, length and width, speed allowed empty and loaded.

4.2 Consider legal all up weight allowed.

4.3 Estimate normal net weight load of horses and gear carried.
TE CHICAL EDUCATION DIVISION: EDUCATION DEPARTMENT OF WESTERN AUSTRALIA

TE 78: SUBJECT SYLLABUS

NAME: HORSE TRANSPORTATION

INDEX No 47-858

DETAILS OF SYLLABUS

STUDENT OBJECTIVES

Students shall be able to:

4.4 Arrive at a decision to purchase and nominate either type A, B or C from estimations of above and other considerations previously discussed.

4.5 Inspect as many rigs as possible by visiting major shows and conferring with owners for their opinions of good and poor points of them.

4.6 Draw floor plans for rigs in each of class B and C with practical measurements.

4.7 Discuss:

(a) sprung ramps
(b) towing attachments (if applicable)
(c) different non slip floor coverings and their shock absorbent properties
(d) ventilation
(e) vision both into and out of rig
(f) drainage
(g) security

5.1 Discuss briefly the mechanics of gate ramps or jump up ramps etc.

5.2 Discuss the importance of weight distribution.

5.3 Discuss methods for loading:

(a) the willing horse
(b) the fractious horse
(c) the young or nervous horse
(d) the sick horse

6.1 Explain the methods of tying up for travelling, knot to use and rope length.

6.2 Explain the methods of watering, feeding and exercise when en route.

7.1 Identify a practical first aid kit:

(a) its contents
(b) its uses (people and horses)

7.2 Recognise the stress factors in the transportation of horses and how to overcome these factors by suitable treatment.

7.3 Describe the particular aspects of transporting the sick horse.
TECHNICAL EDUCATION DIVISION: EDUCATION DEPARTMENT OF WESTERN AUSTRALIA

TE 78: SUBJECT SYLLABUS

NAME: HORSE TRANSPORTATION

INDEX No 47-858

(15)

TOPIC

8  DESTRUCTION OF A HORSE

9  REGULATIONS

10  AIR AND SEA TRANSPORT

DETAILS OF SYLLABUS

STUDENT OBJECTIVES

Students shall be able to:

8.1 List some situations in which death is recommended.

8.2 Draw a diagram of where the bullet should enter with the barrel at right angles to the head.

9.1 Show familiarity with the quarantine laws with respect to:
   - Interstate movement of stock
   - Horse feed movement

10.1 Comply with regulations concerning:
   - Care of the horse in air and sea transport
   - Types of quarters and their effect on the horse

END OF DOCUMENT
TECHNICAL EDUCATION DIVISION: EDUCATION DEPARTMENT OF WESTERN AUSTRALIA

TE 78: SUBJECT SYLLABUS

NAME: INTRODUCTION TO FARRIERY

STREAM

ASCO CODE

FIELD

(1) AREA OF STUDY Animal Studies
(2) NAME Introduction to Farriery
(3) SHORT FORM INTRO TO FARRIERY
(4) PREREQUISITES Nil
(5) CO-REQUISITES Nil
(6) TEXTS Nil
(7) REFERENCES D R Adams, Lameness in Horses
(8) GROUP LEVEL 3
(9) DURATION 2 hrs Lecture plus 1 hr Practical per week for 18 weeks = 54 hrs
(10) CREDIT POINTS 3
(11) GENERAL AIMS
(a) Develop an awareness of the necessity of hoof care.
(b) Recognise when a horse requires expert attention to the feet.
(c) Develop the skill required to carry out care of the unshod hoof.
(d) Recognise the characteristics of a good shoeing job.
(12) SYNOPSIS Reasons for shoeing, structure and function of the foot, the foot in relation to action and stance, handling the horses feet, the shoe, shoeing, corrective shoeing, lameness, foot care programme.
(13) ASSESSMENT REQUIREMENTS
MID YEAR/END OF YEAR: Internal Assessment: 50%
SUPPLEMENTARY: One 2 hour written examination paper: 50%

(14) ASSESSMENT DETAILS
GRADING POINTS:
75% to 100% A PASS
65% to 74% B PASS
50% to 64% C PASS
35% to 49% F FAIL
0% to 34% G FAIL

ANINTFARRIER
TECHNICAL EDUCATION DIVISION: EDUCATION DEPARTMENT OF WESTERN AUSTRALIA

TE 78: SUBJECT SYLLABUS
NAME: INTRODUCTION TO FARRIERY

DETAILS OF SYLLABUS

STUDENT OBJECTIVES

Students shall be able to:

1.1 State the advantages and disadvantages of shoeing.

1.2 State the reasons why shoeing might become necessary.

2.1 Revise the functions of the component parts of the foot in absorbing shock and providing protection.

2.2 Describe how the hoof grows.

2.3 State the average growth rate of a hoof wall.

2.4 List the factors favouring and those retarding hoof growth rate.

3.1 Revise how conformation of the legs indicate the action of the horse.

3.2 Describe how shoeing can effect the appearance of the legs and the action of the horse.

3.3 State the importance of examining the stance and action of the horse before and after shoeing.

3.4 Revise the various stances - normal and abnormal (pigeon toed, splayed base wide, base barrow), and a shoeing to achieve correction of abnormal stances.
TECHNICAL EDUCATION DIVISION: EDUCATION DEPARTMENT OF WESTERN AUSTRALIA

TE 78: SUBJECT SYLLABUS

NAME: INTRODUCTION TO PARRIERY

INDEX NO NEW

(15)

TOPIC

4. HANDLING THE HORSES FEET - approach and handling.
   Position and movements for lifting the foot. Danger signs, methods of restraint and subduing - backing, twitches, war bridle, tying up the front and back feet.
   Preparing the hoof: trimming for line of hoof and pastern 45°-55° - use of hoof knife cutters, rasp. How far to trim. Paring the frog. Removing old shoes.
   Preparing the hoof for barefeet.

5. THE SHOE - characteristics of the shoe:
   form, width, thickness, length, surfaces, borders, fullering, nail-holes, clips, caikins, toe pieces.

DETAILS OF SYLLABUS

STUDENT OBJECTIVES

Students shall be able to:

4.1 Revise safety factors in approaching and handling strange horses.

4.2 Demonstrate the methods of restraint (not to be fully applied unless necessary).

4.3 State the steps to be taken and the aims to be achieved in preparing a foot for shoeing.

4.4 Recognise a well prepared foot.

4.5 State the faults of inadequately prepared feet.

4.6 Prepare a normal healthy foot for shoeing.

4.7 Demonstrate correct usage of shoeing tools.

4.8 State when shoes should be removed.

4.9 Recognise when shoes have been left on too long.

4.10 State the procedure for removing shoes.

4.11 Demonstrate the correct methods of removing shoes.

4.12 Recognise incorrect removal of shoes.

4.13 Prepare a hoof to go barefoot.

5.1 Identify various types of shoes and states the purpose for which they are used.

5.2 Select a set of shoes to suit a horse.

5.3 State how the characteristics of the horse and its work affect the selection of shoes.
TOPIC

6 SHOEING - choosing the shoe in relation to weight, nature of work, standing position, gait, the form of the hoofs, quality of the horn.
Fit the shoe to the hoof - hot and cold.
Fitting and shaping shoes for the unbalanced hoof.
Nailing the shoe - selecting the correct nails, where to nail, how to nail.
Shape and behaviour of the nails.
Sound of the nail and danger signs (nail pricks).
Clinching and finishing off. Interferences and rectification.

7 CORRECTIVE SHOEING
overcoming defective action - brushing, cutting, over-reaching forging, speedy cutting, stumbling, elbow-hitting, corns, cracked heels, founder, abscess, fractures, cut and bowed tendons, contracted heels, navicular disease, thrush, side bone, ring bone, sand cracks and splits in the hoof wall.

8 LAMENESS
detecting and causes, testing the foot for lameness

DETAILS OF SYLLABUS

STUDENT OBJECTIVES

Students shall be able to:

6.1 State reasons for fitting the shoe to the foot not foot to the shoe.
6.2 State the advantages and disadvantages of cold and hot shoeing.
6.3 Fit a shoe cold to the prepared foot.
6.4 State the points to observe when fitting a shoe.
6.5 Give reasons for overhang and tolerance when fitting a shoe.
6.6 Explain the reasons for the shape of horse shoe nails.
6.7 Explain why the nail should enter on the white line.
6.8 Describe the danger signs of sound when driving the nail.
6.9 Nail on the shoe.
6.10 State the dangers to be avoided in finishing off.
6.11 Identify good shoeing jobs from poor ones.
7.1 Show how corrective shoeing can improve conformation.
7.2 State how corrective shoeing can improve faulty action.
7.3 State the procedure to adopt in the treatment of foot ailments.
7.4 Demonstrate the treatment of cracks, abscesses, corns.
8.1 Revise how to determine in which leg the horse is lame.
8.2 Demonstrate how to determine the cause of lameness - goes through the routine procedure.
TECHNICAL EDUCATION DIVISION: EDUCATION DEPARTMENT OF WESTERN AUSTRALIA

TE 78: SUBJECT SYLLABUS
NAME: INTRODUCTION TO FARRIERY

(15)

TOPIC

9 FOOT CARE PROGRAMME -
frequency of changing shoes,
care of the shod and unshod
hoof - hoof dressings and
their effect.
Age to trim foals.

DETAILS OF SYLLABUS

STUDENT OBJECTIVES

Students shall be able to:

9.1 Draw up a foot care programme for the shod
horse with reference to:

(i) frequency of shoeing
(ii) medication oils
(iii) work
(iv) age of the country in which the
horse is being run (sand, stones,
hills).

9.2 Draw up a foot care programme for the unshod
horse including tools with reference to:

(i) frequency of trimming
(ii) medication oils
(iii) work
(iv) nature of country.

END OF DOCUMENT
TE 78: SUBJECT SYLLABUS

NAME: RIDING 2

Pilot Program

(1) AREA OF STUDY
Animal Studies

(2) NAME
Riding 2

(3) SHORT FORM
RIDING 2

(4) PREREQUISITES
Riding 1

(5) CO-REQUISITES
Nil

(6) TEXTS
Nil

(7) REFERENCES
A. Crossley, Training the Young Horse, Arco (1979).

(8) GROUP LEVEL
2

(9) DURATION
Lecture 2 hours plus practical 2 hours per week for
36 weeks = 144 hours.

(10) CREDIT POINTS
16

(11) GENERAL AIMS
To allow the student to demonstrate potential for either
instructing or active riding participation at preliminary
level. To give an awareness of advanced riding skills in
jumping, eventing and dressage.

(12) SYNOPSIS
Chronology of riding, preparation of the horse and rider
for riding, the aids and their correct application,
school figures, lungeing, preliminary education of the
young or spoilt horse, basic training, walk, trot,
canter, gallop, halt, transitions, the warm up, lateral
work, the dressage test, the instructor, grid work -
gymnastic jumping, jumping, programme of training.

(13) ASSESSMENT REQUIREMENTS

ANNUAL:
Internal assessment 25%
Practical examination 25%
One 2 hour written paper examination paper 50%

SUPPLEMENTARY:
Available
TE 78: SUBJECT SYLLABUS

(14) ASSESSMENT DETAILS:

**GRADING POINTS:**

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**Supplementary**

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<tr>
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**PRACTICAL EXAMINATION:** Student to demonstrate by riding and/or instructing to a satisfactory assessed standard.
TECHNICAL EDUCATION DIVISION: EDUCATION DEPARTMENT OF WESTERN AUSTRALIA

TE 78: SUBJECT SYLLABUS

NAME: RIDING 2

DETAILS OF SYLLABUS

STUDENT OBJECTIVES

Students shall be able to:

1.1 State the influence on the development of riding of: Xenophon, The Neapolitan School, Spanish Riding School, de la Gueriniere, the Cadre Noir and Warendorf.

1.2 State the characteristics that influence the choice of a riding horse.

1.3 Discuss the advantages and disadvantages of the ex-racehorse as a riding horse.

1.4 Understand the psychological approach to training the horse.

1.5 Describe desirable physical attributes of the rider.

1.6 Describe the correct and incorrect mental attitude of the rider.

1.7 State how a rider develops a correct attitude towards improving personal abilities.

2.1 Recognize well fitting saddlery and suitable clothes for the rider.

2.2 Recognize incorrectly fitted equipment and state why it affects horse and rider, (i.e. sore backs, head problems, rider discomfort).

2.3 State the correct riding position in upright seat and forward leaning seat.

2.4 Describe and demonstrate exercises for the rider (a) on the lunge horse; (b) when mounted; (c) when on the ground.

2.5 State corrective exercises for basic rider positional problems.

2.6 Explain how the rider develops feel.

2.7 Describe four simple feel exercises.

3.1 Explain the importance of correct positioning and co-ordination of the rider's seat, lower legs, upper body, head and hands in order to achieve smooth, correct transitions.

3.2 Demonstrate and describe aids for increasing and decreasing pace and turning.
TECHNICAL EDUCATION DIVISION: EDUCATION DEPARTMENT OF WESTERN AUSTRALIA

NAME: RIDING 2

INDEX No

DETAILS OF SYLLABUS

STUDENT OBJECTIVES
Students shall be able to:

4.1 Draw diagrammatically and demonstrate the school figures.

4.2 Give reasons for accuracy when riding school figures.

4.3 Explain which school figures increase the demands on horse and rider.

4.4 State the correct dimensions and markers 40m x 20m and 60m x 20m arenas.

4.5 State suitable dimensions for schooling, jumping and grid layouts.

4.6 Discuss siting and suitable surfaces for schooling.

4.7 Explain the difference between flexion, bend, speed and impulsion.

4.8 Recognize the correct outline of the horse when being ridden.

4.9 Explain how accurately ridden school figures improve suppleness and balance.

5.1 State reasons for teaching the horse to lunge.

5.2 Describe suitable surfaces and areas for lungeing.

5.3 Demonstrate correct fitting of equipment.

5.4 Describe the equipment for the trainer.

5.5 Explain the technique of lungeing, position of the trainer and how the horse should move.

5.6 State when auxiliary reins should be used and explain the disadvantages of incorrectly fitted auxiliary reins.

5.7 Demonstrate and explain how to lunge the rider in order to improve his position and feel.

5.8 List exercises for the rider on the lunge.

5.9 State the advantages of teaching the horse to jump on the lunge.

TE 78: SUBJECT SYLLABUS

(15)

TOPIC

4 SCHOOL FIGURES
- Arena dimensions, surfaces and siting.
- How the horse should go, and why.
- Suppleness.
- Balance.

5 LUNGEING
- The use of auxiliary reins.
- Long reining.
TE 78: SUBJECT SYLLABUS

(15)

TOPIC

5 LUNGEING (Cont'd).

6 PRELIMINARY EDUCATION OF THE YOUNG OR SPOILT HORSE.
   - Early lessons in obedience.

7 BASIC TRAINING
   - The tree of training and ladder of progress.
   - Correcting early problems.
   - Rider development of feel and correction of the horse.

NAME: RIDING 2

INDEX No

DETAILS OF SYLLABUS

STUDENT OBJECTIVES

Students shall be able to:

5.10 Give the reasons for long reining the young, spoilt and advanced horse.

5.11 Explain the technique of long reining.

6.1 Explain the psychology of the horse in relation to early education.

6.2 State how to teach the horse to lead, stand still and tie up, and why it is important to handle the horse consistently, firmly and calmly.

6.3 State the process of backing the young horse.

6.4 State the importance and use of the "schoolmaster horse".

6.5 State methods used to introduce the horse to working in a group or alone.

6.6 Describe the advantages of ridden work in the bush.

6.7 Demonstrate how to lead one horse from another.

6.8 State how to teach the horse to "go forward" correctly.

7.1 Explain why basic training is so important (including safety and obedience).

7.2 List what every horse should learn and when specialization begins.

7.3 Explain how training follows a step by step process and list the order of progression.

7.4 Explain: falling in, falling out, stiffness, hollowness, above the bit, behind the bit, over bent, crookedness, on the forehand.

7.5 List resistances and evasions, their cause and corrective actions.

7.6 Explain the difference between, contact, acceptance of the bit and on the bit.

7.7 State the importance of feeling, assessing and correcting the horse, i.e. the basis of all training.
TECHNICAL EDUCATION DIVISION: EDUCATION DEPARTMENT OF WESTERN AUSTRALIA

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NAME: RIDING 2

INDEX No

DETAILS OF SYLLABUS

STUDENT OBJECTIVES

Students shall be able to:

8 WALK
- F.E.I. definition.
- Long rein and loose rein walk.
- Aids for walk.
- Incorrect walks.

9 TROT
- F.E.I. definition.
- The importance of trotting on a long and loose rein.
- The aids for trot.
- Self carriage.
- Development of feel for correct trots, both rising and sitting.
- Cadence, rhythm and tempo.
- Lengthening the stride.

10 CANTER
- F.E.I. definitions.
- The aids.
- Cantering on a long or loose rein.
- Rider development of feel for correct and incorrect canters.

10.1 State the F.E.I. definition of the different canters.
10.2 Give the aids for the different canters.
10.3 Give reasons for cantering on a long or loose rein.
TECHNICAL EDUCATION DIVISION: EDUCATION DEPARTMENT OF WESTERN AUSTRALIA

TE 78: SUBJECT SYLLABUS

NAME: RIDING 2

INDEX No

DETAILS OF SYLLABUS

STUDENT OBJECTIVES

Students shall be able to:

10.4 State how the rider develops feel for correct and incorrect canters (including disunited and four time canters).

10.5 State how the rider can cause a disunited canter.

10.6 State methods of improving a poor canter (active canter for young horse).

10.7 Explain when, why and how to teach counter canter.

10.8 Explain the meaning of simple and flying changes, and the step by step process of teaching them.

10.9 State the aids for simple and flying changes.

11.1 Give reasons when and when not to gallop a horse (fitness, terrain, ability of rider, stage of training of horse).

11.2 Recognize the correct outline of the horse at gallop.

11.3 Describe the rider's position at gallop.

11.4 Demonstrate how to ride at 400 and 450 metres a minute.

11.5 Explain how to estimate riding at 500, 550 and 600 mpm.

11.6 State what the rider should do if the horse becomes uncontrollable.

12.1 State the FEI definition of halt.

12.2 Give the aids for halt.

12.3 Recognize a good and poor halt.

12.4 Describe the outline of the horse during a transition to and from halt.

12.5 Explain how poor rider preparation and position can affect the halt.

12.6 State simple corrections for problem halts, i.e. not square, swinging hindquarters, loss of balance.
TE 78: SUBJECT SYLLABUS

NAME: RIDING 2

DETAILS OF SYLLABUS

STUDENT OBJECTIVES

Students shall be able to:

12.7 State the FEI definition of half halt.

12.8 Give the aids for half halt.

12.9 Explain when, why and how the half halt is used at all paces.

12.10 Explain how the half halt is used to achieve collection.

12.11 State when and how to teach rein back.

12.12 Give the aids for rein back.

12.13 Explain how to count and feel the number of strides of rein back.

12.14 State methods used to improve the rein back (loss of straightness, above the bit, on the forehand, rushing).

12.15 State how to achieve a smooth transition from rein back to walk, trot and canter (the importance of good rider position, balance and straightness).

12.16 Explain how the rider can affect the rein back by the use of too much rein or poor preparation of the horse.

13.1 State the difference between progressive and direct transitions.

13.2 List or draw diagrammatically exercises for the horse to improve transitions.

13.3 Explain when and how to begin direct transitions.

13.4 Explain how the horse should move during a transition within a pace (importance of rhythm and regularity of stride).

13.5 Describe common resistance and evasions shown by the horse during transitions (hollowing, crookedness, on the forehand, loss of impulsion).

13.6 Describe the rider errors that cause poor transitions (lack of leg, collapsed hip, tipping forward, loss of contact).

13.7 Explain how to achieve better transitions through the gradual development of lighter aids.
14 THE WARM UP
- Planning a logical sequence of lateral and longitudinal stretching.
- Physical and mental relaxation.
- Rider position.
- The importance of straightness, forward movement.
- Common problems in the warm up.
- Warming up for competition.
- Warming up a strange horse.
- Cooling off or "letting down" after work.

14.1 Give reasons for warming up the horse.
14.2 Give a systematic sequence of warming up a horse for schooling, bush work and jumping.
14.3 Explain the difference between lateral and longitudinal stretching.
14.4 Explain why the horse should be physically and mentally relaxed and how to achieve both.
14.5 Describe how to recognize daily signs and symptoms of different mental attitudes and stiffness.
14.6 Describe the rider position during the warm up and when the forward leaning seat would be beneficial.
14.7 Draw diagrammatically school figures that will help to improve the straightness and forward movement of the horse.
14.8 Describe common problems in the warm up (inattention, laziness, rushing, stiffness, sourness, lameness, bridle lameness).
14.9 Explain the correct attitude of the rider to common problems in the warm up.
14.10 Describe a preparatory warm up for various types of competition (show jumping, cross country, dressage, hacking), including the use of lunging.
14.11 Explain how to warm up and assess a strange horse.
14.12 State the reasons for cooling off a horse after work.
14.13 Explain the importance of walking the last kilometre, of physical and mental relaxation, of "letting down" after strenuous work, and recognizing symptoms of stress, fatigue and soreness.
TECHNICAL EDUCATION DIVISION: EDUCATION DEPARTMENT OF WESTERN AUSTRALIA

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INDEX No

DETAILS OF SYLLABUS

STUDENT OBJECTIVES

Students shall be able to:

15 LATERAL WORK
- Lateral movements and the order in which they are taught.
- How to introduce new work and the progressive training of each movement.
- Aids for lateral movements.
- Common problems associated with lateral work, created by horse and/or rider.
- Remedies for common problems.

15.1 Give reasons for teaching the horse lateral work.

15.2 State the FEI definitions of the lateral movements.

15.3 Explain the advantages of a "schoolmaster" horse when teaching the rider lateral work.

15.4 State the correct order in which lateral work is taught, i.e. tun on the forehand, leg yielding, passade, shoulder-fore, shoulder-in, half pirouette in walk, half pass, travers and renvers.

15.5 State the paces at which the above movements are ridden.

15.6 Explain how to introduce lateral work into the training programme and why the walk is a suitable pace for early training sessions.

15.7 Draw diagrammatically or describe a logical sequence of school figures to develop the horse's ability to perform each lateral movement.

15.8 State the aids for each lateral movement and their sequence of application.

15.9 Describe common problems in the horse associated with lateral work (i.e. mental confusion, loss of impulsion, loss of rhythm, rushing).

15.10 Describe common problems in the rider associated with lateral work (i.e. loss of correct position, incorrect aids, lack of feel, co-ordination and control).

16 THE DRESSAGE TEST
- Rules of competition.
- Grades of E.F.A. and F.E.I. competition.
- Movements expected at different levels.
- Learning the test.
- The warm up.
- Riding a test.
- Calling a test.
- Interpretation of judges' comments.
- The role of the judge and penciller.

16.1 State rules of dressage competition.

16.2 Name grades of dressage competition.

16.3 List movements expected at each grade, including development of quality (i.e. collection at Elementary and Advanced levels).

16.4 Explain how to learn a dressage test.

16.5 Describe a suitable warm up for competition at EFA levels.
TECHNICAL EDUCATION DIVISION: EDUCATION DEPARTMENT OF WESTERN AUSTRALIA

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NAME: RIDING 2

DETAILS OF SYLLABUS

STUDENT OBJECTIVES

Students shall be able to:

16.6 Understand the attitude of the rider when riding a dressage test.
16.7 Demonstrate how to call a test, including position of caller.
16.8 Explain terminology used when interpreting Judges' comments.
16.9 Explain how to organize a dressage competition.
16.10 Explain the role of the judge and penciller.
16.11 Write a simple dressage test, freestyle, pas de deux or quadrille.
16.12 Name the four major international competitions and when they are held.

17.1 List desirable qualities of an instructor, i.e. patience, observation, theoretical and practical knowledge, discipline.
17.2 Explain how safety is ensured through discipline and observation.
17.3 State the words of command as laid down under the NCAS syllabus. Know how the NCAS functions.
17.4 Explain how the instructor uses his voice and the importance of clarity and varying tone.
17.5 State the difference between riding in single file and open order, and the advantages and disadvantages of these systems.
17.6 Demonstrate or explain the position of the instructor when teaching in an indoor school, an open school, and under differing weather conditions.
17.7 Explain how to assess a rider and horse.
17.8 Plan a lesson for a group of 6 to 8 riders (including gear check, warm up, exercises, teaching new work and 'letting down').

TOPIC

16 THE DRESSAGE TEST
- Organization of a competition.
- Writing a simple dressage test.
- General knowledge of international competition.

17 THE INSTRUCTOR
- Qualities of a good instructor.
- The importance of safety.
- Words of command and use of voice.
- Position of instructor in relation to class.
- Assessing rider and horse.
- Planning a lesson.
- National coaching accreditation scheme.
- Instructing a group of riders using a grid.
- Planning a jumping lesson.
- The use of trotting poles, straight lines and circles.
- Checking correct distances, correct approach and outline.
TECHNICAL EDUCATION DIVISION: EDUCATION DEPARTMENT OF WESTERN AUSTRALIA

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NAME: RIDING 2

INDEX No

DETAILS OF SYLLABUS

STUDENT OBJECTIVES

Students shall be able to:

17.9 Explain the advantages of using a grid for jumping instruction.

17.10 Plan a jumping lesson.

17.11 Explain the use of trotting poles on straight lines and circles.

17.12 Explain the importance of correct distances in order to build confidence in horse and rider.

17.13 Give ways of helping horses and riders to make a correct line of approach.

17.14 Describe the correct outline of the horse when approaching a grid, in trot and canter.

18.1 State the reasons for teaching the horse gymnastic jumping. Give the aims of grid work.

18.2 State factors influencing the safety of horse and rider (incorrectly fitted gear, projections on jump stands or drums, more than one rider proceeding through the grid).

18.3 Describe the area and surface suitable for jumping.

18.4 State the correct length & diameter of jumping poles, dimensions of jump stands and cups.

18.5 State the correct dimensions for cavaletti and their use and dangers in training the horse.

18.6 Demonstrate or describe how to measure the horse's trot and canter strides.

18.7 Demonstrate or describe how to set up trotting poles, cavaletti and jumps, and explain why distances are so important in developing confidence in the young horse and novice rider.

18.8 Draw diagramatically layouts of grids of increasing difficulty for horse and rider, including heights and spreads approached from trot and canter.
TECHNICAL EDUCATION DIVISION: EDUCATION DEPARTMENT OF WESTERN AUSTRALIA

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DETAILS OF SYLLABUS

STUDENT OBJECTIVES

Students shall be able to:

18 GRID WORK - GYMNASTIC JUMPING
(Cont'd)

- Rider position and exercises to improve position over jumps.
- Gymnastic jumping up hill and down hill on hard or deep going.
- The bounce stride.
- Related distances. Shortening and lengthening strides.

- Common problems, their causes and corrections.
- Overfacing and under asking.

18.9 Explain the reasons for using ground lines and the meaning of the term "false ground line".

18.10 Explain the importance of horse and rider following the correct track and how the track varies with the speed of approach.

18.11 Describe the position of the rider during the approach and when jumping.

18.12 Give exercises for the rider to improve balance, co-ordination and confidence whilst jumping.

18.13 Explain how jumping up hill, down hill, on hard or deep going will affect the length of the horse's stride.

18.14 Explain the meaning of the terms bounce stride and related distance.

18.15 Explain how the placing of gymnastic jumps will teach the horse to shorten or lengthen his stride.

18.16 Describe common problems associated with gymnastic jumping (poor approach, loss of impulsion, lack of rider confidence, refusals, running out, rushing during and after jumping), and methods of solving these problems.

18.17 Explain the meaning of the terms overfacing and under asking and how they affect the horse's jumping progress.

19 JUMPING

- Show jumping.
- The role of the course designer.
- The role of the show jumping judge.
- Organisation of show jumping competitions.

19.1 State factors influencing good course design, including construction, true distances and placing of jumps for various levels of competition.

19.2 Design a show jumping course suitable for elementary competition.

19.3 Know the rules of show jumping (see I.F.A. and F.E.I. Rules for Jumping), including grading, and springboard competition qualifications.

19.4 Explain the role of the show jumping judge.

19.5 Explain how to organise a show jumping competition.
TECHNICAL EDUCATION DIVISION: EDUCATION DEPARTMENT OF WESTERN AUSTRALIA

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DETAILS OF SYLLABUS

STUDENT OBJECTIVES

Students shall be able to:

19.6 Explain the progression from gymnastic jumping to jumping a course.

19.7 State how to walk a show jumping course (incl. measuring strides in combinations and related fences, "the track" to be followed).

19.8 Explain the type of warm up suitable for show jumping competition.

19.9 State factors to be considered when riding a course, including competitions under Table A and C.

19.10 State factors to be considered when riding a jump off (speed versus accuracy, and consideration of the individual horse's ability).

19.11 Explain the difference between Nations Cup, Jumping Derby and World Cup competitions.

19.12 State the role of the cross country course designer, objectives at various levels, use of terrain and natural hazards, the effects of light and shade, combination fences and jumps with alternatives and different levels.

19.13 State what constitutes a good or bad course.

19.14 Explain the construction of jumps, water jumps, how to measure distances and calculate time allowed.

19.15 State factors influencing the placing of compulsory flags.


19.17 State how to organize an O.D.E., the role of Chief Steward, Ground Jury, jump judges, scorers, marshalls, stewards, dressage and S.J. judges.

19.18 State the position of the cross country rider.

TOPIC

19 JUMPING (Cont'd)
- Progression from gymnastic jumping to jumping a course.
- Riding a show jumping competition.
- Walking the course.
- The warm up.
- Riding the course.
- The jump off.
- General knowledge of international competitions.
- Cross country.
- Designing a cross country course.
- E.F.A. and F.E.I.
- Rules of eventing.
- Organising a one day event.
- Progression from gymnastic jumping to cross country.
TECHNICAL EDUCATION DIVISION: EDUCATION DEPARTMENT OF WESTERN AUSTRALIA

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NAME: RIDING 2

INDEX NO

DETAILS OF SYLLABUS

STUDENT OBJECTIVES

Students shall be able to:

19.19 State how to ride in undulating country over small natural obstacles.

19.20 State the progression from simple to more demanding obstacles.

19.21 Explain the principles of water schooling. State how to approach various obstacles up hill and down hill.

19.22 Explain common problems and methods of correcting these, including nervous riders, weak riders, horses with dislikes of particular obstacles, and the rider losing control of pace and line.

20.1 State how to plan a training programme for horse and rider, including the main objective, intermediate objectives and immediate objectives.

20.2 Compare fitness of the horse with fatness and/or lack of condition.

20.3 State how the rider can achieve fitness and a correct mental attitude to training and competition.

20.4 Explain the preparation of the horse for the season's work, including feeding rules, the importance of care of feet, teeth, worming, grooming and slow early exercise.

20.5 State the care of the fit horse using the above criteria.

20.6 Explain the meaning of the term interval training

20.7 State how, when and why the double bridle should be introduced to horse and rider. Demonstrate the correct fitting of a double bridle.

20.8 Explain the importance of gradual progress through repetition.

20.9 State how to plan a competitive programme, including the choice of suitable competitions.

20.10 Explain how to build muscle in younger and older horses and which areas of the horse's body will indicate correct "muscling up".

TOPIC

19 JUMPING (Cont'd)

- Problems in riding cross country.

20 PROGRAMME OF TRAINING

- The importance of fitness for horse and rider.
- Preparation of the horse at the beginning of the season.
- Care of the fit horse.
- Interval training.

- Introduction of the double bridle.
- The importance of gradual progress in training.

- Training the horse for competition.
- The role of the E.F.A.
NAME: RIDING 2

DETAILS OF SYLLABUS

STUDENT OBJECTIVES

Students shall be able to:

20.11 State the role of the E.F.A. in competitive riding.

20.12 State how to recognise signs of mental or physical stress, sourness, dehydration, under and over training.

20.13 Explain what action should be taken when common problems (see above para) occur, and the importance of "back tracking" to solve problems.

20.14 Describe suitable adjustments to a training programme when problems are encountered.

20.15 State how to prepare the horse for spelling at the end of the season.

END OF DOCUMENT
APPENDIX E  REQUIREMENTS FOR TAFE EQUINE MANAGEMENT LECTURERS

REQUIREMENTS FOR TAFE EQUINE MANAGEMENT LECTURERS

As discussed at Staff Development Meeting

Bentley Technical College
November, 1985

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<th>SUBJECT NAME</th>
<th>QUALIFICATION NECESSARY</th>
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<td>Horsemastership 1 (1985) = Equine Management (1986)</td>
<td>NCAS Level 1 or 2</td>
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</table>

or matter referred to Study Area Leader for approval

Abbreviations

NCAS - National Coaching Accreditation Scheme
BHSAl - British Horse Society accreditations obtained overseas
BHSAll - overseas
STUDENT EVALUATION SHEET/VOCATION WEEK

KOBEELYA COLLEGE,
KATANNING, W.A.

Name of Firm:  FRANCIS (WARD) STABLES

Name of Student:  

Please tick the appropriate box.

1.  **Punctuality**  
   A  Very Good  
   B  Satisfactory  
   C  Not Satisfactory

2.  **Neatness**  
   A  Very Good  
   B  Satisfactory  
   C  Not satisfactory

3.  **Civility**  
   A  Very polite  
   B  Satisfactory  
   C  Not satisfactory

4.  **Co-operativeness**  
   A  Very co-operative  
   B  Satisfactory  
   C  Not satisfactory

5.  **Comment on general rating of performance.**

   ... was a very enthusiastic worker extremely competent handling working horses. 

   She follows instructions implicitly. She was a pleasure to have employed for week end again.

Would you be prepared to participate in such a scheme again.

   Yes  
   No

Additional comments (suggested alterations, additions etc) for the scheme.

...enjoyed having two weeks working on the property. Would be prepared to have two further again.

Employers signature:  

Date:  3-5-69
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<th>A Very Good</th>
<th>B Satisfactory</th>
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<td>Neatness</td>
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<td>3.</td>
<td>Civility</td>
<td>A Very polite</td>
<td>B Satisfactory</td>
<td>C Not satisfactory</td>
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<td>4.</td>
<td>Co-operativeness</td>
<td>A Very co-operative</td>
<td>B Satisfactory</td>
<td>C Not satisfactory</td>
</tr>
</tbody>
</table>

5. **Comment on general rating of performance.**

---

Would you be prepared to participate in such a scheme again.

Yes [ ] No [ ]

Additional comments (suggested alterations, additions etc) for the scheme.

..........................................................

..........................................................

..........................................................

Employers signature: [signature]

Date: 26.7.85
STUDENT EVALUATION SHEET/VOCATION WEEK

KOBEELYA COLLEGE, KATANNING, W.A.

Name of Firm: P. F. ADAMS & PARTNERS

Name of Student: ____________________________

Please tick the appropriate box.

1. **Punctuality**
   - A Very Good: [ ]
   - B Satisfactory: [ ]
   - C Not Satisfactory: [ ]

2. **Neatness**
   - A Very Good: [ ]
   - B Satisfactory: [ ]
   - C Not satisfactory: [ ]

3. **Civility**
   - A Very polite: [ ]
   - B Satisfactory: [ ]
   - C Not satisfactory: [ ]

4. **Co-operativeness**
   - A Very co-operative: [ ]
   - B Satisfactory: [ ]
   - C Not satisfactory: [ ]

5. **Comment on general rating of performance.**
   
   [Handwritten comment: We found...]

Would you be prepared to participate in such a scheme again.
   - Yes: [ ]
   - No: [ ]

Additional comments (suggested alterations, additions etc) for the scheme.
   
   [Handwritten comments:]

Employers signature: ____________________________

Date: 5.8.85
STUDENT EVALUATION SHEET/VOCATION WEEK

Name of Firm: BARGING UTILITY HOSPITAL
Name of Student: KOBEELYA COLLEGE, KATANNING, W.A.

Please tick the appropriate box.

1. **Punctuality**
   - A Very Good
   - B Satisfactory
   - C Not Satisfactory

2. **Neatness**
   - A Very Good
   - B Satisfactory
   - C Not satisfactory

3. **Civility**
   - A Very polite
   - B Satisfactory
   - C Not satisfactory

4. **Co-operativeness**
   - A Very co-operative
   - B Satisfactory
   - C Not satisfactory

5. **Comment** on general rating of performance.

   IS A VERY WELL MAINTAINED AND CO-OPERATIVE STUDENT WHO SHOULD BE WELL

   .................................................................

   Would you be prepared to participate in such a scheme again.
   Yes [ ]
   No [ ]

Additional comments (suggested alterations, additions etc) for the scheme.

   .........................................................................

Employers signature: [Signature]
Date: 13/8/85
4.5 Profile and Commentary on the Equine Management Program in W.A.

This profile and commentary were written by the project team for the TAFE/Schools Programs and Credentials Project. These would not have been possible without the work undertaken by the author of the case study, Anne Reiss, of Kobeelya College. We would like to acknowledge her work and thank her for her contribution to our national study.

The commentary below is based upon the contents of the case study, but also draws on other data collected in our study. The views expressed are those of the project team.
4.5.1 Profile of Equine Management

Program Title: Equine Management

Program Location: Katanning, Western Australia

Participating Colleges/Schools: Bentley Technical College/
Kobeelya College

This privately funded Schools/TAFE cooperative program is located at rural Katanning, some 280 kms south-east of Perth. Kobeelya College is an independent girls school situated some distance from the nearest TAFE providers of equine management at Bunbury and Albany. This program was offered in 1985 as a phase one; it will be offered in 1986 as a phase two.

The Equine Management program is a two year program, and is undertaken by students in Years 11 and 12 at Kobeelya College, which has a well-established record in equine education. The equine management program offered at Kobeelya is the TAFE accredited Equine Management Certificate Course. It is provided solely at Kobeelya, and is delivered by teachers employed by Kobeelya. TAFE generally offers this certificate course over one year full-time or three years part-time. At Kobeelya the course is run over two years to synchronise with the two years of senior school study. The 1200-odd hours duration for the TAFE equine management course is accounted for at Kobeelya as follows:
5 x 45 minute periods per week
* before school, after-school and week-end study
* 2 weeks per year work experience with employers in the industry.

In 1985 the course comprised studies in horsemanship, horsemastership, conformation and action, horse transportation and First Aid. Additional studies in phase two of the course (in 1986) are to include equine veterinary science, evolution and farriery. The equine management course is jointly accredited by TAFE and the Secondary Education Authority (SEA), the senior secondary accreditation agency in W.A. The SEA accreditation results in a level 2 credential. The equine management course therefore contributes toward a student's senior school certificate (to the value of 12 points), but does not contribute to a 'tertiary entrance score'. The accreditation by TAFE results in the award of credit in the TAFE Certificate course in equine management for subjects completed. It is thus possible for students who have undertaken the full equine management course at Kobeelya to be awarded the TAFE certificate.

Seven Year 11 students (out of a total enrolment of 13 in Year 11) undertook equine management in 1985. Entry to the program was open to all students. The program was jointly managed by staff at Katanning and TAFE staff at Bentley Technical College (in suburban Perth). Katanning staff undertook a need/demand study during 1984 to identify the extent of student and employer interest in the program. TAFE staff at Bentley were responsible for the provision of curriculum support in the delivery of the course — some teaching materials were provided and student assessment was undertaken using TAFE procedures administered from Bentley.
4.5.2 Commentary on Equine Management

A number of features of the equine management program are notable, especially as they are not shared by many of the other cooperative programs identified in this national study. Included amongst these are

(a) the delivery of the program
(b) the funding of the program
(c) the auspice of the program
(d) the duration of the program.

Program Delivery

Only 7% of cooperative programs identified in our study included any component delivered by other than TAFE teachers; only 1% were taught solely by school teachers. The equine management course was taught by established secondary teachers at Katanning, and by specialist teachers employed casually by the school for the delivery of specific parts of the course, such as farriery and veterinary science. Neither the school's employment formula nor TAFE's award permitted employment of the casual teachers as credentialled teachers, yet the teachers concerned were recognised as 'able' by both the TAFE and secondary accreditation agencies. This is apparent by virtue of the accreditation afforded by both agencies.

The delivery of equine management solely on school premises (at Kobeelya), with the exception of discrete periods of work experience, is another almost unique feature of this program. Only 2% of the cooperative programs identified in our study were delivered without recourse to specialist TAFE facilities. This highlights, in our view, an exemplary feature of the
program. In Australia, there are a large number of 'special interest' government and non-government secondary schools, which have existing specialised resources of the same (or nearly the same) standard as TAFE. The Kobeelya study has shown that such schools can enhance their curriculum and extra-curriculum activities, and clear student pathways to TAFE and other tertiary studies by accessing accredited TAFE courses, without placing any substantial resource strain on the TAFE system. As well, such a cooperative arrangement does not place any added demand for limited student places on the TAFE system.

It is important that judgments about the school's capacity to deliver the curriculum to the standard expected by the community be made. TAFE needs to be concerned to maintain the credibility of its course awards to the community at large (and to employers and students in particular). This leads to the notion of accrediting institutions to deliver courses. In the case of Kobeelya, it appears that the school was granted an implicit form of accreditation to offer a TAFE course. As noted in the case study, the school was in some minor ways deficient in its resource facility. This deficiency was, however, made up by the TAFE college at Bentley, which supported the course's delivery at Kobeelya particularly with curriculum materials.

It occurs to us that a great many schools in Australia have the capacity to be accredited as TAFE providers in selected curriculum areas, given that they meet certain criteria. This would of course depend upon many factors including the available curriculum facilities, teaching expertise and resources of the school, as well as the capacity of the school to provide work experience for the students. A mechanism for conducting a close examination of the school seeking accreditation would need to be developed.
The factors that would need to be negotiated are numerous, and we will not attempt to identify all of these here. The Kobeelya study has, however, shown that this approach to Schools/TAFE cooperation is feasible.

The reader interested in examining other evidence from this study, relating to institutional accreditation is referred to our commentary on the Business Studies cooperative program in S.A. and to our general discussion on this subject in Chapter 6.

**Program Funding**

The case study records that funding for the equine management program came from the Kobeelya school's own resources. Only one other program identified in this review was so funded. The school financed a 'market' survey of need/demand prior to introduction of the program. This relied on a private donation. In addition to these costs, the school paid full-time and casual teachers from school funds. Other costs associated with the course were school running costs, for which $1000 was budgeted, and some minor administrative costs that were borne by Bentley TAFE related to student enrolment and the despatch and marking of examination papers.

Largely due to the school's existing resources, therefore, the equine management program appears to have been a comparatively inexpensive educational endeavour.

**Auspice of the Program**

The equine management program is one of only 2% of cooperative programs identified that involve a non-government school. As pointed out elsewhere
in this report (see Chapter 3), it is probable that other cooperative programs exist but that we have not been able to gain data on these. It is likely that at least some of these involve non-government schools. However, we do not feel the number would be large since, while we did not have any centralised access to data within the non-government school system, we would have expected to identify the majority of such cooperative programs through our centralised TAFE sources. Notwithstanding this the number of Schools/TAFE cooperative programs remains quite small, and results from the Schools/TAFE cooperative policies adopted in most States/Territories of giving preference to government schools.

The Kobeelya study has shown that a successful cooperative arrangement with TAFE can be forged by a non-government school. This success would appear to depend again upon the low level of demand that such a program places on the TAFE system for, while TAFE systems are stretched to meet the demands for courses as at present, they will continue to maintain a means of prioritising student places. The low level of demand inherent in the equine management program is in terms of both low cost to TAFE, and small student numbers.

Program Duration

The 1200 hour duration of the equine management program is the largest of any identified in our study. In W.A., therefore, the equine management program represents about four times the duration required to accrue 12 points towards a senior school certificate awarded by the SEA in W.A. As with other Schools/TAFE cooperative programs of durations substantially longer than the standard range of durations accredited by secondary agencies in other States/Territories in Australia, this sort of comparison gives cause for concern that students are not receiving an equitable return
on their educational investment in such programs. One way of redressing this apparent inequity would be to seek a level 1 secondary credential for the program.

Endnote: 1. Level 1, level 2 and level 3 are analytical terms adopted by the writers for the purposes of this study. They are generic terms designed to permit a comparative analysis of secondary credentials across the Australian States/Territories.

Their meanings are:

Level 1 - courses that are accreditation authority approved for State-wide tertiary entrance.

Level 2 - courses that are accreditation authority recognised (or registered) State-wide.

Level 3 - courses that are school based and school credentialled, and are acknowledged by the accreditation authority.
A CASE STUDY FOR THE
TAFE/SCHOOLS PROGRAMS &
CREDENTIALS PROJECT
CO-OPERATIVE PROGRAMS CONDUCTED BY
GOLD COAST COLLEGE OF TAFE (1985)

PAT PARSONS
CURRICULUM SERVICES
DIVISION OF TAFE, QUEENSLAND
MARCH 1986
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</thead>
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<td>5.8</td>
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<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>F</td>
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<td>F/T</td>
<td>Full-time</td>
</tr>
<tr>
<td>M</td>
<td>Male</td>
</tr>
<tr>
<td>P/T</td>
<td>Part-time</td>
</tr>
<tr>
<td>SHS</td>
<td>State High School</td>
</tr>
<tr>
<td>SSS</td>
<td>State Special School</td>
</tr>
<tr>
<td>TAFE</td>
<td>Technical and Further Education</td>
</tr>
<tr>
<td>TE</td>
<td>Tertiary Entrance</td>
</tr>
<tr>
<td>BSSS</td>
<td>Board of Secondary School Studies - the Secondary Schools accrediting authority in Queensland</td>
</tr>
</tbody>
</table>
1. INTRODUCTION

This case study of co-operative programs conducted by the Gold Coast College of TAFE during 1985 has been prepared by an officer of the Division of TAFE, Queensland, for the project team on the TAFE/Schools Programs and Credentials Project.

This case study is intended essentially as a description of the program offered at the Gold Coast in 1985, rather than an evaluation of the program. Therefore, subjective comments and impressions from students, teachers in TAFE and schools, administrators, parents, employers, or other interested persons about the programs are not included.

The support of the Principal and staff of the Gold Coast College of TAFE in the preparation of this case study is acknowledged.

2. ENVIRONS

2.1 The Gold Coast

The city of the Gold Coast occupies a strip of land along approximately 35 km of the south-east Queensland coast, extending from Paradise Point in the north to the New South Wales border in the south. It has the second largest urban centre population in Queensland, estimated to be some 116,540 residents in 1984.

The Gold Coast TAFE district includes the city of the Gold Coast as well as major portions of the Beaudesert and Albert Shires in the hinterland. The estimated total population of the district administered by the Gold Coast TAFE College is 260,000 residents.

The city of the Gold Coast is committed to a tourist and hospitality industry. Related to this are industrial and commercial undertakings which provide services in boat building, automotive and marine engineering, building construction and maintenance, and food production. The hinterland of the Gold Coast is committed to the growing and milling of sugar, market gardening of vegetables, and grazing activities.
2.2 Gold Coast College of TAFE

The Gold Coast College of TAFE was originally established as an annexe of the Southport State High School. The development of a separate TAFE college at Ridgeway Avenue, Southport, commenced in 1968 with the construction of the woodworking building. This was followed by the construction of the administration and hairdressing building which began in 1972. The college became administratively independent in late 1975 and the first Principal of the college was appointed in early 1976.

The Gold Coast College of TAFE moved to its present site on the corner of Hebb Street and Benowa Road, Benowa, in January 1982. Currently, the college administers three TAFE centres as well as in excess of 50 other locations which are utilised for TAFE courses. Figure 2.1 shows this in diagrammatic form. The numbers in parentheses show the distance in kilometres each TAFE centre is from the TAFE college.

* These locations include State high schools, State primary schools, State special schools, art centres; air-sea rescue premises, dance halls, and surf life saving clubs.

Figure 2.1 The Gold Coast College of TAFE, TAFE Centres, and Other Associated Locations
Vocational courses offered by the college are administered by four schools of study. These are:

- Business and General Studies;
- Cultural Activities and Community Welfare;
- Technology;
- Tourism and Hospitality.

Further, the college offers an extensive program of enrichment or recreational courses such as arts, crafts, cooking, and gardening which are administered by the Extension Programs section.

Student enrolment grew from 269 persons in 1976 to its present level of 20,200 persons in 1985. Classes are conducted in more than 50 different locations in the Gold Coast TAFE district.

Apart from co-operative programs, which are discussed in detail later, courses offered include pre-vocational, pre-apprenticeship, apprenticeship, advanced trade, refresher, certificate, diploma, as well as previously described enrichment courses. Courses are held during the day, at evenings, or on week-ends. Courses may be full-time or part-time and may utilise full-time or part-time TAFE teachers.

2.3 **Secondary Schools and Special Education Schools and Units in the Gold Coast TAFE District**

There are eight State secondary schools and eight non-State secondary schools in the Gold Coast TAFE district. As well, there are four State special education schools and two State special education units in the district. There are no non-State special education schools or units.
The name, type and distance each school is from the college is shown in Table 2.1.

**TABLE 2.1**

NAME OF SCHOOL, TYPE OF SCHOOL AND DISTANCE FROM THE GOLD COAST COLLEGE OF TAFE FOR SCHOOLS IN THE GOLD COAST TAFE DISTRICT

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Type of School</th>
<th>Distance from Gold Coast College km</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquinas College</td>
<td>Roman Catholic High School</td>
<td>10</td>
</tr>
<tr>
<td>Benowa</td>
<td>State High School</td>
<td>1</td>
</tr>
<tr>
<td>Beenleigh</td>
<td>State High School</td>
<td>35</td>
</tr>
<tr>
<td>Coolangatta</td>
<td>State Special School</td>
<td>35</td>
</tr>
<tr>
<td>Coombabah</td>
<td>State High School</td>
<td>20</td>
</tr>
<tr>
<td>Emmanuel</td>
<td>Non-denominational High School</td>
<td>12</td>
</tr>
<tr>
<td>Keebra Park</td>
<td>State High School</td>
<td>5</td>
</tr>
<tr>
<td>Keebra Park</td>
<td>State Special School</td>
<td>7</td>
</tr>
<tr>
<td>Marymount</td>
<td>Roman Catholic High School</td>
<td>28</td>
</tr>
<tr>
<td>Merrimac</td>
<td>State High School</td>
<td>10</td>
</tr>
<tr>
<td>Miami</td>
<td>State High School</td>
<td>16</td>
</tr>
<tr>
<td>Miami</td>
<td>State Special Education Unit</td>
<td>16</td>
</tr>
<tr>
<td>Mudgeeraba</td>
<td>State Special School</td>
<td>18</td>
</tr>
<tr>
<td>Palm Beach Currumbin</td>
<td>State High School</td>
<td>30</td>
</tr>
<tr>
<td>St. Hildas Ladies</td>
<td>Church of England High School</td>
<td>6</td>
</tr>
<tr>
<td>College</td>
<td></td>
<td></td>
</tr>
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<td>St. Michaels College</td>
<td>Roman Catholic High School</td>
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<td>Somerset College</td>
<td>Inter-denominational High School</td>
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<tr>
<td>Southport</td>
<td>State High School</td>
<td>10</td>
</tr>
<tr>
<td>Southport</td>
<td>State Special School</td>
<td>7</td>
</tr>
<tr>
<td>Star of the Sea</td>
<td>Roman Catholic High School</td>
<td>10</td>
</tr>
<tr>
<td>Surfers Paradise</td>
<td>State Special Education Unit</td>
<td>7</td>
</tr>
<tr>
<td>The Southport School</td>
<td>Church of England High School</td>
<td>3</td>
</tr>
</tbody>
</table>

3. THE CASE STUDY

3.1 Definitions

At the time of writing this case study, TAFE policy on matters concerning co-operative programs was not finalised. However, draft definitions have been formulated and these are generally consistent with those adopted by the Division of Secondary Education,
Queensland. For the purpose of this case study the TAFE draft definitions have been utilised.

All course initiatives offered under the joint TAFE and school auspices are co-operative programs. These co-operative programs are divided into two distinct categories. These categories are 'integrated' and 'link'.

Integrated programs are for students beyond the age of compulsory schooling and formally enrolled both in schools and TAFE colleges. These programs consist of a combination of secondary and TAFE subjects for which the student is seeking credit from both institutions. The possible subject combinations for senior school study under this program are:

(a) five secondary subjects with one TAFE subject;
(b) four secondary subjects with two TAFE subjects; or
(c) three secondary subjects with three TAFE subjects.

In Queensland, subject offerings at schools are administered by the Board of Secondary School Studies (BSSS). The school component of integrated programs may be selected from subjects accredited at one of three levels. These are: Board subjects, Board registered school subjects, or school subjects.

Provided Board subjects are selected as the five secondary subjects with one TAFE subject combination, the determination of a tertiary entrance (TE) score by the Board of Secondary School Studies is possible.

Link courses are courses which introduce students to TAFE and to a range of occupations, and may illustrate the relevance of school studies to employment and to other TAFE courses.

These courses are usually not recognised or accredited TAFE subjects and are therefore not assessable. Students are eligible to receive a TAFE Statement of Attendance at the completion of the course. There is no accreditation by the Board of Secondary Schools Studies or other school accrediting bodies.

3.2 Variations Across The State

Within the parameters of the above definitions there is a wide range of TAFE subjects offered as integrated programs and a wide range of study areas offered as link courses throughout the State.
Integrated programs and link courses are formulated to suit the needs of students and characteristics of the environs in which programs and courses are conducted. Co-operative programs offered at the Gold Coast in 1985 were unique to that district, and the same combinations of subjects and courses were not offered elsewhere.

3.4 Scope

This study included data for all integrated programs and link courses offered by the Gold Coast College of TAFE during 1985. Information was sought for all secondary schools, primary schools with secondary departments, and special schools.

4. PARTICIPATING SCHOOLS

4.1 General Background of Schools

This section gives background details about the schools which participated in co-operative programs with the Gold Coast College of TAFE during 1985.

There were four State secondary schools which participated. These were Benowa, Keebra Park, Merrimac, and Southport State High Schools. No non-State secondary schools participated during 1985.

Beonow State High School had a total enrolment for all grades in 1985 of 1542 students, with 264 students in Year 11 and 135 students in Year 12. This school was opened in 1980 and is situated 1 km from the Gold Coast College.

Keebra Park State High School had a total enrolment in 1985, for all grades, of 1077 students, with a Year 11 enrolment of 208 students and a Year 12 enrolment of 210 students. The school was established in 1973 and is located 5 km from the college.

Merrimac State High School, which was first established in 1975, had a total enrolment for all grades in 1985 of 1705 students, with a Year 11 enrolment of 271 students and a Year 12 enrolment of 159 students. The school is situated 10 km from the college.

Southport State High School had a total enrolment for all grades in 1985 of 1746 students, with 278 students in Year 11 and 181 students in Year 12. The school was opened in 1954 and is situated 10 km from the Gold Coast College.

There were three State special schools which participated in the link program. No State Special Education Units or non-State special education institutions participated during 1985.
Coolangatta, Mudgeeraba and Southport State Special Schools cater for students who have a range of disabilities and learning needs. However, special schools usually do not cater for multi-disabled students. Where possible special school students who undertake link courses with TAFE are drawn from the top 10 per cent of the school population.

4.2 Location of Schools

Benowa State High School, Mediterranean Drive, Benowa, Qld. 4215
Phone (075) 394222

Keebra Park State High School, Anne Street, SOUTHPORT, Qld. 4215
Phone (075) 322188

Mudgeeraba State Special School, School Street, MUDGEERABA, Qld. 4213
Phone (075) 305445

Southport State Special School, Kumbari Avenue, SOUTHPORT, Qld. 4215
Phone (075) 313651

Coolangatta State Special School, Garrick Street, COOLANGATTA, QLD 4225
Phone (075) 365767

Merrimac State High School, Dunlop Court, MERRIMAC, Qld. 4217
Phone (074) 305445

Southport State High School, SOUTHPORT, Qld. 4215
Phone (075) 312402

5. THE CO-OPERATIVE PROGRAMS

5.1 Co-operative programs offered prior to 1985

Prior to 1985 there were no integrated programs, as defined for this study, conducted by the Gold Coast College of TAFE.

However, as part of transition education programs, some secondary school students were supplementing school programs by enrolling in TAFE subjects after having received permission from the TAFE Principal to do so.

There was a small number of link courses, as defined for this study, conducted by the college. At that time courses were offered largely on an ad hoc basis.
5.2 Content of co-operative programs for 1985

Integrated programs

There was a total of 17 accredited TAFE subjects which were undertaken as part of an integrated program during 1985. Table 5.1 shows the number, name and duration of these subjects.

**TABLE 5.1**

**NUMBER, NAME AND DURATION OF TAFE SUBJECTS OFFERED AS PART OF INTEGRATED PROGRAMS**

<table>
<thead>
<tr>
<th>Subject Number</th>
<th>Subject Name</th>
<th>Hrs. per wk</th>
<th>No. of wks</th>
<th>Total hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>COA185</td>
<td>Illustration</td>
<td>3</td>
<td>36</td>
<td>108</td>
</tr>
<tr>
<td>PBS219</td>
<td>Word Processing I</td>
<td>3</td>
<td>18</td>
<td>54</td>
</tr>
<tr>
<td>PBS311</td>
<td>Keyboard</td>
<td>3</td>
<td>12</td>
<td>36</td>
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<tr>
<td>PBS312</td>
<td>Typing I</td>
<td>3</td>
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</tr>
<tr>
<td>PBS313</td>
<td>Typing II</td>
<td>3</td>
<td>12</td>
<td>36</td>
</tr>
<tr>
<td>PBS317</td>
<td>Introduction to Microcomputers</td>
<td>3</td>
<td>18</td>
<td>54</td>
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<td>TAT133</td>
<td>Use of Commercial Patterns</td>
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<td>54</td>
</tr>
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<td>TAT284</td>
<td>Machine Techniques I</td>
<td>3</td>
<td>18</td>
<td>54</td>
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<td>TEG142</td>
<td>Elementary Seamanship</td>
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<td>Boat and Equipment Care and Maintenance</td>
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<td>TEG144</td>
<td>Safety and Survival at Sea</td>
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<td>18</td>
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<td>TEG145</td>
<td>Marine Species and Preservation</td>
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<td>18</td>
<td>54</td>
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<td>TNG151</td>
<td>Technical Communication</td>
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<td>18</td>
<td>54</td>
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<td>TMS131</td>
<td>Elements of Programming</td>
<td>1.5</td>
<td>36</td>
<td>54</td>
</tr>
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<td>TMS134</td>
<td>Basic I</td>
<td>1.5</td>
<td>36</td>
<td>54</td>
</tr>
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<td>TMS570</td>
<td>Business Communications I</td>
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<td>54</td>
</tr>
<tr>
<td>TMS571</td>
<td>Business Communications II</td>
<td>3</td>
<td>18</td>
<td>54</td>
</tr>
</tbody>
</table>

Link courses

There was a total of 13 study areas which were undertaken as part of link courses during 1985. Table 5.2 shows the name and duration of these study areas.

Students undertaking one or more of these study areas were enrolled in the course CN S05 Link Course.
### TABLE 5.2
**NAME AND DURATION OF STUDY AREAS OFFERED AS LINK COURSES**

<table>
<thead>
<tr>
<th>Study Area</th>
<th>Duration</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Hrs.</td>
</tr>
<tr>
<td></td>
<td>per wk</td>
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<td>Automotive Repair</td>
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<td>Bricklaying</td>
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<tr>
<td>Checkout Operators</td>
<td>4</td>
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<tr>
<td>Child Care</td>
<td>25</td>
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<td>Electronics</td>
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<td>3</td>
</tr>
<tr>
<td>Metal Turning</td>
<td>25</td>
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<tr>
<td>Oxy Welding</td>
<td>3</td>
</tr>
<tr>
<td>Power Boat Licence</td>
<td>3</td>
</tr>
<tr>
<td>Selected Work Experience Activities</td>
<td>6</td>
</tr>
<tr>
<td>Sheetmetal Working</td>
<td>3</td>
</tr>
<tr>
<td>Welding</td>
<td>3</td>
</tr>
</tbody>
</table>

#### 5.3 Award credentials and course credits 1985

**Integrated programs**

Award credentials for Board subjects, Board registered schools subjects, and school subjects, which were the school components of the programs, consisted of:

- an Interim Statement of Results
- Senior Certificate

which were issued by the Board of Secondary School Studies.
Award credentials and course credits for TAFE subjects were:

- a TAFE Memorandum of Results;
- towards further TAFE studies;
- the appropriate course award if a complete course was undertaken;
- as part of a 1985 Queensland pilot credentials project, seven TAFE subjects were approved by the Board of Secondary School Studies for inclusion on the Board's Interim Statement of Results and Senior Certificate.

TAFE subjects included in the 1985 Queensland pilot credentials project were:

- PBS219 Word Processing I
- PBS317 Introduction to Microcomputers
- TGN151 Technical Communication
- TMS131 Elements of Programming
- TMS134 Basic I
- TMS570 Business Communications I
- TMS571 Business Communications II.

The 1985 pilot credentials project has been completed. The situation for 1986 and beyond is somewhat different and is discussed in detail in Section 8 of this case study.

Furthermore, a student who completes COA185 Illustration would have completed all requirements for the TAFE course CN B24 Illustration Techniques. In the same way, a student who completes the four marine subjects would have fulfilled all requirements for the TAFE course CN B52 Introductory Course for Sea-Going Personnel.
As well, students completing some TAFE courses may receive exemptions in further studies at other tertiary institutions. For instance, TAFE Management Certificate holders may apply for provisional exemption for up to 28 units in the 90 unit Bachelor of Business course in administration at the Riverina - Murray Institute of Higher Education. Holders of TAFE Certificates such as Personnel Administration and Public Administration, or Certificate of Business Studies, Personnel, may be eligible for provisional exemptions at the same institution.

**Link courses**

Students were eligible to receive a TAFE Statement of Attendance at the completion of the course. There was no accreditation or credentials awarded by the Board of Secondary School Studies or other school accrediting bodies.

### 5.4 Syllabus Development and Documentation 1985

**Integrated programs**

Integrated programs offer only accredited TAFE subjects as the TAFE component, and associated syllabus material already existed for these subjects.

**Link courses**

Development of study for link courses was undertaken by TAFE staff from the college within each specialist area under the supervision of the senior technical teacher in that area. Final approval for the content and structure of study areas was the responsibility of the head of school.

### 5.5 Students 1985

**Integrated programs**

There was a total of 409 enrolments in integrated programs during 1985. Table 5.3 shows enrolment details for each subject and school.

**TABLE 5.3**

<p>| NUMBER OF MALE AND FEMALE ENROLMENTS IN EACH SUBJECT FOR INTEGRATED PROGRAMS BY SCHOOL |</p>
<table>
<thead>
<tr>
<th>Subject Number and Name</th>
<th>School</th>
<th>Enrolments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>M</td>
</tr>
<tr>
<td>COA185 Illustration</td>
<td>Benowa SHS</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Southport SHS</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Keebra Park SHS</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Southport SHS</td>
<td>0</td>
</tr>
<tr>
<td>PES219 Work Processing I</td>
<td>Benowa SHS</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Keebra Park SHS</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Southport SHS</td>
<td>0</td>
</tr>
<tr>
<td>PBS311 Keyboard</td>
<td>Benowa SHS</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Keebra Park SHS</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Southport SHS</td>
<td>0</td>
</tr>
<tr>
<td>PBS312 Typing I</td>
<td>Benowa SHS</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Keebra Park SHS</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Southport SHS</td>
<td>0</td>
</tr>
<tr>
<td>PBS313 Typing II</td>
<td>Benowa SHS</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Keebra Park SHS</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Southport SHS</td>
<td>0</td>
</tr>
<tr>
<td>PBS317 Introduction to microcomputers</td>
<td>Benowa SHS</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Keebra Park SHS</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Southport SHS</td>
<td>0</td>
</tr>
<tr>
<td>TAT133 Use of Commercial Patterns</td>
<td>Benowa SHS</td>
<td>0</td>
</tr>
<tr>
<td>TAT284 Machine Techniques I</td>
<td>Benowa SHS</td>
<td>0</td>
</tr>
<tr>
<td>TEG142 Elementary Seamanship</td>
<td>Benowa SHS</td>
<td>15</td>
</tr>
<tr>
<td>TEG143 Boat and Equipment Care and Maintenance</td>
<td>Benowa SHS</td>
<td>15</td>
</tr>
<tr>
<td>TEG144 Safety and Survival at Sea</td>
<td>Benowa SHS</td>
<td>15</td>
</tr>
<tr>
<td>TEG145 Marine Species and Preservation</td>
<td>Benowa SHS</td>
<td>15</td>
</tr>
<tr>
<td>TGN151 Technical Communication</td>
<td>Benowa SHS</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Keebra Park SHS</td>
<td>5</td>
</tr>
<tr>
<td>TMS131 Elements of Programming</td>
<td>Benowa SHS</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Southport SHS</td>
<td>2</td>
</tr>
<tr>
<td>TMS134 Basic I</td>
<td>Benowa SHS</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Southport SHS</td>
<td>2</td>
</tr>
<tr>
<td>TMS570 Business Communications I</td>
<td>Benowa SHS</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Keebra Park SHS</td>
<td>8</td>
</tr>
<tr>
<td>TMS571 Business Communications II</td>
<td>Benowa SHS</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Keebra Park SHS</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>142</td>
</tr>
</tbody>
</table>
Link course

There was a total of 183 enrolments in link courses during 1985. Table 5.4 shows enrolment details for each study area and school.

TABLE 5.4

NUMBER OF MALE AND FEMALE ENROLMENTS IN EACH STUDY AREA FOR LINK COURSES BY SCHOOLS

<table>
<thead>
<tr>
<th>Study Area</th>
<th>School</th>
<th>Enrolments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>M</td>
</tr>
<tr>
<td>Automotive</td>
<td>Southport SHS</td>
<td>12</td>
</tr>
<tr>
<td>Automotive Repair</td>
<td>Merrimac SHS</td>
<td>10</td>
</tr>
<tr>
<td>Bricklaying</td>
<td>Benowa SHS</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Keebra Park SHS</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Southport SHS</td>
<td>4</td>
</tr>
<tr>
<td>Checkout Operator</td>
<td>Benowa SHS</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Southport SHS</td>
<td>4</td>
</tr>
<tr>
<td>Child Care</td>
<td>Benowa SHS</td>
<td>2</td>
</tr>
<tr>
<td>Electronics</td>
<td>Benowa SHS</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Keebra Park SHS</td>
<td>4</td>
</tr>
<tr>
<td>Introduction to Welding</td>
<td>Southport SHS</td>
<td>8</td>
</tr>
<tr>
<td>Metal Turning</td>
<td>Keebra Park SHS</td>
<td>14</td>
</tr>
<tr>
<td>Oxy Welding</td>
<td>Benowa SHS</td>
<td>3</td>
</tr>
<tr>
<td>Power Boat Licence</td>
<td>Merrimac SHS</td>
<td>16</td>
</tr>
<tr>
<td>Selected Work</td>
<td>Coolangatta SSS</td>
<td>2</td>
</tr>
<tr>
<td>Experience Activities</td>
<td>Mudgeeraba SSS</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Southport SSS</td>
<td>2</td>
</tr>
<tr>
<td>Sheetmetal Working</td>
<td>Benowa SHS</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Keebra Park SHS</td>
<td>1</td>
</tr>
<tr>
<td>Welding</td>
<td>Benowa SHS</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Keebra Park SHS</td>
<td>14</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>144</td>
</tr>
</tbody>
</table>

5.6 Student placement 1985

Integrated programs

In the first instance a list of 24 TAFE subjects for offering to secondary school students was prepared. Students selected from the list subjects which would be of most benefit to them.
Subsequently, students were interviewed on an individual basis in an attempt to determine the appropriateness of a particular choice and to give them more detailed data about the subjects. An officer of the TAFE college was involved in the interview phase.

Link courses

Secondary school students were made aware of TAFE offerings in link courses in much the same way as for integrated programs. A list of study areas able to be offered as link courses was prepared and students selected from the list. Subsequent to this, interviews were held for each student. However, an officer of the TAFE college was not involved in the interview phase.

5.7 Type of teacher 1985

Table 5.5 shows that some subjects were taught by a TAFE teacher, some by a secondary teacher, and some by joint teaching arrangements. In some instances the college was required to part-time TAFE teachers.

<table>
<thead>
<tr>
<th>Subject Number and Name</th>
<th>Type of Teacher</th>
<th>F/T TAFE</th>
<th>P/T TAFE</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>COA185 Illustration</td>
<td></td>
<td></td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>PBS219 Word Processing I</td>
<td></td>
<td></td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>PBS311 Keyboard</td>
<td></td>
<td></td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>PBS312 Typing I</td>
<td></td>
<td></td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>PBS313 Typing II</td>
<td></td>
<td></td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>PBS317 Introduction to Microcomputers</td>
<td></td>
<td></td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>TAT133 Use of Commercial Patterns</td>
<td></td>
<td></td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>TAT284 Machine Techniques I</td>
<td></td>
<td></td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>TEG142 Elementary Seamanship</td>
<td></td>
<td></td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>TEG143 Boat and Equipment Care and Maintenance</td>
<td></td>
<td></td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>TEG144 Safety and Survival at Sea</td>
<td></td>
<td></td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>TEG145 Marine Species and Preservation</td>
<td></td>
<td></td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>TGN151 Technical Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TMS131 Elements of Programming</td>
<td></td>
<td></td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>TMS134 Basic I</td>
<td></td>
<td></td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>TMS570 Business Communications I</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TMS571 Business Communications II</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Link courses

Apart from the Power Boat Licence course which was taught jointly by a secondary teacher, a part-time TAFE teacher, and a full-time TAFE teacher, all link courses were taught by full-time TAFE teachers exclusively.

5.8 Location of Class Sessions 1985

Integrated programs

Table 5.6 shows that a large proportion of classes were conducted away from the TAFE college or a TAFE centre.

TABLE 5.6
LOCATION OF CLASS SESSIONS FOR INTEGRATED PROGRAMS

<table>
<thead>
<tr>
<th>Subject Number and Name</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>COA185 Illustration</td>
<td>Southport SHS/Benowa SHS</td>
</tr>
<tr>
<td>PBS219 Word Processing I</td>
<td>Surfers Paradise TC</td>
</tr>
<tr>
<td>PBS311 Keyboard</td>
<td>Benowa SHS</td>
</tr>
<tr>
<td>PBS312 Typing I</td>
<td>Benowa SHS/Gold Coast TAFE</td>
</tr>
<tr>
<td>PBS313 Typing II</td>
<td>Benowa SHS/Gold Coast TAFE</td>
</tr>
<tr>
<td>PBS317 Introduction to Microcomputers</td>
<td>Surfers Paradise TC</td>
</tr>
<tr>
<td>TAT284 Machine Techniques I</td>
<td>Surfers Paradise TC</td>
</tr>
<tr>
<td>TAT133 Use of Commercial Patterns</td>
<td>Surfers Paradise TC</td>
</tr>
<tr>
<td>TAT284 Machine Techniques</td>
<td>Surfers Paradise TC</td>
</tr>
<tr>
<td>TEG142 Elementary Seamanship</td>
<td>Benowa SHS</td>
</tr>
<tr>
<td>TEG143 Boat and Equipment Care and Maintenance</td>
<td></td>
</tr>
<tr>
<td>TEG145 Marine Species &amp; Preservation</td>
<td>Benowa SHS</td>
</tr>
<tr>
<td>TGN151 Technical Communication</td>
<td>Benowa SHS</td>
</tr>
<tr>
<td>TMS131 Elements of Programming</td>
<td>Gold Coast TAFE</td>
</tr>
<tr>
<td>TMS134 Basic I</td>
<td>Gold Coast TAFE</td>
</tr>
<tr>
<td>TMS570 Business Communications I</td>
<td>Keebra Park SHS</td>
</tr>
<tr>
<td>TMS571 Business Communications II</td>
<td>Keebra Park SHS</td>
</tr>
</tbody>
</table>
Link courses

All link courses were conducted at the Gold Coast TAFE College with the exception of the Power Boat Licence which was conducted at Merrimac State High School.

5.9 Timing of Class Sessions 1985

Integrated programs

The majority of class sessions were conducted inside normal school times. Exceptions to those were TMS134 Basic I and TMS131 Elements of Programming which were conducted both inside and outside normal school times.

Link courses

Generally link courses were conducted inside normal school times. Exceptions to this were the Checkout Operators course and a number of the welding courses.

Special tutorial sessions

Special tutorial sessions were initiated for students who either missed a scheduled class session or who were not performing as expected in their studies. These sessions were usually conducted outside school hours.

6. PROGRAM INITIATION AND MANAGEMENT STRUCTURE

6.1 Initiation of co-operative programs 1985

Initiation of integrated programs

Planning for the 1985 integrated programs began in the preceding year. In August 1984 a meeting was held between the Principal of each secondary school and the Principal of the TAFE college. This initial meeting agreed in principle to proceed with integrated programs and began procedures to operationalise that decision. By the end of 1984:

- person was seconded from Benowa State High School to fill the role of Co-ordinator (integrated programs);
- a number of interstate and intrastate TAFE/Schools co-operative programs had been reviewed;
- the decision was made to offer existing TAFE subjects;
subjects from the areas of art, business studies, fashion studies and marine studies were to be emphasised;

- a plan to establish a management structure to administer co-operative programs was formulated.

Initiation of link courses

Initial planning for link courses was not as formalised as for integrated programs. Generally, initial arrangements were made at Principal level with details being finalised at Head of School and Subject Master/Mistress level. However, the plan to establish a co-operative program management structure included provision for a link program committee.

6.2 Management structure for co-operative programs 1985

Committee structure

Early in 1985 the management structure had been finalised. A diagram of this structure is presented in Figure 6.1.

Figure 6.1 Management Structure for Gold Coast Co-operative Programs
The Curriculum Co-ordination Committee consisted of:

- Principal TAFE college;
- Principals, special schools;
- Principals, state secondary schools;
- Co-ordinator, (integrated programs);
- Co-ordinator, TAFE;
- Executive officer;
- Representative, primary school principals;
- Representative, college of advanced education; and
- Representative, Catholic education.

The Gifted and Talented Committee consisted of:

- Representatives, participating schools;
- Co-ordinator, (integrated programs);
- Executive officer; and
- Representative, Division of Special Education.

The Link Program Committee consisted of:

- Co-ordinators, transition education;
- Head Technical Teacher, School of Technology;
- Co-ordinator, TAFE;
- Executive officer; and
- Representative, guidance.
The Integrated Program Co-ordination Committee consisted of:

- Principal, TAFE college;
- Principals, participating secondary schools;
- Deputy Principals, participating secondary schools;
- Co-ordinator, TAFE;
- Co-ordinator, (integrated programs); and
- Representative, guidance.

The Integrated Program Live Work Committee consisted of:

- Officer in Charge, TAFE;
- Co-ordinator, live work;
- Head Technical Teacher, School of Technology;
- Technical Teacher, TAFE;
- Manual Arts Subject Master, participating secondary schools;
- Manual Arts Subject Master, participating special schools;
- Co-ordinator, TAFE; and
- Executive officer.

The remaining integrated program subject committees consisted of:

- Head Technical Teachers;
- Senior Technical Teachers;
- Subject Master/Mistresses;
- Teachers, TAFE;
- Teachers, secondary;
- Co-ordinator, (integrated program); and
- Co-ordinator; TAFE.
7. ISSUES RELATING TO IMPLEMENTATION

7.1 Enrolment

Students in co-operative programs were enrolled in TAFE as well as in schools. Students in integrated programs were enrolled in a course which contained that particular TAFE subject. It should be noted that a TAFE subject may form part of more than one course.

For a study area as a link course or part of a link course, students were enrolled in the course entitled CN 505 Link Course.

7.2 Responsibility

Responsibility for all aspects of the offering of co-operative programs rested with the TAFE Principal.

7.3 Inservice programs

Where a TAFE subject or study area was taught by a secondary school teacher, irrespective of the location of class sessions, co-operatively organised inservice programs were conducted in order to acquaint the teachers with the subject in general, with specialised subject content, and with the needs of industry. Formal inservice programs were conducted in late 1984 and early 1985. Informal inservice sessions were conducted at various times throughout the year.

7.4 Funding of co-operative programs

In general, funding for State secondary schools and State secondary departments for co-operative programs was accessed from two different sources. The Participation and Equity Program provided funds for targeted State secondary institutions, while the Division of Secondary Education through its Operational Unit gave financial support to non-targeted State secondary institutions. These funds were made available from State funds as well as the Commonwealth Additional Curriculum Project budget.

However, no participating school at the Gold Coast was classified as targeted. Therefore, funding received from schools was provided through the Secondary Division Operational Unit.
Early in 1985 the Gold Coast cluster group made application, through the secondary Division Regional Office, for funding support to the extent of $20,000 to cover materials and transport of students. Shortly after, the cluster group was allocated $2000 as a special grant. The balance of $18,000 was allocated later in the year and was utilised for the purchase of a mini-bus (co-operative program) at a cost of $11,500 and for material and incidental expenses.

On the matter of funding teacher time, both TAFE and the Secondary Division absorbed this cost as part of normal budget allocations.

7.5 Transportation

General

For most of the year transportation of teaching staff, students, and materials was by:

- the TAFE college stationwagon (if available);
- the TAFE mini-bus;
- TAFE teachers' private vehicles;
- secondary teachers' private vehicles;
- taxi cabs.

The acquisition of a mini bus (co-operative programs) reduced the need for the previously listed modes of transport.

Acquisition of a Mini-bus (co-operative programs)

Late in 1985 the college acquired a 1982, Mazda T 3000, 19 seat mini-bus from funds provided by Secondary Division Operational Unit. The purchase price of the bus was $11,500. An additional $850 was provided by the college for spray painting.

The control and usage of the bus was under the direction of the Curriculum Co-ordination Committee of the Gold Coast College. Financial management of the bus was under the direct control of the college Principal and the bus was garaged and maintained at the college. Further, the bus provided 'live work' maintenance experience for TAFE students in motor mechanics apprenticeship courses and pre-vocational courses in engineering.
7.6 **Timetable arrangements**

The college and schools participating in co-operative programs each use different timetabling arrangements. Generally, TAFE uses two-hour blocks for class sessions, whereas schools use 'line timetabling' as a scheduling technique.

The 'line timetabling' technique used seven lines, each representing a school period for a particular day. Students were able to undertake one subject from each line. Classes offered on a line are scheduled at the same time. A subject may be offered on two lines if there are sufficient students for classes. This allows more flexibility for students when planning programs of study.

Initially, the college determined when it was able to offer a particular TAFE subject. Next, secondary school Deputy Principals met with the college Heads of Schools for further negotiations regarding appropriate timing of classes. Each school attempted to spread the classes for each subject over four days. Wednesday was not considered suitable because of sport.

Students undertaking TAFE subjects at TAFE locations in school period 1 and school period 2 were usually required to travel directly to the TAFE college or TAFE centre, beginning earlier than usual, and were required to be back at school for period 3. This meant travelling during the morning tea break. Students doing subjects in period 4 and period 5 were required to leave school at the beginning of the morning tea break and return during the lunch break. As well, students undertaking subjects in period 6 and period 7 left school during the lunch break and either returned to school before 3.00 p.m. to connect with school buses or made their own travel arrangements.

8. **CO-OPERATIVE PROGRAMS FOR 1986**

8.1 **Gold Coast**

Planning of co-operative programs at the Gold Coast for 1986 was not finalised at the time of writing. However, it was anticipated that the type and number of link courses would essentially be the same as for 1985. However, there are expected to be some changes to the TAFE subjects offered as integrated programs.
It was envisaged that Art, Business Communication, Computer Studies, and Commercial Studies subjects would remain the same as for 1985. Whereas the scope of subjects offered in Marine Studies was to be expanded, Welding subjects would be included for the first time, and Fashion Studies subjects would no longer be offered.

The college is retaining the same management structure which was used for 1985.

8.2 Recent initiatives and developments in Queensland

Increasing the awareness of programs

During September and October 1985 visits to most TAFE colleges were undertaken by officers of the Division of TAFE and an officer of the Secondary Division Operational Unit. At each location, seminars were conducted with TAFE Principals, secondary Principals, and senior staff from both Divisions. The purpose of these visits was the dissemination of information regarding aspects of co-operative programs.

TAFE subjects available for secondary school studies

A list of TAFE subjects available for secondary school studies was approved by the Assistant Director, TAFE Curriculum Services, and distributed in November 1985. That list applied to the 1986 academic year. There is a total of 303 TAFE subjects on this list. However, 83 of those subjects are either not assessed or are less than 40 hours' duration or both, and as such are not recognised by the Board of Secondary School Studies. This is discussed more fully in the next section.

The list contains:

- 220 assessable TAFE subjects of 40 hours' or more duration;
- 11 non-assessable TAFE subjects of 40 hours' or more duration;
- 72 assessable or non-assessable TAFE subjects of less than 40 hours' duration.
Procedures have been established which allow the list to be revised each year.

Documentation from the Board of Secondary School Studies

The Board of Secondary School Studies has approved the inclusion of certain TAFE subjects on the Senior (Year 12) documentation. Student results from these Board Approved TAFE Subjects will be recorded on the Board's Interim Statement of Results and Senior Certificate.

Subjects which are eligible for inclusion on Senior documentation for 1986 are assessable TAFE subjects of 40 hours' or more duration and appear on the list of TAFE Subjects Available for Secondary School Studies produced by the Division of TAFE. There are 220 TAFE subjects in this category.

Related research project

In October 1985 a report on the participation of State secondary school students in co-operative programs was produced by the Division of TAFE with assistance from the Division of Planning and Special Programs and the Secondary Division Operational Unit.

Queensland co-operative program management group

In February 1986 a Queensland Co-operative Program Management Group was established to overview co-operative programs on a State wide basis and to ensure that all developments in this area proceed in a way which is most beneficial to all Queensland students in accordance with the policies of all Divisions involved.
4.6 Profile and Commentary on the Cooperative Program Conducted by Gold Coast College of TAFE in Queensland (1985)

The profile and commentary were written by the project team for the TAFE/Schools Programs and Credentials Project. These would not have been possible without the work undertaken by the author of the Gold Coast case study, Patrick Parsons, of the Queensland Division of TAFE. We would like to acknowledge Pat's work and thank him for his contribution to our national study.

The commentary below is based upon the contents of the case study, but also draws on other data collected in our study. The views expressed are those of the project team.
The case study which is the subject of this profile and commentary actually
describes the two types of schools/TAFE cooperative programs conducted at the
Gold Coast in 1985: integrated programs and link courses. Our profile and
commentary address only the integrated programs described in the case study,
since a study of link (or career awareness) programs was not a part of our
national study.

4.6.1 Profile of Gold Coast Integrated Program

Program Title: Gold Coast Integrated Program

Program Location: Gold Coast, Queensland

Participating Colleges/Schools: Gold Coast College of TAFE
Benowa, Keebra Park, and
Southport State High Schools.

This State funded program provided, during 1985, as a trial, the opportunity for
Year 11 and 12 students to study a number of existing TAFE units/courses as part
of their two year course of study leading to the award of a Senior Certificate
in Queensland. For the trial period in 1985, seven of these TAFE units offered
were approved by the Board of Secondary School Studies for inclusion on that
Board's Interim Statement of Results and its senior school credential, the
Senior Certificate.

The city of the Gold Coast is located some 90 km south of Brisbane. The Gold
Coast stretches for approximately 35 km along the eastern coast and is a large
urban centre. The area's economy is tourist based. It suffers a fairly high rate of unemployment and its schools have evidenced in recent years comparatively high retention rates to Years 11 and 12.

The three State High Schools participating in the integrated program in 1985 operated as a 'cluster' with a cluster Coordinator, based at Benowa School, performing administrative and organisational duties to support the program. The three schools were in close proximity to the TAFE college, the most distant, Southport, being about 10 km away.

During 1985, students participated in 17 TAFE subjects, seven of which were involved in the trial arrangement which earned a joint Schools/TAFE credential for 1985. The balance of this profile will focus on these seven subjects and references to the 'program' or the 'integrated program' will relate to those seven subjects.

The seven subjects comprising the Gold Coast program, their durations, teaching patterns and locations are depicted in the table below:

<table>
<thead>
<tr>
<th>TAFE Subject</th>
<th>Duration &amp; Pattern</th>
<th>Taught by</th>
<th>Taught at</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Processing I</td>
<td>54 hrs for 18 wks</td>
<td>TAFE</td>
<td>TAFE</td>
</tr>
<tr>
<td>Intro to Microcomputers</td>
<td>54 hrs for 18 wks</td>
<td>TAFE</td>
<td>TAFE</td>
</tr>
<tr>
<td>Technical Communication</td>
<td>54 hrs for 18 wks</td>
<td>School</td>
<td>Benowa</td>
</tr>
<tr>
<td>Elements of Programming</td>
<td>54 hrs for 36 wks</td>
<td>TAFE</td>
<td>TAFE</td>
</tr>
<tr>
<td>Basic I</td>
<td>54 hrs for 36 wks</td>
<td>TAFE</td>
<td>TAFE</td>
</tr>
<tr>
<td>Business Communication I</td>
<td>54 hrs for 18 wks</td>
<td>School</td>
<td>Keebra Park</td>
</tr>
<tr>
<td>Business Communication II</td>
<td>54 hrs for 18 wks</td>
<td>School</td>
<td>Keebra Park</td>
</tr>
</tbody>
</table>
Student attendance was required both inside and outside the school hours for Basic I and Elements of Programming. The other subjects were conducted wholly inside school hours.

All three schools in the cluster participated in Word Processing I and Introduction to Microcomputers with a total schools enrolment in each subject of 30 students (24 females and 6 males). Benowa and Keebra Park were involved in Business Communications I and II with a total enrolment in each of 31 (17 females and 14 males); and in Technical Communication with an enrolment of 8 (all males). Benowa and Southport were involved in Elements of Programming and Basic I with a total enrolment in each of 11 (4 females and 7 males).

The integrated program was cooperatively planned during 1984 by the Principals of the participating institutions. The implementation of the program was undertaken largely by the cluster Coordinator based at Benowa and the head teacher of Business and General Studies at Gold Coast TAFE College. A quite complex network of committees (refer to case study Figure 2) was established to coordinate, develop and monitor the whole cooperative program — including link courses and courses for special categories of students.

The integrated program was open to all students. Students participating in one or more of the seven subjects in the program would earn, on successful completion, a TAFE credential and/or credit in a TAFE course for further study, and a level 2 secondary credential.
4.6.2 Commentary on Gold Coast Integrated Program

The Program, as trialled in 1985, has been established for 1986 with some additional TAFE units to be offered. In respect of its crucial features, however, i.e. joint accreditation, joint teaching and location and its cluster arrangement, the program remains the same. Indeed as with the 1985 pilot of the Port Kembla program in N.S.W., the Gold Coast integrated program seems to have served as a blue-print for much of the development that has occurred in schools/TAFE cooperation in Queensland during 1986.

The analogy drawn above with the Port Kembla program seems to us to extend quite a deal further. The same joint accreditation arrangements and schools cluster approach apply to both programs, although there are some minor operational differences in the cluster approach of each. In much the same way as our treatment of a commentary on the Port Kembla case study, we will use this commentary on the Gold Coast program as a vehicle for highlighting some of the features of schools/TAFE cooperation in Queensland - particularly as they relate to developments during the later part of 1985 and in 1986.

Those features of the Gold Coast program that we wish to comment on are its funding, aspects of its implementation, joint accreditation and the considerable gains we feel have accrued as a result of its 'experimental' status during 1985.

Funding

The Gold Coast program was funded during 1985 largely out of state funds derived from the Education Department's budget.
In Queensland both TAFE and secondary education are administered by the Education Department. State funding for the program was provided by the division for Secondary Education. Supplementation occurred out of the Commonwealth Additional Curriculum Project vote. Interestingly, no Commonwealth P.E.P. funds were directed to the program in 1985, even though schools/TAFE cooperation is a central element of the Commonwealth Government's P.E.P. guidelines for schools.

In Queensland, senior officers of the Education Department adopted the view in 1985 that P.E.P. funding should be directed wholly towards 'targeted' secondary schools. Cooperative programs involving such schools therefore attract P.E.P. funds. The schools involved in the Gold Coast cluster were non-targeted schools and as such were largely reliant upon considerable state funds to mount the program.

We consider this aspect of the administration of schools/TAFE cooperation in Queensland as noteworthy in at least three ways. The first of these relates to the security of program continuity and program planning. During our study, many schools/TAFE practitioners remarked on the uncertainty of the programs future because of its dependence on P.E.P. funding. As well, early program planning for the following year was often precluded due to the uncertainty of fund continuity. On occasions, schools and colleges would not receive formal advice about the availability of funds until it was too late to plan effectively for the next year. By 'mainstreaming' funds for many schools/TAFE programs, as was done in Queensland, program administrators were able to plan their programs, more confident in the knowledge that the funds would be available in time and would be continuous.

Our second observation to the Queensland approach to funding relates to its
positive psychological effect on the people in the cooperative program—administrators, students and the community. The State Government decision to fund cooperative programs at non-targeted schools represents an expression of commitment to such programs. It represents an indicator, especially to students and the public at large, of its educational policy for post-compulsory education. It provides statewide imprimatur to the joint credential that students earn in such programs. Importantly too, it provides encouragement to school and college administrators to examine their other priorities in the light of the governments apparent expression of support to cooperative programs.

In the third instance, Queensland's rather more definite approach to funding cooperative programs (compared to other States/Territories), gives that state a greater degree of control over the program statewide. In this way, the central administrators are able to set and implement educational policy on cooperative programs with a greater degree of independence of the requirements of Commonwealth P.E.P. funding.

Implementation of the Program

A number of aspects of the implementation of the program evidence both the thoughtfulness of the design phase of the program and the resourcefulness of the field people in ensuring the program was effectively delivered to students. Like the Port Kembla program, a tutorial session was initiated for students who were having difficulty with their studies. For the Gold Coast program, however, these sessions were conducted as required, and outside school hours, rather than as a regular period in the school timetable.

Part of the design of the program included cooperatively arranged in-service sessions for secondary teachers. Where a TAFE accredited subject was to be
delivered by school teachers, in-service sessions focussed on the interpretation of the syllabus by TAFE teachers for secondary teachers and on TAFE's perception of the needs of industry in the study area. These sessions provided support to secondary teachers and were considered to be an important element of the overall cooperative strategy by the Industry and Commerce Training Commission (I.C.T.C), the TAFE accrediting authority in Queensland. The I.C.T.C viewed the kind of teacher in-service described as an important contributor to the monitoring process and maintenance of standards of the TAFE accredited programs.

It is interesting to note that the cooperative teaching arrangement which applied in the three 'communications' subjects is one that is evident in very few other cooperative programs we have identified in our national study. The Business Studies program conducted in South Australia is one other - a case study of this program is also included in our study. Significantly, both these programs are offered in the business studies area - a study area where both TAFE and secondary schools have an established teaching expertise. Further, both programs have a built in delivery monitoring strategy which has been negotiated and is acknowledged by the parties concerned - TAFE, secondary schools and the TAFE accreditation authority (and the secondary accreditation authority, S.S.A.B.S.A., in the case of Business Studies in South Australia).

We consider the cooperation in teaching evident in both the South Australian and Gold Coast endeavours to be an important precedent in schools/TAFE cooperation in Australia. It is important because it's success relies upon an acknowledgement of traditional barriers associated with the joint teaching between sectors, it has been consultatively resolved, and it has placed a priority on the economic use of resources and expertise available in both sectors to enhance the delivery of curriculum to post-compulsory students. The arrangement seems to us to be all the more innovative when consideration is
given to the quite separate teacher's awards and working conditions applicable to teachers in TAFE and secondary teachers in Queensland.

The case study records that for most of 1985, a variety of ad hoc but resourceful transportation arrangements were used to transport students, staff and materials where appropriate, between schools and the TAFE college. The purchase of a minibus (at a cost of $11,500) late in 1985, funded again by state funds, overcame a number of transportation difficulties that had been evident earlier. Such concrete research support for the program is considered crucial if students are to be able to meet the requirements of tightly scheduled classes in different locations without needing to rely upon the good offices of teachers.

Accreditation of the Program

As with the joint Secondary Schools/TAFE Program in N.S.W., the seven subjects from the Gold Coast program that have been the focus of our commentary, are jointly accredited. That is to say, successful students earn credit in a range of TAFE business studies certificate courses. As well, students are awarded their Senior Certificate (for completion of Year 12 studies) which records the TAFE subjects as 'Board registered' or Level 2 subjects.

Students involved in the integrated program may study five Board approved (level 1) subjects, plus one TAFE (level 2) subject; or four Board and two TAFE; or three board and three TAFE subjects. Only the first of these combinations permits the student to obtain a tertiary entrance score. This arrangement also closely resembles the N.S.W. Joint Program - except there appears to be greater flexibility in the latter due to the points (11 and 12 points) system which determines a student's tertiary entrance score. There students are able to
select subjects of 1 or 2 points in value.

In both cases, however, the scope for a student to select more than one relevant TAFE unit is limited by the spectre of the tertiary entrance score. Until integrated programs (or joint programs) achieve a Level 1 status and thus contribute equally towards the tertiary entrance score, students' curriculum options in the senior school remain subject to the constraints of a credentialling system which emphasises norm-referenced rather than criterion-referenced tertiary entrance assessment.

The Gold Coast 'Experiment'

We consider the '1985 Queensland pilot credentials project' involving the seven TAFE subjects undertaken in the Gold Coast cluster to have been effective from at least two perspectives. As with the Port Kembla program in N.S.W., it has served as a model for further cooperative developments in Queensland. For 1986, 220 TAFE subjects earn a Level 2 secondary credential in Queensland - these subjects have a minimum of forty hours total duration and are assessable. In 1986, the report "The Participation of State Secondary Students in Cooperative Programs with TAFE", by the division of TAFE (P.Parsons and K.Kreis, 1985) shows that 53 State Secondary Schools/Departments intended to participate in the integrated programs in 1986. On the basis of available statistics in that report for 1985, and the reports projection for school participation rates in 1986, it would seem that in excess of 4000 students will be involved in integrated programs in Queensland in 1986.

The second way in which we consider the Gold Coast trial to have been effective relates to its innovatory character. Its experimental status was a tribute to the flexibility of the parties concerned. In the face of considerable public
debate in Australia about the purposes of schooling, the decline of school standards, and the relevance of traditional school curricula, and in the challenging climate of increasing participation rates, the TAFE, Secondary and accreditation authorities were able to agree to attempt something different. Notwithstanding our remarks in the previous section, we consider the trial to have been valuable and to be a step in the direction of opening up wider curriculum options and further study and work options for senior secondary students and hence has made a contribution to increasing students' equity in education.

Notes: 1. Level 1, Level 2 and Level 3 are analytical terms adopted by the writers for the purposes of this study. They are generic terms designed to permit a comparative analysis of secondary credentials across the Australian States/Territories. Their meanings are:

Level 1 - courses that are accreditation authority approved for State-wide tertiary entrance.

Level 2 - courses that are accreditation authority recognised (or registered) State-wide.

Level 3 - courses that are school based and school credentialled, and are acknowledged by the accreditation authority.
A CASE STUDY FOR THE

TAFE/SCHOOLS PROGRAMS AND CREDENTIALS PROJECT

INTEGRATED STUDIES PROGRAMS

ELIZABETH COLLEGE OF TAFE (S.A.)

Darryl Alfred

Lindsay Tonkin
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   2.2 Curriculum development
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   2.4 Counselling and selection of students

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### ABBREVIATIONS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISP</td>
<td>Integrated Studies Program</td>
</tr>
<tr>
<td>ESTEP</td>
<td>Elizabeth-Salisbury Transition Education Project*</td>
</tr>
<tr>
<td>ED</td>
<td>Education Department</td>
</tr>
<tr>
<td>DTAFE</td>
<td>Department of Technical and Further Education</td>
</tr>
<tr>
<td>JSSCI</td>
<td>Joint Senior School College Initiatives Sub-committee</td>
</tr>
<tr>
<td>PEP</td>
<td>Participation and Equity Programs (p.4)</td>
</tr>
<tr>
<td>SSABSA</td>
<td>Senior Secondary Assessment Board of South Australia (p.5)</td>
</tr>
<tr>
<td>CYSS</td>
<td>Community Youth Support Scheme</td>
</tr>
<tr>
<td>CITY</td>
<td>Community Improvement Through Youth</td>
</tr>
</tbody>
</table>

*This project was re-constituted as the Northern Area Transition Education Association (N.A.T.E.A.) in November 1985.*
Integrated Studies Program

Link courses

PEP - Participation and Equity Program

Mobile Expertise
Integrated Studies is a general term used in South Australia for an educational program that enables senior secondary students to undertake a range of studies in both a TAFE college and Education Department institutions while still attending school.

The curriculum content, assessment and standards required of senior secondary students attending these courses are the same as for other TAFE students. Flexible approaches to course extension and appropriate teaching methodologies are employed. For students successfully completing units from the General Studies Extension and Business Studies Extension options, credit is given towards the appropriate TAFE certificate from which those units come.
CHAPTER 1 HISTORY/BACKGROUND TO THE CO-OPERATIVE PROGRAM

The origins of the Integrated Studies Program (ISP) lie in the establishment of the Elizabeth Salisbury Transition Education Program (ESTEP) in 1982. At that time there was an increasing awareness of the problems facing young people who were in their last years of secondary school, or who had already left school for entry into the work force or to do further study. Some solutions to these problems were sought through the Transition Education Program. In high schools the senior school curriculum concentrated on academic studies leading to matriculation. It was apparent that the needs of non-academically inclined students were being neglected. In addition to this unemployment was increasing, particularly for the 15 to 19 year olds. It was felt that curriculum with a strong emphasis on practical experience, with direct links to the world of work was needed to provide options for students who were not being catered for adequately.

The formation of ESTEP was a response to these needs at a time when the Transition Education Unit of the Education Department of South Australia was developing a philosophical statement about the nature of appropriate curriculum responses, for Transition Education and managing research projects, including the dispensing of funds made available through the Commonwealth Governments' Transition Education Program for the 15-19 year age group.

Critical in the development of ESTEP was the role played by the Northern Area Director of Education, Education Department and the Principal of the Elizabeth Community College Department of TAFE. These officers shared a belief that to cope with the need for a broader senior secondary curriculum for non-academic students, the rising unemployment and the increasing demands for students leaving school to be more 'saleable' in relation to obtaining employment, various resources from the Northern Area (ED) and Elizabeth Community College (DTAFE) should be 'pooled'. The initiation and implementation of ESTEP consequently embodied this growing spirit of co-operation between the Education Department and DTAFE. Furthermore, it was a formal recognition by individuals from both Departments in the Northern Area that the quality of education offered to 15 to 19 year olds would be greatly enhanced by providing a unified, collaborative educational effort.
In March 1982, the Area Director of Education and the Principal of the Elizabeth Community College set up a working party in order to establish ESTEP. The role of the project was:

- to formalise the existing ad hoc co-operative relationship between schools in the Elizabeth-Salisbury area and the Elizabeth College of TAFE.
- to provide an advisory body for matters related.
- to collaborative planning for transition education.
- to facilitate liaison at the local level between ED and DTAFE.
- to provide a recognised entity which could bid for central funding.
- to develop a comprehensive and realistic pre-vocational education for students in the area.
- to provide a forum for discussion of Transition Education in the area. (Such a forum to enable employers to provide information and material input into Transition Education programs in schools and DTAFE.)
- to facilitate employers' awareness of and co-operation in work experience.
- to create and monitor the work of sub-committees set up to discuss and co-ordinate matters such as ED/DTAFE curriculum co-operation, work experience and publicity at the local level.

In short, the project aimed to develop strategies that responded to the problems paramount in the Elizabeth-Salisbury area; unemployment, the need for vocational information, and skills development. ESTEP, in its capacity as an advisory body, aimed to redress past defensive attitudes which had inhibited interaction between the Education Department and DTAFE in the Elizabeth-Salisbury area and to broaden narrow interpretations of Transition Education.

To enable the project to operate a constitution was developed, setting out the aims, objectives and a management structure for ESTEP. The management structure comprised of a Board, executive and a number of sub-committees of the executive, namely the:

- Joint Senior School College Initiatives Sub-Committee (JSSCI).
- Link Course Sub-Committee.
- Improving chances for girls - later renamed the Equal Opportunities Sub-Committee.
- Teacher In-service Sub-Committee.
- Community Liaison Sub-Committee.
The JSSCI sub-committee was responsible for the ISP program initiative. Its members included representatives from participating schools, an Area Superintendent (ED), the Transition Education Advisor (ED) - also called Schools Co-ordinator, Heads of TAFE teaching schools and a TAFE college co-ordinator.

Much of the success of ESTEP and the successful implementation of the ISP can be traced to the availability of both the Schools and TAFE co-ordinators as executive officers to facilitate the activities of the ESTEP Board, its executive and its sub-committees.

The concept of ED/TAFE curriculum co-operation was always of high priority for ESTEP. Towards the end of 1982, discussions between the Head of School of Technical Studies (TAFE) and the Schools co-ordinator took place on the initiative of the Principal of the TAFE College. The purpose of the meeting was to explore the possibility of 'High school related courses'. As a consequence, another larger meeting involving school staff was held in November 1982, and a High School Related Working Party was formed. It was at this meeting that the first tentative discussion took place exploring the idea of 'linked curriculum initiatives'. Initially, results were disappointing as the concept proved difficult to define. The participants left the meeting feeling they should confine their efforts to the safer, more concrete goal of co-ordinating link courses better. No other meetings of the High School Related Working Party were held. The concept of Schools/TAFE co-operation was once again proposed when the Schools and College co-ordinators recommended the establishment of a Joint Senior School-College Initiatives sub-committee to the ESTEP Board in May 1983, together with the other four sub-committees.

For the remainder of 1983 the JSSCI sub-committee explored the idea of vocational education in the Elizabeth-Salisbury area and prepared several proposals relevant to the development of a comprehensive vocational educational program. The sub-committee had great difficulty in initiating linked curriculum activities between participating schools and the College because individual school officers foresaw a number of operational difficulties. The problems that had been experienced operating link courses and work experience were considered difficult enough without embarking on another initiative. The sub-committee was also restricted in its endeavours to develop the idea any further due to unresolved issues such as accreditation, funding and staffing problems which they believed needed to be resolved by ED/TAFE policy makers at the central level.
Consequently, initiatives undertaken in 1983 were limited to the provision of mobile expertise to schools for the purpose of curriculum innovation, and the conduct of a Year 11 Vocational Awareness Course survey to ascertain the number of schools who had students involved with these courses, the type of school involvement and the range of vocational awareness courses being undertaken. A grant of $2,692.50 was received from the Commonwealth Government under the Transition Education Program for the purpose of providing mobile expertise. Participating schools were invited to write submissions and in accordance with the guidelines developed by the sub-committee, mobile expertise grants were approved for instructors paid by the hour, to seven schools for courses such as Bricklaying, Stretch Sewing, Small Business Management, Art in the Market Place, Occupational Motivation, Confidence Building and Technology and Business Studies. Although these 1983 initiatives were limited, they served to enhance people's perceptions of the kinds of co-operation that could be achieved, and were therefore an important preparatory step towards the development of the integrated studies project. Other important preparations were made arising from the activities of other ESTEP sub-committees, particularly the Teacher Inservice sub-committee. This sub-committee conducted conferences which enabled school and college personnel to increase their awareness about possible co-operative ventures and provided a forum for discussion.

In Term 1, 1984, the ESTEP Board considered the time was right to begin the development of a Joint Senior School TAFE curriculum. The co-operative concept had thus developed from one of 'linking' schools and college curricula to one of 'integration' where students were to substitute a TAFE program for one of their secondary subjects. Although the central issues of funding, accreditation and staffing remained unresolved, the JSSI sub-committee decided to embark on a pilot program, with approval from the ESTEP Board, whilst waiting for ED/DTDAFE policy to be developed to cover this situation.

The sub-committee devised a course development process to ensure the eventual commencement of a pilot course on 11 July 1984.

The process comprised the following steps:

- Pilot courses were developed following negotiation with schools and college.
- A Proposal was submitted for funding to PEP Central Link Course Committee (a centralised committee with statewide responsibility).
Pilot schools were chosen for participation in ISP.

Courses were submitted to Senior Secondary Assessment Board of South Australia for accreditation.

Negotiations were held with DTAFE for TAFE accreditation.

This process resulted in the development, approval, funding ($5,972 from the Central Link Course committee via the ESTEP Link Course sub-committee) and implementation of the following Integrated Studies Program (Table 1.1).

### TABLE 1.1
INTEGRATED STUDIES PROGRAM

<table>
<thead>
<tr>
<th>Course title</th>
<th>Content</th>
<th>Length</th>
<th>Starting date</th>
<th>No. of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Studies Extension</td>
<td>Building Construction, Fluid Power Technical Drawing (6 hrs/week)</td>
<td>60 hrs</td>
<td>16 July</td>
<td>15</td>
</tr>
<tr>
<td>Business Studies Extension</td>
<td>Real Estate, Retailing, Accounting (6 hrs/week)</td>
<td>60 hrs</td>
<td>23 July</td>
<td>15</td>
</tr>
<tr>
<td>Introductory Accounting</td>
<td>Introductory Accounting Certificate Units    (6 hrs/week)</td>
<td>60 hrs</td>
<td>11 July</td>
<td>15</td>
</tr>
<tr>
<td>Health and Care</td>
<td>Health and Care Certificate Unit 1. (3 hrs/week)</td>
<td>30 hrs</td>
<td>24 July</td>
<td>15</td>
</tr>
</tbody>
</table>

(See Appendix 2, Integrated Studies Program (1984), Course Outlines)
During June, meetings were held between secondary teachers and TAFE lecturers directly involved in the ISP, to work out operational details. At the end of this process Craigmore, Elizabeth, Fremont, Gawler, Parafield Gardens, Paralowie, Salisbury and Smithfield Plains High Schools agreed to participate in the program. Prior to being accepted into a course every student wishing to undertake one of the courses was counselled jointly by the Schools and College Co-ordinators.

An integral part of this pilot phase was an evaluation of the courses, by gathering data from participating students and lecturers. The major evaluation findings identified the need for students to have more course orientation, and more information about the standards of work required, and the college expectations of students concerned. There also appeared to be a need for greater appreciation in schools of the importance of integration of the course into the students school based study program. In general terms, the pilot program was judged to be successful and plans were made for a full scale ISP in 1985.
CHAPTER 2 DEVELOPMENT OF THE 1985 PROGRAM

Plans for the 1985 Integrated Studies Program (ISP) were developed by ESTEP's executive officers, in conjunction with the JSSCI sub-committee during Term II of 1984, whilst the 1984 pilot program was still only a few weeks old.

At that time, it was anticipated that a proposal seeking funds would have to be submitted in late Term II or early Term III. The source of any funds was uncertain.

The Director of PEP for the Education Department then invited interested groups to persons to submit by the end of July 1984 systems proposals for PEP funding for 1985. These proposals were formulated into a draft submission which was tabled by the executive officers at the 31 July 1984 meeting of the JSSCI sub-committee. This submission was subsequently submitted for PEP funding under the title of 'Multi-campus concept'.

Preparations during late 1984 for the mounting of a full year program were frustrated by the lack of information about funding decisions. The year ended without any formal notification of the funding available to ESTEP for the project.

The first four weeks of 1985 saw a verbal confirmation of the full funding of the multi-campus concept and the calling of a JSSCI sub-committee for February, to plan the implementation of a modified program. The original proposal was modified as follows:

. Due to the late notice of funding, it would not be possible to offer the full year course of 40 weeks as originally intended. A 30-week program was suggested;

. The reduced availability of TAFE staff and facilities at the Elizabeth College of TAFE due to pressure from increased enrolments and staffing changes.

The two ESTEP executive officers were requested to work with heads of schools at the Elizabeth College of TAFE and staff of participating schools to:
develop a detailed study program;
counsel and select students for the 57 places available in
the program.

A tight time line was set to allow the 30-week program to be
completed by early December. This was as follows:

March 15 - Course outlines, including negotiation of
accreditation, to be completed.
March 29 - Counselling and selection of students to be
finished.
April 12 - Courses to begin.

2.1 Accreditation

Attempts to clarify the approval and accreditation procedures
that were to be used for the Integrated Studies Program began in
1984.

At that stage the TAFE subjects to be offered were planned to be
'new' and jointly developed by staff at the Elizabeth College of
TAFE and staff from ESTEP schools. As such it was unclear where
approval to proceed should be sought, what further curriculum
development was needed and whether accreditation should be
handled through SSABSA.

To resolve accreditation difficulties the executive officer of
ESTEP met with officers of SSABSA in September 1984. The meeting
discussed what would have to be done if SSABSA approval and
accreditation procedures were used for each of the study options.
The meeting focused on whether the study options:

were already provided for in existing or intended SSABSA
courses.
identified curriculum 'gaps' which could be usefully
developed.

The meeting made the following observations.

Technical Studies

The proposed Technical Drawing, Graphics, Construction, and
Concrete Masonry options were already covered in existing
subjects available though the Education Department and accredited
at the present SSABSA school assessed subject level (SAS).
The fluid power components were found to be provided for in the Farm Mechanics course already offered through the Agricultural Certificate at Urrbrae Agricultural High School, which has since been accredited by SSABSA at SAS level.

The proposed Automotive Studies (not transmission), diesel and aviation components could be developed further and submitted for consideration as registered subjects by SSABSA.

**Business Studies**

The proposed real estate and retailing components were thought to have considerable potential for further development and submission to SSABSA for consideration as 'registered subjects'.

The proposed word processing component could be referred to a curriculum committee of SSABSA for possible development as an accredited subject.

The Introductory Accounting unit was very similar to the Accounting subject accredited by SSABSA at the Public Examiner Subject (PES) level. Cross accreditation between TAFE and ED relating to these subjects has since been completed. Students successfully completing Accounting at PES level can gain credit for Introductory Accounting when enrolled for appropriate TAFE Business Studies Certificates.

**General Studies**

The proposed health and care units of work were seen as part of the existing TAFE Health and Care Certificate. As such it was seen as inappropriate for SSABSA to be dealing with them.

Both the child care and residential care areas were identified as pointing to gaps in curriculum provision with potential for further development through SSABSA as accredited subjects. Later in 1984, this suggestion was referred to the Personal Development Curriculum Approval Committee of SSABSA. It was recommended that any further development should be delayed at least until 1987 because of the Committee's work load.

At the beginning of 1985 progress with negotiations related to accreditation problems was reviewed. It was considered that SSABSA-related procedures would take many months and in at least one case several years. The lead-time for developing and mounting the 1985 Integrated Studies Program was very short - a matter of weeks. Consequently it was decided to identify 'off-the-shelf' TAFE courses, wherever possible, which would give a broad introduction to the different fields of study, allowing for credit towards a maximum number of future study pathways.
through TAFE. Curriculum development activity would thus be kept to a minimum. Where required, curriculum development would be carried out by staff of the Elizabeth College of TAFE in consultation with Education Department personnel through ESTEP.

Accreditation was therefore dependent on whether the course was secondary-based or TAFE-based.

The School Leaver Statement normally used for all school leavers was used as the mechanism for recording the 'integrated' nature of each student's study program. Students were also encouraged to keep an 'education folio' of the formal accreditation and reports received as a result of involvement in the Integrated Studies Program, from their previous schooling, and from any other formal learning experiences they might have had.

2.2 **Curriculum development**

The following courses eventually formed the TAFE study options available through the Integrated Studies Program for 1985.

**Technical Studies**

This course was specifically designed to give senior secondary students a broad introduction to the range of trade-related studies available through the Elizabeth College of TAFE.

Two units of work from the 1984 pilot course in fluid power and building instruction were retained and the program extended by adding units of work in aviation, electrical, metal fabrication and automotive.

**Business Studies**

The original intention had been to develop units of work which would provide instruction in the areas of real estate, banking, law, accounting, retailing, information technology and word processing. An important aim was to increase the awareness of students (particularly females) concerning study and occupational opportunities associated with business education, other than the traditionally female-dominated areas of typing and secretarial work.

A course of three units was proposed, two of which were 'off-the-shelf' TAFE subjects and would, on successful completion, earn credit towards certificates in the business studies area. The two existing subjects were "Introductory Accounting" from the TAFE Certificate in Accountancy and "Business Law I" from the TAFE Certificate in Business Studies.
The third subject was "Retail Sales", upon successful completion of which student earned a TAFE statement of achievement.

**General Studies**

Discussions through the JSSCI sub-committee during 1984 proposed that units of work should be taken from the areas of:

- Health and Care
- Child Care
- Residential Care.

In early 1985, the course was negotiated to include introductory units from the:

- Clothing Certificate (non-industrial)
- Health and Care Certificate.

It was considered that students in the ISP target groups would be too young to be given access to study options from the Child Care and Residential Care Certificates, particularly in light of the standard TAFE requirement that students be a minimum of 18 years of age.

Detailed descriptions of the TAFE study option available in the 1985 Integrated Studies Program are available in Appendix A.

### 2.3 Schools involved

There are 26 government and 4 non-government secondary schools in the Northern Area with post-compulsory aged students. Access to the program was limited to a relatively small number of these schools mainly on the basis of previous involvement with the ESTEP organisation. Close co-operation between participating schools and the TAFE college was seen as essential and it was judged that there was insufficient time available to extend co-operative working relationships to new schools. Easy access to the Elizabeth College of TAFE because of either close proximity or available public transport was another factor in the selection of the schools.

There were nine high schools involved in the 1985 program. These were:

- Elizabeth
- Gawler
- Craigmore
- Parafield Gardens
Para Vista High School was the only school added to those involved in the 1984 pilot and its students joined only the program for the Health and Care option which began in mid-September.

2.4 **Counselling and selection of students**

By 19 March 1985 course development had been completed and course information sheets were ready for distribution. The following steps were then taken to implement the program:

- Confirm each school's interest in being involved and arrange for a staff member to be designated as the contact person.
- Arrange times for two visits to each school.

**First visit** - This task took between one to two hours per school and was carried out on the 20 and 21 March. The first visit was essentially to deliver the course information sheets and provide in-service training to the relevant school staff about:

- the intended target group for each study option
- the curriculum details of the overall program and each study option
- the intended benefits for study
- the nature of the arrangements the school would need to make to accommodate students being out of the school for one day per week
- how assessment and reporting on student performance would be carried out
- clarifying the role the school would play in the selection of students.

The intention was to have the schools identify, in rank order for final selection, interested students from the target group. The target group was specified as post-compulsory aged students who were considered by the school to be 'at
risk' of leaving formal education before the completion of Year 12. Priority was to be given to older students.

Another requirement for course entry was for students to have been assessed to have the ability to cope with the course of their interest. It was also suggested that students should be able to demonstrate interest in a vocational area associated with the selected study option. The personal experience of TAFE staff involved in the 1984 pilot program and with pre-vocational students suggested that such an interest often kindled a strong motivation to work well. (Interviews with students at the completion of the program produced evidence to show that this was certainly true for a number of students who then transferred this motivation to their school study with an overall improvement in results.)

Schools used a dual system for reaching students in the target group with information about the Integrated Studies Program. They advertised to the general student body in Years 11 and 12 and invited particular students to attend the information and counselling sessions.

Second Visit - A second round of visits took place between 28 March and 2 April. This second visit was intended to ensure that students had an opportunity to satisfy their curiosity about the program through first hand contact with TAFE staff involved in its development and delivery.

A representative from both the Technical Studies and General Studies schools at Elizabeth College of TAFE along with the Schools Co-ordinator were available at each of these meetings. A representative from the School of Business Studies was unable to attend.

3. The Schools Co-ordinator was then to allocate a number of places in each study option to the participating schools.

4. Schools were then to forward to the School Co-ordinator the names of the students who would be attending.

The number of students counselled and admitted to the Integrated Studies program from each of the schools is shown in Table 2.1.
### TABLE 2.1
**NUMBER OF STUDENTS INVOLVED BY SCHOOL OF ORIGIN**

<table>
<thead>
<tr>
<th>Secondary school</th>
<th>Number students counselled</th>
<th>Number admitted to program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elizabeth</td>
<td>69</td>
<td>11</td>
</tr>
<tr>
<td>Craigmore</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>Fremont</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Gawler</td>
<td>15</td>
<td>7</td>
</tr>
<tr>
<td>Parafield Gardens</td>
<td>13</td>
<td>7</td>
</tr>
<tr>
<td>Paralowie</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>Para Vista*</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Salisbury</td>
<td>22</td>
<td>9</td>
</tr>
<tr>
<td>Smithfield Plains</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>160</strong></td>
<td><strong>51</strong></td>
</tr>
</tbody>
</table>

**NOTE:** Para Vista joined the program for the Health and Care option only.

Of the 51 students involved, 40 were from Year 11, 11 were from Year 12, 33 were female and 18 were male.

Table 2.2 shows the number of students counselled into the different TAFE teaching schools at the Elizabeth College of TAFE and the number of places actually available.
### TABLE 2.2
NUMBER OF STUDENTS INVOLVED BY SCHOOL OF STUDY

<table>
<thead>
<tr>
<th>TAPE Teaching School of Elizabeth College of TAFE</th>
<th>Number students counselled</th>
<th>Number places available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Studies</td>
<td>45</td>
<td>16</td>
</tr>
<tr>
<td>Technical Studies</td>
<td>74</td>
<td>15</td>
</tr>
<tr>
<td>General Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) Garment Construction and Design</td>
<td>16</td>
<td>12</td>
</tr>
<tr>
<td>(b) Health and Care</td>
<td>25</td>
<td>14</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>160</strong></td>
<td><strong>57</strong></td>
</tr>
</tbody>
</table>

Note: The deadlines for curriculum development, counselling and selection of students, and course implementation had been met.

Written confirmation of funding and the actual funds were received late in April after the classes had commenced.

The ESTEP group requested that funds be paid to Elizabeth College of TAFE. The funds were then managed through the normal administrative procedures of the college and the Department of TAFE.
Integration in both the 1984 and 1985 programs was achieved on an individual student basis. In the process of being admitted to the program students were counselled into a total study package. This involved exchanging the TAFE option for one of their school subjects.

As the TAFE options occupied one full day of study per week students were put in the position of missing at least one lesson per week in each of their school subjects. The students were expected to accept responsibility for making up missed work. Schools therefore did not have to adjust their timetabling procedures to accommodate the program.

Similarly, the routine operations of the TAFE College were little affected by the conduct of the program, in that the TAFE study days were determined according to the availability of facilities and staff, after other TAFE courses had been catered for.

While there does appear to be potential for fully integrated programs to be developed at the college and school level, it will remain difficult to achieve while funding remains uncertain from one year to the next as occurred for both the 1984 and 1985 years of the program. For integrated programs to have the benefit of co-operative timetabling between the schools and the college the schools would have to be in a position to counsel their students towards the program during late Term II and early Term III of the preceding year. Study options available would, therefore, have to be confirmed by June or July to allow sufficient time for an information flow and liaison between the college and the schools.

3.1 Impact on the range of choices for students

The Integrated Studies Program increased the study options available to the students in the target group and in the participating schools for the years 1984 and 1985. An expanded 1986 program has been planned to increase the places and subject choices available to students. There have been negotiations to include both the Gawler Campus of the Light TAFE College and the Gilles Plains College of TAFE in the program. This would mean the range of TAFE options could be expanded.
By opting to go into the program, it appears students are indicating that they want increased access to practically-based and vocationally-orientated study options.

The process of exploring the appropriateness of the SSABSA accreditation process for the program had the useful result of identifying subjects of this nature with potential for future inclusion in the Integrated Studies Program.

3.2 Impact on statewide policy

It is difficult to find specific data to demonstrate direct effects of the program on policy development within the Education and TAFE Departments. However over the latter part of 1984 and particularly during 1985 the ESTEP organisation, as well as the Integrated Studies Program, had a very high public profile through wide dissemination of printed reports and presentation of information at joint Education Department-TAFE Department conferences. In this way and through direct correspondence between ESTEP and the Directors-General of both Departments the program did supply field data and an impetus for a clarification of policies relating to the TAFE-ED interface, particularly in the areas of cross-accreditation, resourcing and ownership of students.

The extent to which this program and other co-operative activities are absorbed into mainstream, ongoing curriculum arrangements will depend largely on funding decisions. A move away from Commonwealth funding, towards a commitment of State Education Department funds, on a user pays basis for programs in TAFE for secondary students has occurred for the second half of the 1985-86 financial year. The extent to which this might become an ongoing commitment has yet to be made known. The future of the Integrated Studies Program, and other co-operative programs, will hinge on such decisions.
CHAPTER 4 CHARACTERISTICS OF THE PROGRAM

The following is a description of the main features of the program, not previously mentioned for the 1984-85 period.

4.1 Geographical location

All of the nine schools involved are located north of Adelaide and within the Greater Metropolitan Area. Seven of the schools are situated within the Salisbury, Elizabeth areas, some twenty to thirty kilometres from the Adelaide city centre.

Of the other two schools, Para Vista is in a north-eastern suburb of the same name while Gawler is an older, established country centre with a great deal of historic significance for the State. It is now regarded as being on the most northerly edge of metropolitan Adelaide. (See Appendix C for a map and addresses of the schools.)

4.2 Socio-economic characteristics

This geographical area takes in a broad spectrum of socio-economic characteristics as it includes older established areas, the urban-rural fringe and new housing developments. However, the area is essentially suburban with 'working class' families predominating. As such it has felt the brunt of unemployment over the past decade with some 25 per cent of South Australia's unemployed being found in this Northern Area. The Elizabeth-Salisbury region has pockets of extremely high and long term unemployment across all age groups.

4.3 Retention rates

It is, therefore, not surprising to find that the retention rates for students beyond Year 10 in schools in the Elizabeth-Salisbury region is low compared with other areas in South Australia. The retention rates for both Para Vista and Gawler are significantly higher.

Officers from the Northern Area of Education, although not able to supply accurate figures, claimed that the last eighteen months had seen a general improvement in the retention rates from both
Year 10 to 11 and Year 11 to 12. It was felt that this was a trend rather than an aberration.

4.4 Costs funding and administration

Costs for the program included materials, hourly paid TAFE instruction, general service fees, as well as curriculum development and co-ordination costs. All costs, with the exception of the latter two, were met by the PEP funds derived from the Commonwealth Government.

In 1984, $5922 was received by ESTEP through the Central Link Course Committee. In 1985, $17,000 was provided via the Education Department's PEP Task Force. Both funding bodies required periodic reports on the progress of the program and the acquittal of funds.

While the overall management of the Integrated Studies Program was effected by ESTEP through its sub-committee structure and its two executive officers, the day to day expenditure of monies was administered through the PEP Unit at the Elizabeth College of TAFE as previously mentioned.

Costs incurred by co-ordination activities were met by both Departments in providing the salaries for executive officers for ESTEP and by the time given to ESTEP's activities by committee members.

4.5 Accreditation and credentials

The Integrated Studies Program offers students a choice of study options from TAFE and the Education Department. The students' individual study programs therefore vary considerably.

The Integrated Studies Program does not provide a 'credential' in its own right. Rather, the emphasis has been on bridging students towards TAFE credentials by allowing them to gain some credits in study fields of their interest while still enrolled as secondary students. Examples of the TAFE options, and credentials are listed below in Table 4.1.
### TABLE 4.1
#### COURSE OPTIONS AND CREDENTIALS

<table>
<thead>
<tr>
<th>Course options</th>
<th>TAFE credentials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Studies</td>
<td>TAFE Statement of Achievement</td>
</tr>
<tr>
<td>General Studies</td>
<td></td>
</tr>
<tr>
<td>. Garment Construction</td>
<td>. credit in TAFE Clothing Certificate (non-industrial)</td>
</tr>
<tr>
<td>. Health &amp; Care</td>
<td>. credit in TAFE Health &amp; Care Certificate</td>
</tr>
<tr>
<td>Business Studies</td>
<td></td>
</tr>
<tr>
<td>. Retail Sales</td>
<td>. TAFE Statement of Achievement</td>
</tr>
<tr>
<td>. Introductory Accounting</td>
<td>. credit in Business Studies Certificate</td>
</tr>
<tr>
<td>. Business Law I</td>
<td></td>
</tr>
</tbody>
</table>

As the target groups for the program include Year 12 there are students who have access to SSABSA 'accredited' and 'registered' subjects. Students in this situation will receive a Year 12 SSABSA certificate describing their achievement in subjects studied at this level. TAFE subjects will not appear.

It can also be seen that while the Integrated Studies Program contains a limited range of subject choices it is also intended to expose students to the broad range of study opportunities available through TAFE. It is hoped this experience will open doors to training and help clarify vocational preferences. As well as gaining exposure to, and, where appropriate, credit towards further study in TAFE, it was hoped the involvement in the program would induce some Year 11 students to return to school to complete Year 12 and perhaps even attempt to matriculate. (Several students did express an intention to return to school when asked at the end of the program what they would like to do in 1986.)
4.6 Evaluation

The JSSCI sub-committee of ESTEP has responsibility for the oversight, monitoring and evaluation of the program. This sub-committee met seven times during 1985, and provided a forum for discussing and planning adjustments to the program during 1985 and for its future in 1986.

At the end of the program evaluation data were collected via:

- questionnaires for students and the TAFE lecturers directly involved in the program;
- interviews with selected students to follow up responses to the questionnaire;
- interviews with TAFE Heads of School and selected lecturers to extend information supplied in the questionnaire;
- interviews with the teachers, from participating schools, who had direct contact with students in the program either as subject teachers or as school-based co-ordinators between the school and the Elizabeth College of TAFE. Comments from the evaluation are included in a later section.
CHAPTER 5 SOME ISSUES AND PROBLEMS

5.1 Communicating information

The management structures and processes for communicating information among participating institutions has evolved in an ad hoc manner. This situation is understandable, given the time constraints for developing and implementing the program and the heavy involvement of ESTEP's committee personnel in a broad range of developmental activities during the same time period. However, careful attention will have to be given to this aspect of the program for 1986 as it is essential that the following information such is available to those who need it for forward planning and the smooth running of the program on a day to day basis.

- dates for school camps, excursions, work experience programs, sporting fixtures and the mid-and end-of-year exams;
- student absenteeism on the day it occurs;
- students' progress in their courses;
- changes in the availability of TAFE staff and facilities.

5.2 Timing of the program

Some difficulties were experienced with timing, both within the week and the school year. Mondays and Fridays were chosen as the TAFE days to suit the availability of staff and facilities at the college. Unfortunately in 1985, four of the six public holidays which occurred during the school year fell on Mondays.

Clashes also occurred between the TAFE days and such school organised functions as excursions and work experience. Students were caught between the demands of schools and the college for attendance and study time. This was particularly evident around both the mid-and end-of-year examination times, as evidenced by a decline in attendance rates and student comments reported by TAFE staff.

These problems were compounded by the fact that the secondary schools involved all had different dates for their activities,
including examination weeks. Each TAFE day missed was a loss of six hours from the course concerned. It can easily be seen why these clashes and tensions, along with an occasional absence, caused problems for individual students and made it difficult for lecturers to complete the delivery of some courses.

Planning for a 1986 Integrated Studies Program should take account of these problems and find solutions which ease the above burdens for the students.

5.3 'Top up' enrolments

The students in the 1985 program proved to be strongly orientated towards gaining employment. As a result of the number of students leaving the course to go directly to a job (eight of the 16 students left to take up employment from the Technical Studies Extension Course before its completion) it was decided to try topup intakes at the beginning of new units of work. Students who entered the program in this manner were enthusiastic about the experience when interviewed at the completion of their course. These students received statements of achievement for the work units they completed.

5.4 Pastoral care

At the post-program seminar in December, several school-based co-ordinators and both ESTEP executive officers commented on the need to improve the school based oversight and co-ordination of each individual student's progress. It was felt that the present arrangements could not ensure that help and support required by students could be identified and provided when required.

5.5 Suitability of study options

A great deal of discussion was focused on the question of the suitability of the study options for the target group of 'at risk' students. The experience of 1985 strongly suggests that subjects which maximised the practical component and used continuing assessment were the most attractive to the students. Subjects which comprised demanding theoretical work and based assessment on an end-of-year exam were not tackled with the same enthusiasm and motivation, and students did not complete out-of-class assignments.

Introductory Accounting and Business Law I were seen as being in the latter category and a small working party has begun developing alternative study options for 1986 which will be
better suited to the characteristics of this particular client group of students and will still fit the guideline of carrying credit towards TAFE certificates.
CHAPTER 6 COMMENTS ON THE PROGRAM

The following comments from students, teachers and lecturers about the program have been selected from interviews and questionnaires to give a broad impression of responses.

6.1 Student comments

About why they entered the program:

- 'Sounded interesting'
- 'I thought it would widen my skills'
- 'To find out what the college was like'
- 'Other students told me it was interesting so I thought I'd give it a go'
- 'I wanted to extend the Technical Studies I had done at school'
- 'To find out more about the sort of jobs around'
- 'To help me get a job'.

Reactions to course work:

- 'Very relaxed'
- 'We do stacks of work'
- 'Really interesting'
- 'I found metal fabrication was my best subject. I didn't realise this before'
- 'I enjoyed both the theory and practical in electrical--just found it wasn't for me'
- 'I've worked a lot harder here. Then I thought, right, if I can do it at College I can do it at School--it gets your morale up a bit'
- 'For our course I think we didn't have enough time to do it'
- 'You can't do school work and homework and TAFE and homework at the same time'
- 'I liked meeting people from other schools'
- 'It's helped me a lot. It made me more self confident and it helped me communicate with people'
- 'I found out I can do work for a higher standard than I thought'.
About being at TAFE:

- 'It's good. Having a whole day allows discussions to really develop'
- 'Treated as an individual here'
- '...lecturers have time to deal with your questions on a one to one basis.
- 'You were treated with respect and as an equal'.

General comments:

- 'We talk about the College heaps back at school. They get really jealous I'm going to College'
- '...its not difficult to make up the school work missed on TAFE days'
- 'My first term's marks weren't very good. My school term's marks I've done a lot better. Now this term I'm doing heaps better'.

6.2 TAFE lecturers' comments

- 'The students worked well in class but not before or after'
- 'Some students missed several days which made it virtually impossible for them to pass the examination'
- 'Class behaviour was beyond reproach'
- 'The students seemed surprised when they were given homework'
- 'Problems were experienced with students requesting early departure (sometimes up to one and a half hours!) to undertake part-time work at local stores and retail outlets'
- '...many students requested "time off" for tests, exams and school excursions. Future courses must ensure continuing attendance'
- 'I have noticed quite a change in their behaviour and their attitude--their maturity seems to have improved'
- 'It would be a nice idea if some of the high school teachers can come along to see exactly what these students are doing'
- 'They took to welding like ducks to water'
- 'We need to be looking at providing programs which provide a transition into TAFE and the Integrated Studies Program seems an ideal way of doing it while the students still get the support of their schools'
- 'The one day arrangement makes it very easy administratively and allows students to see themselves as TAFE students--they have blended in very well'.
6.3 School teachers' comments

The majority of teachers believed the Integrated Studies Programme had direct benefit for most of the students involved. They saw that for some students it provided an incentive to stay at school. For others it acted as a catalyst for them to make a decision concerning their futures. For example, some students looked for and got jobs, others decided to leave school and others identified the TAFE course they wanted to do in the future.

For the majority of teachers, having students away from their classes for a day per week did not cause any great difficulty. They said most students found out what work they needed to do and in most cases completed it to a satisfactory standard.

There were, however, several teachers who had great difficulty in accepting this program. They saw it as a waste of time and thought the students' results suffered. They believed the students who were doing an Integrated Studies option could not afford to miss any time from their school subjects and that by choosing to change their study program they were opting out of their responsibilities.

In relation to changes in the program, teachers wanted stronger liaison between themselves and college lecturers to find out what was being done, how their students were progressing, and to become more involved in the co-operative program.
INDEX OF APPENDICES

Appendix A  Integrated Studies Program (1985) Course Outline.
Appendix C  Addresses of participating schools and TAFE Colleges.
Appendix D  Locations of participating schools at TAFE college.
APPENDIX-A INTEGRATED STUDIES PROGRAM (1985) COURSE OUTLINES
INTEGRATED STUDIES PROGRAMME
ELIZABETH COLLEGE OF T.A.F.E.
1985

TECHNICAL STUDIES EXTENSION COURSE

Dates

Each Monday, 9.00 a.m. - 4.00 p.m. - commencing April 15th

Length of Course 30 weeks

Aims of Course

A course designed to reinforce and extend the skills and knowledge gained by students in High School Technical Studies Courses.

Designed to be conducted in a number of discrete units of instruction, each unit will contain at least 60% of practical work and the balance in theoretical studies.

A degree of educational rigour is integral with the course, aimed at providing a challenge to students to develop their skills and knowledge beyond their present expected levels of attainment within the existing High School courses.

An assessment of student achievement levels will occur at the end of each unit and an evaluation of the course effectiveness will be made at the conclusion of the course.

Course Outline

6 Units of 30 hours each in the following areas:

Aviation
Electrical
Metal Fabrication
Fluid Power
Building Construction
Automotive (see later comments)

Unit 1 Avitation

3 x 5 hour sessions at Parafield Airport
1 weekend (15 hours) at Blanchetown Airport

Theory and Practical work in navigation and principles of flight.
visits to Parafield Airport workshops, flying school and Dept. of Aviation flight services.

A practical weekend workshop at the Boy Scout Airfield at Blanchetown including at least 1 hour of power gliding with a Senior Instructor.

Unit 2 Electrical

10 x 3 hour sessions as follows:

Circuit drawing and associated practical exercises in Stop-Start and Timer control.

Instruction in the use and programming of programmable controllers. Theoretical and practical exercises on National, Mitsubishi, Omron, Struthers Dunn and Texas Instrument controllers.

Unit 3 Metal Fabrication

10 x 3 hour sessions.

The principles of Gas Metal Arc Welding. Short arc and spray transfer, square butt and fillet welds.

Setting up and operation of Gas Metal Arc Plant. Horizontal and Vertical welds in mild steel plate and rolled steel sections up to 10mm thick. Arc Radiation screens, Electrical Shock, protective clothing. Practical exercises.

Unit 4 Fluid Power

10 x 3 hour sessions.


Energy generation and storage equipment. Actuators, fluids and conditioning, simple troubleshooting, safety.

Unit 5 Building Construction

5 x 6 hour sessions.

The design, drawing and construction of a major timber-framed project, involving the machining of all materials, setting out, geometrical development, first and second fixing, painting and finishing.

Unit 6 Automotive

Due to staff changes and shortages, it is not possible at this stage to finalise the content of this unit. However it will be of similar design to the previous units with a mixture of practical and theoretical work combining with a degree of educational rigour.
INTEGRATED STUDIES PROGRAMME
ELIZABETH COLLEGE OF T.A.F.E.
1985

GENERAL STUDIES EXTENSION COURSE

Dates
Each Friday, 9.00 a.m. to 4.00 p.m. - commencing 12th April

Length of course  30 weeks

There will be two areas covered - Unit 1 Garment Construction
Unit 2 Health and Care

Aim of the Course

To undertake initial study toward the Clothing Certificate (non industrial) and the Health and Care Certificate.

To provide students with information and experience that will aid their vocational choice in these areas.

Course Outline

Unit 1  Garment Construction and Pattern Construction involving:
    fashion study, use of commercial patterns, fabric knowledge, garment assembly, formation of personal blocks, principles of pattern making, pattern adaptation, styling.

Unit 2  Health topics including:
    good health and the individual, five food groups, dietary goals, fibre, sugar, disease, meal planning, dietary fat, salt, food utilization, etc.
INTEGRATED STUDIES PROGRAMME
ELIZABETH COLLEGE OF T.A.F.E.
1985

BUSINESS STUDIES EXTENSION COURSE

Dates
Each Friday, 9.00 a.m. - 4.00 p.m. - Commencing 12th April

Length of Course: 30 weeks

Aim of Course

The course is designed to introduce students to some aspects of business studies not generally available for study within secondary schooling. Those areas studied will result in students obtaining a statement of achievement. In addition, some areas will, on satisfactory completion, lead to credit gained towards a certificate in the business study area. Initially, it is planned to offer 3 units of study.

Course Outline.

Unit: RETAIL SALES (Statement of Achievement)

Course Aims

To improve an awareness of career opportunities and conditions within industry including employer and employee relations, expectations and responsibilities.

To provide a structured course that could form the basis of further study.

To assist young persons in their transition from school to work, and help them develop good work habits and the ability to work with others.

To aid personal development and to develop skills in communication and human relations, both in social and work activities.

To expose students to the workplace environment and duties so that they can develop an understanding of conditions and responsibilities of employment.

To provide an awareness of employer standards and expectations in the retailing area.

To provide an understanding of the basic aspects of selling, advertising, transport and storage.
Course Details

Products and trade, distribution chain, functions in retailing, rights of traders, rights of consumer, nature of selling, nature of companies, product knowledge, competitors, buying motives, locating customers, planning the presentation, securing the sales interview, delivering the presentation, demonstrating, overcoming objections, closing the sale, terminology, retail calculations, goodwill, handling complaints, field selling, stock handling and stacking, stock control, credit, shop lifting, record keeping.

Course Duration

10 weeks @ 6 hours/week = 60 hours

Target Students

16 places in the course for Senior Secondary Business Studies students.

Unit: **INTRODUCTORY ACCOUNTING** (3 CREDIT UNITS toward certificate in Accountancy)

Aim of course

To provide Senior Secondary school students with the opportunity to gain certification in the area of Accounting. Such accreditation will augment Business Education courses in schools and aid the career pathway for students.

Course Details

Theory and practice of journal entering, ledgerkeeping and preparation of final accounts for the sole-trader, Accounting Period Convention, balance-day adjustments, control accounting.

Course Duration

20 weeks @ 3 hours/week = 60 hours

Target Students

16 places in the course for Senior Secondary Business Studies students.

Unit: **BUSINESS LAW I** (3 CREDIT UNITS towards certificate in Business Studies)

Aim of the course

To provide Senior Secondary school students with the opportunity to gain certification in the area of accounting. Such accreditation will augment Business Education courses in schools and aid the career pathway for students.

Course Details

Law of contract, sale of goods, consumer credit acts, agency, bills of exchange, insurance, law in its social context.

Course Duration

20 weeks @ 3 hours/week = 60 hours

Target Students

16 places in the course for senior secondary Business Studies students.
APPENDIX B INTEGRATED STUDIES PROGRAM (1984) COURSE OUTLINES

1. TECHNICAL STUDIES EXTENSION COURSE

2. BUSINESS STUDIES EXTENSION COURSE

3. INTRODUCTORY ACCOUNTING CERTIFICATE COURSE

4. HEALTH AND CARE CERTIFICATE UNIT
INTEGRATED STUDIES PROGRAMME
ELIZABETH COMMUNITY COLLEGE
1984

* TECHNICAL STUDIES EXTENSION COURSE *

Dates: Every Monday
July 16th, 23rd, 30th
August 6th, 13th, 20th
September 10th, 17th, 24th
October 1st

Times: 9.00AM - 4.00PM

Duration: 60 hours

Contents:
Week 1 - 6: Technical Drawing
Fluid Power
Week 7 - 10: Building and Construction

MECHANICAL ENGINEERING SECTION

FLUID POWER PROGRAM
HIGH SCHOOL: JULY 1984

Aims of Program
To provide the student with the knowledge and understanding of basic Fluid Power concepts and equipment.

In brief, the program will cover the following:
- A comparison of power transmission systems
- Circuity
- Pressure, flow, directional and system control equipment
- Energy generation and storage equipment
- Actuators
- Fluids and conditioning
- Simple troubleshooting
- Safety

FLUID POWER PROGRAM: OUTLINE OF TOPICS, OBJECTIVES AND CONTENT

UNIT 1

Overview of Topics: Basic Principles

Objectives:

- Briefly outline the purpose of a Fluid Power system
- Define terms Hydraulic and Pneumatic Purpose of Fluid Power systems
- Comparison of Power Transmission media.
- Common Fluid Power applications and trends.
- Puff, Pascal's Law
- Relevant simple calculations

Outline the force/pressure/area, and flow/volume relationships

...
TOPIC - SYSTEM COMPONENTS

OBJECTIVES

Identify system components
Hydraulic and Pneumatic

Describe function and operating principle of basic fluid power components.

Identify fluid power components using symbols, etc.

Identify fluid power symbols and trace circuits using them

Set up simple pneumatic circuits using basic components

Carry out simple fault finding and troubleshooting procedures to enable constructed circuits to function correctly.

Understand the methods used to control the sequence in fluid power systems and be aware of the advantages and limitations.

Be aware of safe working procedures.

UNIT II

UNIT OBJECTIVES

Unit Duration - 10 x 4 Hours - 40 Hours Total

AIM:

To provide students with skills and understanding in the techniques employed in Technical Drawing in industry, the use of standards and the various needs of differing industrial situations.

OBJECTIVES:

At the completion of this course a student should be able to:

1. Have an appreciation of the range and application of technical drawing

2. Be able to use standard drawing instruments and devices in the production of drawings.

3. Be able to read and interpret technical drawings of medium complexity in metal fabrication, construction and machining areas of engineering.

4. Develop working drawings in orthographic projection, in first and third angle views.

5. Understand the basic processes involved in tracing and copying, reduction and enlarging of technical drawing.

6. Demonstrate a basic understanding of development drawing leading to the manufacture of engineering components.
BUILDING CONSTRUCTION UNIT (PILOT)

Unit duration: 7 x 3 hours total 21 hours.

AIM:
To provide students with experience in, and a working knowledge of, principles needed to plan and construct wall framing and pitched roofs, in particular roofs with off-square corners.

OBJECTIVES:
At the completion of this course a student should be able to:

1. Recognise the importance of the S.A.A. Timber Framing Code AS 1684 - 1979 concerning wall and roof construction, in particular timber sizes.
2. Recognise the form of construction used in domestic timber framed construction.
3. Read with understanding and be able to interpret basic architectural drawings.
4. Accurately redrew a simple wall frame plan.
5. Carry out a basic site set-out on a level site for a hexagonal timber framed wall, using metric tape, string lines and pins.
6. Understand terminology, equipment and procedures employed in setting out more complex footings.
7. Recognise and name different roof types.
8. Recognise and name different roof members.
9. Draw a geometrical roof development up to angle number 7.
10. From a given roof development drawing, mark out roof members for a hexagonal gazebo, using sliding levels, roofing square and pencil.
11. Accurately cut and fasten all members necessary to complete the hexagonal gazebo practical project.
12. Observe safe working procedures throughout the construction process.
Certification

Students will receive a statement of achievement from the College if they satisfactorily complete the course.

EXPECTATION

(i) Assessment
   a) Technical Drawing
      practical assignment
   b) Fluid Power
      multiple choice theory test
      practical test
   c) Building and Construction
      practical assignment

(ii) 1-2 hours work/week out of class.

(iii) Clothing - closed leather shoes e.g. no sandals, thongs

(iv) If unable to attend please ring the College Lecturer involved on 235 4044.

(v) Bring paper + pens

(vi) Meeting place - see map.
INTEGRATED STUDIES PROGRAMME
ELIZABETH COMMUNITY COLLEGE
1984

* BUSINESS STUDIES EXTENSION COURSE *

Dates: Every Monday
July 23rd, 30th Aug 6th, 13th, 20th
Sept 17th, 24th Oct 1st, 8th, 15th

Times: 9.00AM - 4.00PM
Course Duration: 60 hours

Aims of Course: The course is the focus on the non-traditional aspects of Business Studies. To provide an opportunity for secondary students to be introduced to the areas of retailing, real estate and accounting. Special vocational emphasis will be given to the area of retailing.

Course Content: Week 1 & 2 - Accounting

1. Monday 23 July, 1984

9.00AM - 12.00: Introduction
Career Paths
The Role of the Accountant in Business Today
Film (Accountancy Today)
Some Notes (CIP) on Assets/Liabilities/Proprietorship
Practical Work - Process 10 Transactions
Lunch

1.00PM - 4.00PM: Exercise Demonstrating Use of Journals, Ledgers and Trial Balance

II. Monday 30 July, 1984

9.00AM - 12.00: Exercises on SANYO computer
Lunch

1.00PM - 4.00PM: Video on Computer Applications in Accounting
Visit to Elizabeth City Council

WEEK III - IV
REAL ESTATE

A syllabus consisting of a selection of the following will be offered:

1. Demands of the job

Irregular hours: week-ends. Must be able to communicate with all types of people.

2. Knowledge required to begin

Be able to drive; to write clearly and imaginatively (ads)

3. Be prepared to study

Three years, part-time to become a Licensed Land Agent.
After one year, can become a qualified Land Sales Person.

4. Knowledge required to work in this industry

Understand Real Estate law; value of properties in different areas; know how to list - multi; auction - be able to prepare relevant documents; understand legal obligations to vendor/purchaser; know different council regulations; coning; be able to erect/arrange for signs to be erected; understand tenancy; knowledge of rental procedures and Residential Tenancy Act and relevant forms.

5. Course

The part-time Real Estate Course is eighteen months -
6 months - Law - exam
6 months - Practice - exam
6 months - Practical - exam

To meet the requirements of the Land Agents Board, an applicant must pass this course; must be of good character (the police investigate); have a clean driving licence, and be over 18 years of age.

In order to show students how the Real Estate Industry operates, it is hoped to undertake the following visits:

- Inspection of a real estate office
- Full tour of Land Titles Office (approx. 2 hour duration)
- Contact already made with Register and provisional agreement obtained
- Attend an auction

In addition, relevant video-tapes are available to be shown.
A syllabus consisting of a selection of the following topics will be studied:

**TOPIC: career and work education**
- Overview of the different types of jobs available in the Retail Sales area.
- Career opportunities and further study options.
- Employer and employee responsibilities and expectations.
- The expectations of employers regarding reliability, attitude and diligence.
- Why work? Motivating factors, job satisfaction.
- Writing a clear, concise, correct and convincing job application.
- Interview procedures: preparation, interview process, handling questions, asking valid questions. Role-plays. Developing self-confidence for interviews.
- Personal presentation. Grooming and cleanliness.

**TOPIC: personal development**
- Maslow's Hierarchy of Needs.
- Motivating factors.
- Perceptions and personality traits.
- Getting on with others (group situations)

**TOPIC: communication**
- Verbal and non-verbal communication.
- Identifying and dealing with different types of customers.

**TOPIC: retailing segment**
- The different types of retail stores: department, specialty, supermarkets and discount stores.
- Comparison shop exercise.
- Differences in brands, ranges, depth of stock, customer service, advertising and prices in a competitive market.
- Store image and points of displays.

**TOPIC: selling skills**
- The role of a salesperson and the qualities a good salesperson should display (honesty, friendliness, courtesy, reliability, patience and so on)
- Planning the approach to customers and opening of the sale.
- Finding out what the customer is after by listening.
- Product knowledge (i.e. facts and benefits of the product).
- Arousing in the customer a desire to buy.
- Closing the sale.
- Being aware of people's motives for buying (degree of need for the product, susceptibility to persuasion to buy and reasons for preference).
- Effective ways of handling returns or credits, complaints and difficult customers. After-sales service.
- Handling and overcoming objections. (Listen to the objections, re-state the objection accurately, concede a minor point, answer and close the sale)
- Structured role-plays.
- Video-tapes on selling techniques.
- Telephone use for sales work. Courtesy.

**TOPIC: retail calculations**
- What is a profit and how do you work it out?
- Pricing: markup and markdown.
- Percentage on cost, percentage on selling price, shrinkage, turn-over.

**TOPIC: induction training**
- Correct procedure in handling and giving change.
- Use of a simple electronic register.
- Use of a 200 electronic register.

**TOPIC: credit systems**
- The advantages and traps of using credit cards for purchases.
- Practical use of Bankcard, Lay-by, and other credit dockets.

**TOPIC: the distribution chain**
- The transfer of goods from the manufacturer to retailer and ultimately to the customer.
- Warehousing: packing and despatch, receiving, checking and ticketing.
- Storage.

**TOPIC: consumerism**
- Four major consumer decisions:
  1) Where to shop.
  2) What factors to consider when deciding what to buy.
  3) What factors to consider when deciding how to buy.
  4) What factors to consider when deciding who to buy from.
- The shift from product orientation to consumer orientation.

**TOPIC: rights of consumers**
- Being aware of laws relating to Consumer Protection:
  1) To buy good at a fair price.
  2) To complain.
  3) To choose.
  4) To fair hearing in cases of dishonesty.
  5) To be protected from door-to-door salespersons.

**TOPIC: stock-work**
- Stock control and stock control.
- Stock replenishment systems.
- What is meant by model stock.
- The different quantities held of basic and fashion stock.
- Tidying, shelve and other fixtures on selling floor and in reserve.
- Stock rotation and colour co-ordination.
- Changing displays and stacking.
- Re-ordering point of stock.
- Positioning of stock items in categories and to promote sales.
- Stocktaking, planning and procedure.
RETAILING

**TOPIC: advertising**
- Different types of media used for advertising.
- Advantages and disadvantages of using different types of media.
- Sales promotion.

**TOPIC: non-selling workload**
- Housekeeping.
- Stock control and rotating stock.
- Changing displays.
- Mail/Telephone work.
- Recording cre. or returns.
- Shop theft and ways of minimising shrinkage.
- Sales promotion work.
- Cleaning out fitting rooms.

**TOPIC: personal budgeting**
- Fixed and variable-type expenses.
- Responsibilities.

**TOPIC: balanced diet**
- Need to have nutritious food.
- Need for exercise and sporting activity.

**Expectations**
Students will be assessed according to the following criteria:
1) Attendance - 100% expected.
2) Participation and motivation.
3) Satisfactorily completed set work - approx. 3 hours per week.

**Certification**
Student will receive a statement of achievement from the College which will outline the scope and nature of work studied during the course.
INTRODUCTORY ACCOUNTING

Dates: Every Wednesday
   July 11th, 16th, 25th
   September 19th, 26th
   August 1st, 8th, 15th
   October 3rd, 10th

Time: 9.00AM - 4.00PM

Course Duration: 60 hours

Aim of Course: To provide Senior Secondary school students with the opportunity to gain certification in the area of accounting such accreditation will aid the range and experiences of students seeking a career in accounting.

Course Content

Introductory Accounting

- Theory and practice of journal entering.
- Ledger keeping and preparation of final accounts for the sole trader.
- Accounting period convention.
- Balance-day adjustments.
- Control accounting.

Teacher: Mr. Charlie Odgers

Expectations: Students will be assessed according to the following criteria:

1) Attendance - 100% expected
2) Participation and motivation
3) Satisfactorily completed set work - approx. 3 hours per week
4) Written assignment - 10%
5) November examination - 90%

Certification: Students will receive T.A.T.E. accreditation towards the Introductory Accounting Unit of the Business Certificate.
EVALUATION - HEALTH, Unit 1

1. STUDENT INVOLVEMENT
   - Attendance
   - Journal presentation
   - Participation
   - Contribution to sessions through research etc.
   Short papers prepared for:

   Lesson 2
   Bring a record of what you have eaten over 3 days

   Lesson 4
   During a supermarket visit, look at available ingredient labelling. Make a list of products that contained sugar, which were unexpected to you.

2. WRITTEN ASSIGNMENT
   1. Make a plan of meals for 3 days for a family, making sure that plan uses all five food groups.
   2. Write recipes for the major dish for breakfast and evening meals. These recipes will reflect the recommendations of the Australian dietary goals.

3. PRACTICAL ASSIGNMENT
   Using one day’s menu from your written assignment, prepare and serve the major meal of the day.
   Consider the following when planning:
   - Serves portions
   - Season (time of year)
   - Cost
   - Variety
   - Efficient use of time

4. Find 12 family type recipes and modify to fit the Australian dietary guidelines.


Requirements:
1) Strong shoes - eg. not thongs or sneakers
2) Neat and tidy dress
3) Apron for practical sessions
4) If you have long hair please tie back for practical sessions
5) Bring a ring folder, paper and writing equipment

To think about before SESSION 1

- What is good health?

Teacher: Ms. Vivien Whitworth
# APPENDIX C: ADDRESSES OF PARTICIPATING SCHOOLS AND TAFE COLLEGES

<table>
<thead>
<tr>
<th>School Name</th>
<th>Address</th>
<th>City</th>
<th>Postcode</th>
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<tbody>
<tr>
<td>Elizabeth High School</td>
<td>Philip Highway</td>
<td>Elizabeth</td>
<td>5112</td>
</tr>
<tr>
<td>Craigmore High School</td>
<td>Uley Road</td>
<td>Smithfield</td>
<td>5114</td>
</tr>
<tr>
<td>Fremont High School</td>
<td>Palmer Road</td>
<td>Elizabeth Park</td>
<td>5113</td>
</tr>
<tr>
<td>Gawler High School</td>
<td>Barnet Road</td>
<td>Gawler</td>
<td>5118</td>
</tr>
<tr>
<td>Parafield Gardens High School</td>
<td>Shepherdson Road</td>
<td>Parafield Gardens</td>
<td>5107</td>
</tr>
<tr>
<td>Paralowie School (Secondary Component)</td>
<td>Halba Crescent</td>
<td>Salisbury North</td>
<td>5108</td>
</tr>
<tr>
<td>Para Vista High School</td>
<td>Wright Road</td>
<td>Para Vista</td>
<td>5093</td>
</tr>
<tr>
<td>Salisbury High School</td>
<td>Farley Grove</td>
<td>Salisbury North</td>
<td>5108</td>
</tr>
<tr>
<td>Smithfield Plains High School</td>
<td>Beaumont Road</td>
<td>Smithfield Plains</td>
<td>5114</td>
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APPENDIX D LOCATIONS OF PARTICIPATING SCHOOLS AND TAPE COLLEGE
4.7 Profile and Commentary on the Integrated Studies Programs (ISP) in S.A.

This profile and commentary were written by the project team for the TAFE/Schools Programs and Credentials Project. These would not have been possible without the work undertaken by the authors of the case study, Darryl Alfred & Lindsay Tonkin of the S.A. Department of Education. We would like to acknowledge their work and thank them for their contribution to our national study.

The commentary below is based upon the contents of the case study, but also draws on other data collected in our study. The views expressed are those of the project team.
4.7.1 Profile of ISP

Program Title: Integrated Studies Programs (ISP)

Program Location: Elizabeth/Salisbury, South Australia

Participating Colleges/Schools: Elizabeth TAFE College

Elizabeth, Craigmore, Fremont, Gawler, Parafield Gardens, Paralowie, Para Vista, Salisbury, and Smithfield Plains High Schools

This State and Commonwealth PEP funded program is located in the lower socio-economic Northern area of metropolitan Adelaide. This area suffers one of the highest rates of youth unemployment in South Australia. The ISP was conducted as a pilot program in 1984, and was offered again in 1985 in a revised format.

The ISP is a 30 week (1 day/week) program, and in 1985 was offered to students attending Years 11 and 12 at nine High Schools in the area. One of its aims is to provide curriculum extension to specific secondary school studies already undertaken by students. Attendance in the program in 1985 was essentially during school hours on either Mondays or Fridays. Students undertook TAFE studies in one of three study areas as follows:
(a) Technical Studies Extension — which comprised six units of study each of 30 hours duration. The six units were

* Aviation
* Electrical
* Metal Fabrication
* Fluid Power
* Building Construction
* Automotive.

(b) General Studies Extension — which comprised two units of study each of 90 hours duration. The two units were

* Garment Construction
* Health and Care.

(c) Business Studies Extension — which comprised three units of study each of 60 hours duration. The three units were

* Retail Sales
* Introductory Accounting
* Business Law.

TAFE teachers delivered the program to 51 students in 1985 — 40 from Year 11, 11 from Year 12. 33 students were female; 18 were male.

As with the Course Award in Vocational Education (CAVE), another S.A.
program case studied for this project, the ISP was designed and managed by the Elizabeth-Salisbury Transition Education Project (ESTEP), which was established in 1982. Also, as with CAVE, the ISP was open to all students, although students from a number of targetted categories were counselled to consider ISP as an option. Included amongst those targetted were students judged to be 'at risk' of leaving formal education before the completion of Year 12. Priority was also given to older students. Participating schools were visited on two occasions by a counselling team.

Unlike CAVE, the ISP does not earn a successful student a discrete TAFE award. Students undertaking the ISP attend school four days/week, during which time they study subjects accredited (or registered) by the Senior Secondary Assessment Board of S.A. (SSABSA). Lessons missed at school (on TAFE days) are made up in students' own time. Students receive a Year 12 certificate from SSABSA as a result of their school studies, although this certificate does not record TAFE studies. However, because the TAFE units undertaken are parts of accredited courses, successful students gain credit in these courses if they choose to pursue these TAFE studies (except in two cases where students earn a TAFE 'statement of achievement').

4.7.2 Commentary on ISP

The Integrated Studies Program has a number of characteristics we feel are worthy of comment. In part, some of these features are shared with the Course Award in Vocational Education (CAVE) — such as the design, management and funding processes related to the ISP. The ISP case study also highlights the considerable effort devoted to student counselling and selection for the program, as well as the on-going support system provided for students during the program. These are considered exemplary. Like
CAVE, although in a different way, the ISP does not lead to a joint Schools/TAFE credential. We feel it is in this area that further improvements could be made, which would then provide an excellent model for the development of other cooperative programs.

**Design, Management and Funding Processes**

The ISP piloted in 1984, and offered in a revised form in 1985 resulted from a period of planning, negotiation and cooperative initiative undertaken by ESTEP. An outline of the issues addressed, of the policies and philosophies debated and of the working activities undertaken during this period are provided in the ISP and CAVE case studies. We have referred to the exemplary nature of these processes in our commentary on CAVE. There we highlighted the advantages of the ESTEP management model -- its administrative flexibility, regional coordination function, public face, community representation and its part in establishing policy at both the regional and state levels. The reader wishing to examine that management model in more detail is referred to our CAVE commentary, and to the two case studies — for ISP and CAVE.
Student Support and Curriculum Design

The ISP case study describes the student counselling effort of course planners, prior to students commencing the program. It is clear this effort was well organised and was designed to achieve specific goals. Some of the goals were student-centred; others were staff-centred. Included amongst these were:

* delivery of information to students about the TAFE college
* delivery of specific course information to potential students
* provision of "in-service" to school staff
* identification of organisational arrangements required to run program
* provision of curriculum information, relating particularly to course assessment
* negotiation of student selection criteria
* identification of potential target students
* provision of guidance to students in the selection of school and TAFE subjects to achieve optimum benefit from the 'extension' concept.

It is apparent to us that the counselling effort described here is the most substantial identified in any of the cooperative programs reviewed in this project and could serve as a model for planners of cooperative programs. It is also apparent that the emphasis placed on counselling of student choice was central to the design of the ISP. That is to say, to achieve the integration aimed for in the program, it was essential that students be provided with the opportunity to select both school and TAFE subjects so that one was an 'extension' of the other. Curriculum extension was achieved, for example, by students selecting Technical Studies Extension as
an adjunct to their secondary technical studies. Similarly, Business Studies Extension served as an opportunity to broaden their practical understanding and skills in secondary business studies.

The concept of curriculum extension, using existing TAFE programs to deepen understanding, and to illustrate practical relevance of studies, is one that a number of educational commentators (referred to in Chapter 1) have identified. It has the educational advantage of facilitating student learning; it is also suggested by some commentators that, within the context of public education, it provides an opportunity to make more efficient use of the state’s wider educational resources. TAFE resources are brought to bear on achieving the educational goals of students in the secondary sector; school resources are brought to bear on achieving the educational goals of students in the TAFE sector.

The attentive student support environment, described above in relation to student and subject selection, appears also to have benefitted students during their study. Different emphases in subject content, and teaching styles suitable to school students were able to be negotiated because of the ongoing involvement and evaluative enterprise of program coordinators, teachers and students. The caring environment established at the beginning of the program, carried over into its delivery, and provided a valuable ‘pastoral care’ function for students.

Implementation of a Philosophy

It is useful to note the common philosophical origins of the ISP and CAVE. These are described in the two case study documents. In essence they are concerned with broadening curriculum options for students, and providing
students seeking employment with more 'power' in the job market, and with the achievement of these aims by combining the scarce educational resources of TAFE and schools. In seeking to implement this philosophy, the CAVE initiative resulted in an integrated program of which the major component is vocationally oriented study, leading to a TAFE award. The ISP initiative resulted in an integrated program of which the major component is secondary study, leading to a SSABSA award.

Both CAVE and ISP open pathways to TAFE (through the achievement of credit in existing TAFE courses) -- in fact in some instances in the same TAFE courses. CAVE centres on TAFE studies, and provides support to these studies through the balance of the curriculum. ISP centres on secondary studies, and provides support (or extension) to these studies through the balance of the curriculum. In both cases, the stated program goals are being achieved, by dint of an extensive cooperative effort between Schools and TAFE.

Like CAVE, ISP also opens pathways to work (the reader is referred to the section in our CAVE commentary on 'pathways'). It would seem likely, however, that the CAVE may have greater power in the employment marketplace, essentially because it affords a TAFE credential, which could be expected to have credibility with employers who have particular work requirements. By contrast, students completing the ISP are able to gain a senior school credential (from SSABSA). This could provide greater employment potential depending on the work preferences of students and the selection requirements of employers.

The contrast between CAVE and ISP, stemming from a common philosophical base, shows that alternative Schools/TAFE cooperative curriculum designs
are possible. We believe this is an important finding, resulting from an examination of the curriculum initiatives of ESTEP in the northern area of Adelaide. Here, students are able to choose from a range of study patterns, each with different emphases, designed to meet their different needs and aspirations. The choice for students is not simply one between 'tertiary entrance' studies and secondary studies combined with TAFE studies.

Accreditation of ISP

It has been noted already that students completing ISP are able to earn a SSABSA Year 12 certificate. The award of this certificate results, however, from studies successfully completed from the range of school subjects accredited by SSABSA. The extension (TAFE) studies are not accredited — these are not recorded on the student's secondary certificate. The secondary studies (upon which the extension studies are based) are accredited — these are recorded on the student's certificate. In this way, the ISP has not served to enhance the secondary credential earned by the student.

While the ISP does not earn a discrete TAFE award (as CAVE does) it does lead to the gaining of credits in accredited TAFE courses. In this sense, ISP is an accredited TAFE program. Clearly, however, the program is not jointly-accredited. Students are thus rewarded by the TAFE accreditation process for their ISP study, but receive no reward from the secondary accreditation agency for their ISP study. It would seem to us that there is ample justification for the ISP to be acknowledged by both accreditation bodies — by TAFE because it includes approved TAFE studies; by SSABSA because it includes studies which enhance SSABSA approved studies. There
would seem to us to be inequities in the accreditation of a program which is recognised by educational authorities, indeed designed by them, to enhance (or extend) approved studies, while not providing any formal joint acknowledgement of the extension curriculum.

Within SA itself SSABSA has the credentialling framework to accord subjects the status of 'accredited' or 'registered' subjects. These subjects are recorded on a student's Year 12 certificate, and are thus acknowledged formally. This framework allows for other than 'tertiary entrance' subjects to be acknowledged in a formal sense -- such subjects may be 'registered' with SSABSA. It would seem that a strong case can be made for the registration of the appropriate elements of ISP.

By contrast with some other Schools/TAFE cooperative programs described in this report, jointly-accredited at the equivalent of 'registered' level (level 2 in the terms used by us elsewhere in this report), a stronger case can be made for SSABSA 'registration' of ISP, as a minimum, because of its close relevance to and enhancement of secondary studies. Often, with other programs identified, the relationship between secondary studies and the TAFE studies undertaken to complement them is not apparent. In these cases certainly, the two study areas (secondary and TAFE) have not been integrated in the manner of ISP.

Endnote: 1. Level 1, level 2 and level 3 are analytical terms adopted by the writers for the purposes of this study. They are generic terms designed to permit a comparative analysis of secondary credentials across the Australian States/Territories.
Their meanings are:

Level 1 - courses that are accreditation authority approved for State-wide tertiary entrance.

Level 2 - courses that are accreditation authority recognised (or registered) State-wide.

Level 3 - courses that are school based and school credentialled, and are acknowledged by the accreditation authority.
4.8 Profile and Commentary on the Joint Secondary Schools/TAFE Program, Port Kembla Cluster in N.S.W.

This profile and commentary were written by the project team for the TAFE/Schools Programs and Credentials Project. These would not have been possible without the work undertaken by the authors of the Port Kembla case study, Dr. David Laird and Dr. Robert Baker of the Centre for Curriculum Studies of the University of New England. We would like to acknowledge the work of David and Robert and thank them for their contribution to our national study.

The commentary below is based upon the contents of the case study, but also draws on other data collected in our study. The views expressed are those of the project team.
A CASE STUDY FOR

THE TAFE/SCHOOLS PROGRAMS AND CREDENTIALS PROJECT

THE JOINT SECONDARY SCHOOLS/TAFE PROGRAM

PORT KEMBLA HIGH CLUSTER, (NSW)

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Abbreviations

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ABBREVIATIONS

BSSS  Board of Senior School Studies
HSC   Higher School Certificate
PKHS  Port Kembla High School
OAS   Other Approved Studies plus some explanatory note as on Walgett case study.
INTRODUCTION

This is an account of the joint program conducted between Port Kembla High School and the two Wollongong Colleges of TAFE. In New South Wales such joint programs are known as Joint Secondary Schools/TAFE Programs and are officially designated as 'pilot' programs.

The writers of this report visited Port Kembla High School, Warrawong High School, Smith's Hill High School and the Wollongong College of TAFE. Extensive documentation on the joint program was obtained and interviews were recorded with staff members in each institution. Draft copies of the report were sent to Port Kembla High School and Wollongong College of TAFE with the request that any inaccuracies be identified. It is important to note that, in addition to factual reporting, this account of the joint program reflects the perceptions and beliefs of administrators and participating staff at the local school/college level. Such views do not necessarily reflect present policy on joint programs.

The writers wish to express their appreciation for valuable assistance given during the course of this project to Mr Dave Banks, Principal, and staff at Port Kembla High School; to Mr Ken McCarthy, Principal, Warrawong High School; Mr Ron Dean, Principal, and staff at Smith's Hill High School; Mr Ted Smallwood, Deputy Principal, and staff at Wollongong College of TAFE and Ms June Phillips, Regional Senior Head Teacher, Fashion, Wollongong West College of TAFE.
CHAPTER 1 BACKGROUND AND CONTEXT

In 1984 Port Kembla High School introduced a Joint Secondary Schools/TAFE Program to its senior school curriculum by drawing on the expertise of staff and the resources of the Wollongong and Wollongong West Colleges of TAFE. Those Colleges taught selected components from existing TAFE courses that were also accepted by the Board of Senior School Studies (BSSS) as suitable Other Approved Studies (OAS) leading to the Higher School Certificate (HSC). From that beginning the scheme grew in 1985 to become a cluster of three schools, including Port Kembla High as the managing school, its near neighbour Warrawong High and Smith's Hill High in Wollongong city. The 1985 cluster operated in only one subject (Child Care) although Port Kembla High also conducted its joint program in four other subjects (Accountancy, Fashion Technology, Photography and Receptionist/Typist). Subject to approval and resource allocation, it was anticipated by staff that in 1986 the cluster, still with Port Kembla High School as its managing school, would expand to include some seven other High Schools providing students in nine TAFE course subjects. Thus Port Kembla High has played an important role in the initial development of Joint Secondary Schools/TAFE Programs in the Wollongong area. Furthermore, its innovation has been the subject of scrutiny by many other schools, both in New South Wales and interstate (see Appendix A).

1.1 Student population

Port Kembla High School has a student population of about 630 and a staff of about 40 teachers. This student population is now steadily decreasing in size because the catchment area served by the school comprises an ageing population with few young families moving into the area. The prospect of this trend being reversed is slight because there are several other high schools in close proximity to Port Kembla which limits freedom to manipulate catchment area boundaries. As a consequence, in terms of its curriculum, the decline in enrolments makes it more difficult for the school to provide such a wide array of electives. In 1983, the senior school curriculum at Port Kembla High consisted entirely of BSSS subjects designed primarily for matriculation studies. No OAS subjects, were offered.
The population served by the school is in the low-to-middle income bracket with a high proportion of migrant families who rely on the local steelworks and allied industries for employment. The major ethnic groups represented are Yugoslav and Italian, with both Greek and English groups also being well represented. Consequently, the incidence of families in which English is not the main language spoken is relatively high.

1.2 Retention rate

The retention rate of students beyond the compulsory leaving age has not been low at Port Kembla High, the tendency being for students to seek jobs rather than to continue study in Years 11 and 12. However, in recent years the retention rate has increased. For instance, while only about one-third of Year 10 students continued on to Year 11 in 1983, in excess of one-half did so in 1985. It was suggested that another possible cause of this increase, apart from the effects of the pilot program, has been the unfavourable employment situation in the area.

1.3 Employment rate

Employment rates in the Wollongong/Port Kembla area are closely tied to the economic buoyancy of the steel industry. Consequently, following upon the rationalisation of labour in that industry in recent years a high rate of unemployment has ensued. The effect on youth employment opportunities has been marked, the current unemployment rate being well above the State average. An example of the difficulty faced by young people in finding work is shown by the fact that there were some 2800 applicants for the 42 apprenticeships and the 42 traineeships offered by BHP in the area for 1986. Faced with such odds, it is understandable that some students who might have left school early, when the economic climate was more favourable, are increasingly likely to stay on longer at school.

The school's limited capacity to offer a broad curriculum and the growing retention rate from Year 10 to Year 11 has meant that in recent years at Port Kembla High the mismatch between the needs of a growing number of students and the curriculum's traditional, academic focus has become increasingly evident. It is that problem that the joint program at Port Kembla High has been designed to address.
CHAPTER 2 INITIATION OF THE JOINT PROGRAM

The development of the joint program at Port Kembla High was supported by personnel at all administrative levels within the Departments of Education and TAFE. At the central level, the concept of joint secondary schools/TAFE programs had gained interest and acceptance in part because of experience with Link Courses and Employment Awareness initiatives under the Transition Program. Within the Department of Education's Directorate of Studies the conception of such a program was developed to the point at which in-service workshops for teachers, conducted by a Consultant from the Directorate of Studies, were held to promote it. The services of a Consultant, located in the Directorate of Studies, were made available to assist in setting up pilots of such programs. For its part, by late 1983 TAFE was beginning to respond to demand from schools for such co-operative programs by devising administrative procedures to facilitate their development and operation (see Appendix B). At the regional level, support for the Port Kembla High pilot scheme was given by the Regional Directors of Education and TAFE and a regionally based consultant from the Department of Education was available to lend assistance.

2.1 Careers adviser

In 1983 Port Kembla High was fortunate in receiving a new staff member in the office of Careers Adviser, for it was substantially her perception of student needs and of opportunities for the school to expand its curriculum offerings that shaped the joint program. Her awareness of the Head Office interest in joint programs was fostered by her attendance at an in-service workshop on the topic. However, any initiative that affects many people in a relatively large organisation cannot succeed without the goodwill and active support of key people. Such support at the Head Office and Regional levels has been noted above, while at the school/college level encouragement for the innovation was also strong. That support was forthcoming from the school executive and teachers, especially through the Deputy Principal, and from the TAFE sector, especially through the Deputy Principal at Wollongong TAFE. Indeed, from the outset it was the Careers Adviser's strategy to involve as many colleagues in the planning and operation of the scheme as was possible. That was done by employing a staff committee structure to manage the curriculum
development process and by establishing working parties to identify and design courses, and an evaluation committee, chaired by the Deputy Principal of the school, to monitor the program in operation. Bearing that in mind, the remainder of this section focuses on events at the school/college level and essentially reflects beliefs and perceptions at that level. In short, the joint program that emerged at Port Kembla High School in 1984 was very much the product of co-operative interaction, not only between the Departments of Education and TAFE but also among personnel at the three levels within each.

In essence, the Careers Adviser's concern was to initiate a senior school curriculum, accessible to all senior school students, which would be an alternative to the traditional academic one. That alternative would significantly broaden the curriculum to include vocationally-oriented studies leading to accreditation by both the BSSS and TAFE (Appendix C, p. 1 and Appendix D, p. 1). The Careers Adviser's previous experience with the operation of terminating, vocationally-oriented courses, mounted by TAFE especially for such students, had convinced her that a different approach to the problem was needed. In particular, she believed that it was a mistake to isolate 'at risk' groups in vocational courses and that where possible such courses should culminate in a widely recognised award. For these reasons, she elected to arrange for selected subjects from TAFE courses, that were acceptable to the BSSS as OAS subjects, to be taught by TAFE teachers, yet timetabled in such a way that they were accessible to all senior students. As far as was possible, successful completion of such subjects was to lead to either a TAFE statement of achievement or, preferably, to credit towards a formal award such as a TAFE Certificate.

In the knowledge that she had the support of the school executive to explore her ideas, further the Careers Adviser sought to discuss them, in June 1983, with a Consultant from the Directorate of Studies within the Department of Education. Following that meeting she proceeded to plan the new scheme, deliberately adopting an approach to curriculum development in which student opinion about subject choices and timetabling was made a central consideration. In brief, the strategy used was to ask Year 10 students to indicate what subjects they would like to study in Year 11, assuming that no restrictions existed at Port Kembla High on the subjects that could be chosen. Students responded by nominating not only BSSS courses offered already by the school, but also some BSSS courses not offered at the School and, most importantly, several vocationally-oriented subject areas. Using those data, in July 1983 an approach was made to Wollongong TAFE to determine which of the vocational areas so nominated could be serviced by its staff.
2.2 Other approved studies (OAS) offered

It is appropriate here to note that TAFE personnel responded to this initiative as they would to any expression of both need and demand for TAFE services from the community. It was accepted by them as a logical extension of the co-operation between the two sectors that has been fostered by the Transition Education/PEP sponsored Link Courses in recent times. Out of the ensuing discussions with TAFE came the list of five subjects that were finally offered to students as OAS subjects in 1984 (see Appendices C and D). Those subjects were then combined with the BSSS subjects normally offered by the school to form the final list from which prospective Year 11 students in 1984 were asked to nominate their preferences. The data gathered from that round of choices by students led to two possible patterns of electives incorporating TAFE subjects and once again student choice determined the pattern finally adopted. By late August 1983, enough data were to hand for the OAS proposals to be submitted for approval and for more detailed planning for implementation of the scheme to begin.

Parallel with those school-based planning activities, consultations were proceeding with relevant authorities to obtain necessary support and approval for the new scheme. Negotiations were necessary with such officers and authorities as the Director-General of TAFE, an Assistant Director-General of Education, the Director of Studies and the Board of Senior School Studies, and its other Approved Studies Panel, all of which were handled by the Consultant from the Directorate of Studies. Early in Term 3, 1983, the Regional Office of the Department of Education was consulted about the proposed scheme in order to gain approval to trial it at Port Kembla High. Strong support was received from the Regional Director. Later in Term 3, a Year 10 parent night was held to launch the innovation more publicly. That meeting was attended by representatives of the Department of Education, the school and the TAFE colleges so that all aspects of the plan could be explained adequately to parents (see Appendix D). In contrast to the usually low level of parent involvement in the school's activities, that evening meeting was judged to be an extremely successful one which was very well attended.

Formal approval for the joint program to be implemented was received in early 1984; however, planning for implementation had been ongoing throughout Term 3, 1983, in the expectation that it would proceed. In addition to the details of the OAS subjects being finalised, other considerations of major importance included the supply of textbooks, arrangements for travel between Port Kembla High and the TAFE Colleges, and the development of a
A common characteristic of innovations is their susceptibility to modification, often almost as soon as decisions about them have been settled upon. Consequently, attempts at describing such practices pose the problem of choosing what to select, from the evolving sequence of plans-in-action, to best portray the essence of the innovation. That is a very real problem when attempting to describe the design and implementation dimensions of the joint program at Port Kembla High, because change, in commendably prompt response to critical observation or evaluative feedback, has been constant and ongoing since the program's inception in 1984. What follows is not a comprehensive overview of all such developments, for that would be an undertaking of greater magnitude and scope than this study permitted, rather, it is an account of what was presented to the writers as the key developments.
CHAPTER 3 CURRICULUM DESIGN

The joint program planned for 1984 supplemented the existing academic curriculum with five OAS subjects, each of one unit value\(^2\), which were derived from existing TAFE courses. These were Accountancy, Child Care, Fashion Technology, Photography and Receptionist-Typist subjects. While these are described in some detail elsewhere (see both Appendix C and Appendix D), a brief comment on each is appropriate here partly because in a couple of cases significant change in those plans were made.

3.1 The 1984 program

Accountancy was planned as a two-year subject which would culminate in successful students being credited with Stage 1 of the Accounting Certificate Course (TAFE Course 8543). That Stage comprised subjects in Business Communication and Commercial Law, both studied in Year 11, and Introductory Accounting and Computer Accounting, both to be studied in Year 12. That OAS subject was taught essentially as planned, although some extra content was introduced in an attempt to compensate for the lack of students' knowledge about, and experience in, the business world.

Child Care was planned as a two-year subject comprising the combination of Craft and Creative Activities for Children (TAFE Course 1977) and Effective Care for Growing Children (TAFE Course 6929) which were taught in parallel over the two years. Those two Special Courses were not part of the Child Care Certificate Course and so the successful completion of the joint program subject culminated in the receipt of a statement of attainment rather than the achievement of credit towards a subsequent award. Two points should be noted about that arrangement: firstly, that the certificate course subjects were judged to be too highly interrelated to be amenable to being taught in segments, and secondly, it was hoped that holders of the Child Care Studies statement of attainment might receive favourable consideration if they applied to enrol in the certificate course, where few places were available despite very high demand.

Photography was the only OAS subject planned to be taught only in Year 11 and it was the only subject taught wholly at the High School. It was planned by the Wollongong West College of TAFE and was based on an existing subject within the Art Certificate
course. A teacher from outside both TAFE and Port Kembla High was engaged to teach the subject, liaison being maintained through a Port Kembla High staff member. However, some difficulties were subsequently encountered in the teaching of the course with the result that students completing it did not receive any TAFE accreditation. Since that subject had proved to be a popular one with students, the school elected to submit it for approval as a school-based OAS subject for implementation in 1985. That proposal was approved and so Photography remained in the Port Kembla High curriculum after 1984, but not as a joint program subject.

Fashion Technology was initially conceived of as a two-year subject which would lead to credit towards a relevant Fashion Certificate (see Appendix C). However, in reality it became a subject aimed at providing the student with an introduction to the fashion industry and provided successful candidates with a statement of attainment rather than credit towards a specific award. Its content was based largely on subjects from the Fashion Introductory Course (TAFE Course 0941), particularly on the subjects of Clothing and Fabric Selection (Subject 0941A) and of Garment Assembly (Subject 0941C). On the basis of the experience gained during the two-year pilot period, it is hoped to introduce a new OAS subject for 1986 which will lead to credit towards the Fashion Retail Certificate (Course 1947). The TAFE subjects selected for inclusion in that subject are Fashion Design Principles (Subject 1947D), Dressmaking I (Subject 1947A) and Stretchwear (Subject 0947L) to be taught over two years as a 1 Unit OAS subject.

Receptionist-Typist studies were planned as a two-year subject which would lead, for successful candidates, to completion of the Receptionist-Typist Special Course (Course 2303). However, here too the initial plans were soon modified, partly in response to student needs and partly in response to the introduction of revised courses in the School of Secretarial Studies at Wollongong TAFE in 1985. In brief (for details see Appendix A), the planned emphasis on Receptionist duties did not relate well to the needs of the male members of the class so that particular component of the subject was revised promptly to focus more on general and clerical duties in the office. Thus the subject included components on electronic calculators, general office procedures, typing and business communications spread over a two-year period. Those changes were complicated in 1985 when revised courses were piloted in the Wollongong area, changes which also included a shift from term to semester scheduling. As a consequence, the 1985 Year 11 intake began work on a new Clerical Assistant subject made up of Keyboarding (Subject 2371), Office Communications (New Subject 2377P) and Office Procedures (New Subject 2377J). Since they do not appear in the 1985 TAFE
Handbook, descriptions of those new subjects are appended (see Appendix E). Successful completion of this joint course subject will gain from TAFE eleven points' credit towards either the Secretarial Studies Certificate (requiring fifty-six points) or the Office Studies Certificate (requiring thirty-seven points), its component being core subjects in both of those Certificate courses.

3.2 Program expansion

The fluid nature of the joint program at Port Kembla High is underlined by its projected expansion for 1986. With Port Kembla High still operating as the managing school, the cluster is expected to include seven other High Schools. While subject to approval, proposals for funding have been submitted in the following nine joint courses:

- Fashion Retail
- Child Care
- Clerical Assistant
- Introductory Accountancy
- Data Processing Concepts
- Welding
- Bricklaying
- Refrigeration
- Introductory Painting and Decorating.

Those subjects are all one unit OAS subjects and all except Bricklaying and Data Processing Concepts are of two-year duration (see Appendix F). Successful candidates will receive dual accreditation as follows: credit towards relevant Certificate courses (Fashion Retail, Clerical Assistant, Introductory Accounting, Data Processing Concepts, Refrigeration); credit towards a Special Course (Welding); credit towards Trade Certificate courses (Bricklaying, Introductory Painting and Decorating); and, a statement of attainment (Child Care).

In terms of the process by which the 1986 joint program curriculum was designed, some observations are warranted for the insights that they give into the approach to program design and operation. First, the approach adopted at Port Kembla High to student needs analysis was again used. Thus Year 10 students were offered a wide range of possible TAFE courses (Appendix G) together with BSSS courses and school-based OAS/subject (Computers in Society, Photography) from which to select their preferred course of studies. From those data, together with data from the other co-operating High Schools in the new cluster, the final list of nine joint courses proposed to be offered in 1986 was derived (Appendix H). Secondly, with the expansion of the
cluster in 1986, subject to approval and funding, a formal organisational structure, representative of all interested parties, was required to co-ordinate the planning process. That structure took the form of a Steering Committee and its formation was initiated by the Department of Education's South Coast Regional PEP Co-ordinator while its operation was chaired by the Deputy-Principal of Wollongong TAFE. That committee comprised a representative from each participating High School and a representative from each TAFE teaching section involved in the program. Initiated only in July, 1985, it met on five occasions throughout the year and has conducted detailed curriculum planning primarily through subject sub-committees comprising the relevant specialist TAFE teacher and a school representative.

As already noted, a feature of the joint program at Port Kembla High has been its ongoing change: change that has been made in response to the kinds of data gathered by the Evaluation Committee. These too were the data drawn upon by the Steering Committee when setting about its work.
A feature of the pilot joint program at Port Kembla High during 1984/85 was an increase of 0.5 in the school's staff entitlement which allowed the appointment of a staff member expressly for the purpose of co-ordinating the program. Co-ordination was largely assumed by the Careers Adviser of the school for the first two terms of 1984 and subsequently by the special appointee. At the time of writing this report, the Careers Adviser no longer had the same level of involvement in the joint program and its administration.

From 1986 the Port Kembla High joint program will continue as a pilot scheme but the special staffing supplement of 0.5 of a person will no longer be available for its administration. Staff expressed concern about the implications of this change; however, it should be noted that teacher relief days will be allocated to the cluster to offset this difficulty.

Staff at both Port Kembla High and the TAFE Colleges expressed some concern about the timetabling and scheduling of TAFE components in joint programs. The basis of that concern was that four of the TAFE courses included in the joint program required three hours/week of contact time and the fifth required two and one-half hours/week³ (see Appendices C and D), these periods commonly being scheduled in single blocks of time at TAFE. Rather than commanding an unreasonably large portion of any particular school day to schedule such blocks, it was decided that there was no alternative but to impose upon those students involved the requirement of attending the TAFE College outside normal school hours, for part of the designated period. The balance of that period was provided within school time by scheduling periods 7 and 8 for TAFE courses on the relevant days, despite its creating some difficulties which are discussed below.

4.1 The 1984 plan

In keeping with the aim of designing the joint program on the basis of meeting, as far as possible, the expressed preferences of students for certain subject combinations, timetable planning was not started until those data were to hand. Following careful, individual counselling of students on their subject choices, the elective pattern that was adopted for use in 1984 (see Appendix I) was finally translated into a timetable that
allocated Monday, Tuesday and Friday afternoons to TAFE OAS courses (see Appendix J). That timetable shows that Port Kembla High operated an eight-periods-per-day timetable in which the periods were distributed in a 4:2:2 ratio, the lunch break following period six. Consequently, by allocating selected afternoons to TAFE subjects, only periods seven and eight of the school timetable were affected on those days. A third period was scheduled which could be used as an in-school tutorial period serviced by school staff who liaised with the relevant TAFE staff (see Appendix J). A further advantage attributed to that model was that it allowed students to travel to the TAFE College during their lunch break.

The arrangements made for travel to and from TAFE were the result of thorough exploration of the alternatives which involved all the interested parties, including parents. Travel to TAFE was organised by chartering a bus specifically to take students from the school to the College, its cost being met by the school from the special funds provided for the program (see Appendix K, p. 3). However, travel from TAFE was the responsibility of the student and generally the public transport facilities were adequate to that end. Students using public transport were issued with special concession passes, for use on those occasions only, which entitled them to half-fare. Inevitably, some students sought and gained permission to travel by private transport.

At the classroom level, TAFE teachers reported positively on the operation of the programs. Problems were minimal because they were already used to dealing with young people from within that age group. In fact, some teachers felt that perhaps it was the student body that had to adjust most to their new learning context: one in which they had to rely much more on their own resources and where much less formality applied than was the case in school classrooms. Discipline was not regarded by teachers as a problem and the students' efforts to cope with their work were generally regarded as satisfactory. However, there were some problems experienced with program implementation that resulted in modifications being made periodically to the program either by teachers individually within the framework of their syllabuses or by administrators at the whole-school or college level.

4.2 Refinements

At the level of the individual teacher some flexibility has been demonstrated in adjustments made to subject content in response to the perceived needs of the student group. Mention has been made already of the prompt re-design of the Receptionist-Typist subject in response to the presence of several boys in the group.
The subsequent refinement of that change will be formally reflected in the change of title of the subject in 1986 to Clerical Assistant. Less obvious, yet just as important, were modifications made in the Accountancy teaching program when it was realised that the class, comprising mostly school students, found it difficult to relate to the work because of their lack of background knowledge or experience in the commercial field. Consequently it was necessary to inject into the work an element of interaction with simulation materials designed to compensate to some degree for that deficiency. That was effected using the school-based tutorial period under the guidance of the supervising teacher, however, it was regarded by the TAFE teacher concerned as a case of too little too late with respect to the total learning experience. In the 1986 teaching program, the plan is for the additional content to be scheduled from the start of the year, within the normal teaching time allocated for the subject.

A further problem that has been coped with, more or less at the individual level to date, has related to the scheduling of contact time for Year 12 students. That problem arose out of recognition that those students could not sustain work on their TAFE courses at an adequate level during Term 3 of the school year because of the impact of the HSC examination upon their time. Consequently, an alternative scheduling of work for four-and-one-half hours per week over two terms, instead of the more usual three hours per week over three terms, has been commonly adopted. Such changes do not jeopardise TAFE accreditation provided the total hours of instruction are maintained and many 1986 subject proposals are based on three semesters of instruction (instead of four) in an attempt to avoid holding classes in Year 12 during the HSC examination period.

At the administrative level the main problems experienced by the joint program relate to the scheduling and timetabling of classes. For instance, while the Fashion students were initially scheduled deliberately as a combined class with industry-based students, it is now judged by the TAFE teacher that separate classes for this client group would be better.

Beyond the confines of the joint program, its timetabling at Port Kembla High has imposed some problems on the rest of the school, primarily because of the impact of the double periods timetabled for TAFE subjects, but also because of the disruption to whole-school activities such as sports carnivals and competitions. During 1985 the timetable design remained essentially the same as in 1984 except that the afternoons allocated to TAFE were Monday, Wednesday and Friday (see Appendix K). For 1986 that aspect of the design is planned to change yet
again, only two afternoons, Monday and Tuesday, being scheduled for TAFE subjects (see Appendix L).

The problem posed by the double periods on 'TAFE afternoons' stemmed from the consequential flow-on of that practice to all other classes in the school. That was claimed to be particularly unsuitable for junior classes in the school and quite desirable in the senior school where electives were similarly affected. Beyond that concern, Wednesday is the common sports day for High Schools in the area so that students attending TAFE on that day could not participate in sport at all, either within the school or in inter-school fixtures. This concern was felt by both staff and students alike and for that reason the 1986 timetable does not schedule the joint program on Wednesdays. Joint program courses will not be timetabled on Thursdays since many students engage in casual work after school, and Friday has been avoided because of the difficulty experienced by teachers in maintaining motivation and enthusiasm in students at that time of the week.

The final problem area selected for discussion here relates to the matter of student 'drop-off' from their joint program studies. On the basis of the only available statistics on this issue (i.e. the 1984 Year 11 progressing into Year 12 in 1985), there was a considerable loss of students from the program by Year 12. For instance, of the six students who started Fashion, only three continued into Year 12, in Child Care the respective figures were eighteen and two, in Accountancy they were eighteen and seven, while in Receptionist-Typist they fell from approximately forty to approximately seven. While such figures might at first seem to reflect poorly on the worth of the program, it was suggested to the writers that there were plausible explanations for this trend, that must be kept firmly in view. To begin with, while Year 11 students are required by the school to take twelve units of study, that load is reduced to eleven units in Year 12. For many the unit discontinued was a joint program subject. Many other students elected to leave school as soon as employment was offered, such offers commonly being made because of the students' involvement in the joint program. A couple of others left to transfer full-time into TAFE courses, while the remainder left for health or economic reasons. However, a note of caution must be sounded about drawing conclusions from such limited data about a program in its trial period. The question of the value of the program to students cannot be addressed validly by any means other than a carefully planned, comprehensive evaluation of it. Progress along that road has been made already in as much as the joint program has been monitored, by a specially established Evaluation Committee (see Chapter 5), through the two years of its operation to date.
CHAPTER 5 EVALUATION

5.1 Objectives

The objectives of the evaluation carried out on the joint program at Port Kembla High in 1984 (see Appendix L), fell roughly into three categories: accountability for the expenditure of public monies on the scheme, the gathering of useful data for subsequent curriculum development, and providing feedback to individual participants about the adequacy of their efforts in the program. Such objectives clearly required the establishment of a data-gathering mechanism quite early in the life of the new program, and that is precisely what was done. The Evaluation Committee was established in February 1984, and comprised eight Port Kembla High staff members and two students, fourteen TAFE staff members and one representative of the South Coast Regional Office of Education. It resolved to meet regularly, at about monthly intervals, to develop an approach to evaluation and to implement it. The methods chosen for data collection included administering questionnaires to both students and parents, gathering written comments from students and parents, discussions with students and examining diaries kept by staff on their experiences of the program in action. From those data a major Evaluation Report (Appendix A) was published at the end of 1984, and at the time data were being gathered for this case study a similar report on the program in 1985 was nearing completion.

5.2 Outcomes

From the outset, it should be noted that the Evaluation Committee believed that its evidence strongly vindicated the decision to pilot the program. Some of the grounds for that conclusion are important to consider against the aims of the program espoused in 1983 (see Chapter 2). To begin with, their data showed conclusively that a significant proportion of the student body was attracted to the program: of forty-six Year 11 students at Port Kembla High in 1984, thirty-six took at least one TAFE subject while some took as many as three. Clearly the broadening of the curriculum beyond its former focus on predominantly academic subjects had been achieved, at least in the short term, as had been hoped by the program's initiators. Strong student support for the vocational subjects of the program was reinforced by the Committee's data which showed that students had taken those subjects because they expected that their job prospects
would consequently be improved. Furthermore, student opinion endorsed the expectations of the curriculum designers that through the program new knowledge and skills had been made accessible to them that otherwise they would not have experienced at school. Such data clearly addressed the accountability category of the evaluation's purposes. But of equal, if not greater, interest to administrators and teachers in an innovative program, are those data which guide curriculum development. As a consequence of the ongoing nature of the data gathering that formed the basis of the 1984 Report (and no doubt the 1985 Report), such information has been available constantly. Indeed, as pointed out in the course of this account of the program, change to plans, in the light of appropriate feedback, has been a laudable feature of the program in operation. At present there is no better informed judgement about the merits of the joint program at Port Kembla High than that formed by the Evaluation Committee (Appendix A, p. 5).

... it is this Committee's view that the Joint Scheme between Port Kembla High School and TAFE, which it has been monitoring throughout 1984, has to a large extent achieved its objectives. Its performance has justified the trialling of further similar programmes throughout the State in 1985 and beyond.
1. Unlike BSSS units which are centrally designed and are assessed on a statewide basis, OAS units are school designed, centrally approved and are assessed by the school.

2. Students presenting for the HSC in New South Wales are required to undertake a minimum of 11 units of study in each of Years 11 and 12.

3. The fact that these contact times noticeably exceed the minimum of 2 hours/week required by the BSSS for a 1 Unit OAS course was pointed out by staff from both Port Kembla High and TAFE.
APPENDIX A

PKHS SCHOOL/TAFE CO-OPERATIVE PROGRAM EVALUATION
PORT KEMBLA HIGH SCHOOL/TAFE CO-OPERATIVE COURSE

EVALUATION

MEMBERS OF THE JOINT COMMITTEE:

Port Kembla High School
D. Birrell
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N. Fulton
L. Hyam
R. Jaeger
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Student Liaison
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South Coast Region
R. Moore
FOREWORD

The formation of the Joint Committee to evaluate the PKHS Senior School/TAFE Joint Programme was initiated at a meeting at Port Kembla High School on February 9, 1984. This meeting was attended by representatives of the South Coast Regional Office Curriculum Studies, Special Projects, Port Kembla High School and TAFE.

It was agreed that the Evaluation Committee should meet at approximately monthly intervals throughout 1984. This has occurred and I thank those members of the Committee who have given of their own time for this purpose.

The function of the Committee tended to broaden during the year to include a management component as well as the initial task of evaluation. This seemed to follow naturally from the congregation of those involved in the scheme. The following report is an evaluation of the Programme. It includes a general evaluation of the overall Programme and separate evaluations of each Course. Included in the appendices are copies of the surveys used. The evaluations of each course were provided, either jointly or separately by the teachers involved and are included as appendices. Also included are copies and results of surveys used.

1. A DESCRIPTION OF THE JOINT PROGRAMME

The joint programme was initially conceived by Mrs Lindy Hyam, the Careers Adviser at Port Kembla High School. It was developed in consultation with the School staff, parents and other members of the community. It was on the agenda of a number of staff meetings and was also the subject of a well attended public meeting held during one evening in the Library at Port Kembla High School.

Since its conception Mrs Hyam has been the driving force behind its development. She has been enthusiastically supported in her endeavours by staff members, both of TAFE and Port Kembla High School. It was run as a pilot scheme during 1984.

The essential features of the programme are detailed below:
The Scheme initially provides five courses for Year 11 students in 1984, previously unavailable as part of the school curriculum. These are courses in Accountancy, Childcare, Fashion Technology, Receptionist/Typist and Photography. With the exception of photography each course will be offered over a two year period (Year 11, 1984, and Year 12, 1985). The photography course will conclude at the end of Year 11.

These courses are taken at the TAFE College and are taught there by TAFE teachers, with the exception of photography which is located at Port Kembla High School. Each course is also supervised at school in timetabled periods by a staff member of Port Kembla High School who liaises closely with the TAFE teacher concerned.

The courses have been approved by the NSW Department of Education's Board of Senior School Studies as one unit courses in the category known as 'Other Approved Studies' and can thus be included as a subject on the student's Higher School Certificate. As 'Other Approved Studies' they are, however, excluded from the aggregate mark and do not qualify as matriculation subjects.

The courses will also be recognised by TAFE and consequently can provide successful students with some accreditation towards further study at TAFE should they wish to continue further TAFE courses after leaving school.

It is this dual accreditation afforded to successful students that really distinguishes this particular pilot programme from similar schemes operating elsewhere. It also appears to us to represent the closest form of co-operation yet undertaken between the Department of Education and TAFE in jointly providing educational services to a group of students.

Some of the difficulties which had to be overcome before this scheme could be put into effect were as follow:

In order to obtain dual accreditation from both the Department of Education and TAFE it was necessary to fulfil the curriculum requirements of both bodies. One problem was that the usual TAFE requirement of 3 hours/week for its courses was not met by the 2 hours/week of study (usually 3 x 40 min. periods) required for a one unit H.S.C. course. This has been overcome by the students completing the additional time required at TAFE in their own time, outside established school hours. The content of the courses approved by the Board of Senior School Studies in the OAS submission had to be such that they also met TAFE Curriculum requirements. It was also necessary in the OAS applications to specify that the procedures to be used in assessing student
performance would satisfy TAFE requirements as well as the school's.

The students' attendance at TAFE has been organised such that they depart from school during the lunch break and arrive in time for afternoon lectures at TAFE. Transport has been arranged to facilitate this. They are responsible for finding their own way home. Transport to TAFE, text books and various resources needed have been made available through special funding arrangements provided for the scheme.

2. A STATEMENT OFAIMS

The aims of the joint programme are:

a) to broaden the school Curriculum, especially in the situation such as prevails at Port Kembla High School where small numbers in the Senior School markedly restrict the elective choices which can be offered.

b) To increase the options available to students with regard to further studies after leaving school.

c) To provide useful courses for students returning to the Senior School who would have entered the work force had employment been available and who are not academically suited to the traditional senior curriculum.

d) To assist students in making the transition from the supportive school environment to the more mature and competitive world of tertiary study.

e) To provide knowledge and skills which are likely to be of use to the students as they move along their career path.

3. REASONS FOR CARRYING OUT THIS EVALUATION

1) Accountability: The pilot scheme is being funded from the public purse and a public statement with regard to its success or failure is owed to the Department of Education, the students, their parents and the community generally, as well as to the Department of TAFE.

2) Future guidance: The evaluation should provide evidence useful for future policy decisions in the area of curriculum development and joint resource use amongst public educational institutions.

3) Those involved in the scheme wish to know and are entitled to know if their efforts have been successful and if not, where the problems have arisen.
The particular aspects of the scheme to be evaluated:

The Committee decided that the areas to be evaluated were to be as follow:

a) The factors that motivated students to participate.
b) The extent to which the curriculum was broadened and the extent to which the broader curriculum was utilised.
c) The extent to which useful knowledge and skills were acquired by the students which would not otherwise have been acquired.
d) Possible effects on the social development and maturation of those students involved in the scheme.
e) Longer term effects on student education and later choices related to vocation or further education.
f) The efficiency of resource use over the period of the pilot scheme and over projected longer periods.
g) The logistics of the scheme with regard to overall organisation (time-tableing, transport, etc.).
h) Problems that may arise if programmes for Years 11 and 12 were to run concurrently.
i) The extent to which the scheme has prompted interest in similar projects outside our Region.

The methods used in the evaluation

The methods used in the evaluation consisted of:

a) Questionnaires to students
b) Questionnaires to parents
c) Written comments from students and parents
d) Testing of students
e) Observation of and discussion with students
f) Diaries kept by staff members involved
g) Study of a documentary TV film, showing the scheme in operation.

The results of the evaluation

With regard to each aspect of the scheme which was considered, the Committee has reached the following conclusions.

a) The factors that motivated students to participate in the scheme

The students motives for participating were tested by suggesting to them fifteen possible reasons for their participation. A Likert type scale was used to permit responses ranging from 'really important' to 'of almost no importance'. The results indicated that the main motive was clearly the hope that
participation would improve their prospects for gaining employment. Other motivating factors were possible benefits in their future careers, possible benefit in their everyday lives and a special interest in the particular subject selected. The detailed results of this part of the evaluation are given in an appended report.

b) The extent to which the curriculum was broadened and the extent to which the broader curriculum was utilised

Year 11 students at Port Kembla High School are few in number. There were 46 periods which can be allocated to Year 11 and places great constraint upon the number of electives which can be offered. Without the Joint Programme the electives on offer would have been Mathematics, Chemistry, Physics, Modern History, Ancient History, Economics, Geography, Home Science, Computer Studies and General Studies. The Programme made available an additional 5 x 1 unit subjects of which some students took 3 units. Of the 46 students in Year 11, 36 were involved in the Scheme. This does in fact represent a real broadening of the curriculum and a significant utilisation by the students of the additional electives on offer.

c) The extent to which useful knowledge and skills were acquired by the students which would not otherwise have been acquired

The subjects offered in the Co-operative Programme were chosen with the object of broadening the school curriculum. They did not duplicate but rather were designed to complement the school curriculum.

Approximately midway through the Programme the students were surveyed to determine the possible effects that had resulted from their participation in the programme. This was done by presenting them with ten possible effects which they had to classify, once again using criteria ranging from 'really important' to 'of almost no importance'. Of the ten possibilities the effect which clearly stood out as most important was 'giving new knowledge and/or skills'.

Another survey was given in November, a few weeks prior to the conclusion of their courses. This again tested the possible effects of the scheme on the students. The same ten possibilities were presented, this time in a different order. Once again the effect which was clearly considered most important was 'giving new knowledge and/or skills'. An interesting feature which emerged from the second survey was the consistency of the rank order relative to the first survey. The first, second, third and last ranked items in importance were unchanged and the
remainder were altered in rank by only one or two places. Another feature was that the general ambivalence noted in the first survey regarding what effects the scheme had generated and their importance had been translated by the end of the course into a clearly discernible opinion on the part of the students that other than 'the gaining of new knowledge or skills', most of the suggested effects were relatively unimportant.

On this basis it can, however, reasonably be assumed that new knowledge and skills were acquired which the student would not have acquired without participation in the programme.

d) Possible effects on the social development and maturation of those students involved in the scheme

The Committee had some difficulty in evaluating this particular aspect of the programme. Discussions were held with Dr Adams of the Psychology Department at Wollongong University who suggested a number of techniques for assessing maturation on the basis of social interaction (after Bales). The Committee felt that these quite complex personality tests would not be appropriate or valid in our case.

The only guidance we had to any accelerated maturation was the survey on the effects of the Course, comments made by the students and the teachers' own observations.

With regard to the survey designed to discover possible effects of the programme on the participants the alternative 'making them feel more mature and confident' was third in popularity out of ten, but the significance of the score was minimal. The student comments did not indicate a greater feeling of maturity but did mention that they were treated at TAFE in a more mature manner than at school. Teachers' observations were that 'the students probably did demonstrate some additional maturity but that this change in them was not marked'.

e) Longer term effects on student education and later choices related to vocation or further education

At the time of writing it is not possible to evaluate to any great extent the longer term effects of this nature that may be related to the Programme. For the bulk of the participants such an assessment will only be possible during 1986 when they have made their choices relating to vocation or further education. What could be noted at this stage is that some of the original participants in the Course have found employment during 1984. They indicated to us that during their interviews the prospective employers were very favourably impressed with their participation in the Programme and that they felt that this was an important
factor in their success in finding employment.

f) The efficiency of resource use over the period of the pilot scheme and over projected longer periods

An accurate evaluation of this aspect of the scheme would have required expertise which was not available to our committee. Whilst not professing to have carried out the sort of cost/benefit analysis that the scheme warrants, the committee can make some useful observations of a more general kind.

During the period of the scheme's operation there have been benefits arising from the fact that some of the PKHS students have been integrated into existing TAFE classes, thus receiving tuition at little extra cost to the public purse. There have, however, been a number of problems associated with integrating PKHS and TAFE students in the same classes. These problems have been largely organisational in nature and relate to the difficulties involved in getting students from two or more institutions together in the one place at the one time. Another difficulty which has become apparent is the variation in prior knowledge which arises when students from various educational backgrounds come together for a common course. The TAFE teachers involved have made the point that this difficulty is not peculiar to our pilot scheme but is a common one within many TAFE courses. It is also pointed out that there are positive aspects to this mingling of students from different educational backgrounds insofar as it permits a broader exchange of ideas than would otherwise be possible.

g) The logistics of the Scheme with regard to overall organisation (Timetabling, transport, etc.)

Thanks to the assistance of the History Master at PKHS, Mr Neil Findlay, who was responsible for our 1984 timetable, there were few problems in the area of timetabling.

Port Kembla has six lines in the timetable. TAFE subjects are 1 unit subjects and are placed in lines as shown on timetable in appendix. One unit subjects in the OAS category must be studied for two hours per week (3 x 40 min. periods). These are catered for on the timetable by putting two of the three on during periods 7 and 8, which they then attend at TAFE. The third period is a tutorial period taken at school by our staff and the associated organisation. TAFE course requirements are three hours (not two) so the students are required to work past normal school hours to gain accreditation from TAFE.
The relatively few timetabling problems we have experienced is no doubt largely attributable to the fact that participants in the scheme have been largely confined to only one school. The timetabling problems which would arise if a cluster of schools had to be co-ordinated would, we feel, be more difficult but not insurmountable.

Transport arrangements have worked smoothly. Suitable arrangements were made with a local bus company for taking students to TAFE. One small group was transported by taxi cab. Students accepted the responsibility for making their own way home. In our case, public transport was generally quite readily available.

The fact that School Holidays and TAFE Holidays were not concurrent required that the students attended TAFE classes during their school holidays. In some cases there was a reluctance or inability on the part of the students to do this.

School examinations and TAFE examinations were held at different times so no problems arose. The timing of examinations may be a more important issue for evaluation in the case of the 1985 Year 12 group.

h) Problems that may arise if Programmes for Years 11 and 12 were to run concurrently

At the time of writing the decision has been taken to do this in 1985. The decision to do so was taken after consideration of the possible difficulties. It is thought that any problems can be overcome.

Within the individual evaluation of some courses specific mention has been made of potential problem areas in 1985 and the steps that have been taken to minimise these. The appendices relating to Receptionist/Typing and to Accountancy make some specific comments in this regard.

In the case of Accountancy the major consideration was the considerable work load involved in attempting what is a quite rigorous TAFE course in addition to Year 12 HSC subjects. The need to make students clearly aware of the commitment necessary on their part if such a joint course is undertaken is seen to be of paramount importance.
i) The extent to which the Scheme has prompted interest in similar projects outside our region

It is apparent that considerable interest in similar schemes has been generated by the PKHS/TAFE Joint Programme. An Inter-Departmental Committee comprising top level administration from both the Departments of Education and TAFE has been considering the future of such schemes and a Joint Project Team was formed to operate on a full-time basis during third term, 1984. Its brief was to generally assist schools and TAFE Colleges in developing joint programmes for 1985. A considerable number and variety of such programmes are being planned for 1985 throughout NSW and further afield. This Evaluation Committee has itself had enquiries from as far afield as Maryborough in Queensland.

In conclusion, it is this Committee's view that the Joint Scheme between Port Kembla High School and TAFE, which it has been monitoring throughout 1984 has to a large extent achieved its objectives. Its performance has justified the trialling of further similar programmes throughout the State in 1985 and beyond.

As Co-ordinator of this Joint Committee I thank its members from Port Kembla High School and TAFE for the interest and enthusiasm with which they have carried out their oversight of the Programme throughout 1984.

J. W. MARTIN
Co-ordinator

21/11/84
EVALUATION REPORT OF THE RECEPTIONIST/TYPIST COURSE YEAR 11-1984

THE CRITERIA

The Evaluation Committee set specific guidelines for the overall evaluation of this pilot scheme. These are as follows:

1. Did the subject content broaden the outlooks and the attitudes of the students

2. To what extent were new skills mastered

3. The effect on the social development and maturation of the students involved

4. Longer term effects on students' education and later choices related to vocation and further education.

EVALUATION

1. From both High School and College staff reports, it is apparent that this course has considerably broadened the outlooks and the attitudes of the students involved.

2. With regard to new skills mastered and extra knowledge gained, the following comments are offered:

   **Typing** - a few students had problems with Typing I, initially due to lack of time allocated and poor attitude; however, towards the end of the course these students realised that the absence of initial commitment was the reason for the lack of complete mastery of the keyboard.

   **Electronic Calculations** - some students openly expressed dislike for this subject, however, changes to the course structure suggested for 1985 should help to dispell this when students are given more 'follow-up' on this subject; i.e., not merely taught the use of the calculator, but given the opportunity to put into practice the skill gained with practical applications (Payroll, Petty Cash, etc.)

   **Reception Duties** - not all topics are totally relevant to male members and suggested alterations to next year's syllabus content (inclusion of General Office Procedures) should make this subject more universally acceptable.

3. The majority of students appeared to be satisfied with the course structure - the only oft-repeated objection being the time slot - Friday afternoon.
Because of the timing of the class - Friday afternoon - some students found it difficult to settle down and concentrate for three hours, therefore flexibility and tolerance by the teachers is essential in many areas.

One comment from both teachers involved with the course was that although the attitude of most of the students was good, the attitude and application of some of them left a little to be desired. They seemed to have undertaken the course for the wrong reasons; a few only came because they thought they would be in integrated classes with other (female) college students, while still others were not approaching the course seriously and were not making any attempt to complete homework or apply themselves for an extended period.

4. The general feeling was that the course did enable students to 'get a feel' for Secretarial work and would be of inestimable value to them in later life in aiding their choice of career paths.

CONCLUSION

Because of the attitude and application of some of the students the standard of technical manipulative skills attained by some will not be good, but this is to be expected.

Overall, however, TAFE staff feel that the course is one of considerable merit and with the minor modifications proposed for the Year 11 intake in 1985 should prove to be very beneficial to those students undertaking it.

Because of changes being introduced within the School of Secretarial Studies as a result of the pilot course currently running at Wollongong, the course Receptionist/Typist upon which the original submission was based will no longer be running, however the question of accreditation within TAFE has been resolved and students seeking to continue within the School will not be disadvantaged.

1985 PROPOSALS

a) **Year 12 students** (continuing class from 1984)

The School of Secretarial Studies this year introduced new pilot courses at Wollongong and, as a result of this and other considerations it became apparent that it was advisable to shift the emphasis from Reception Duties and the functions of the Receptionist/Typist (as in the original proposal) to the area of General Office Procedures.
The percentage of male students in the groups further highlighted this need for a broader spread of topics than was at first envisaged, and the change from Reception Duties 1 and 2 to Reception Duties 1 followed by General Office Procedures 1 was considered by all involved with the course to be educationally desirable.

Accordingly, the subjects to be offered next year to these students will be General Office Procedures 1, Business Communication 1 (continuing) and Typing 1 (continuing). In this way it will be possible to include many areas of office duties that would be common to either the male or female employee, rather than stress the Receptionist area which it is felt is a predominantly female area of activity.

b) Year 11 students (new incoming group)

To align the content of this course with the new courses proposed within the School of Secretarial Studies in 1985, and to bring the hours allocation in line with the Semester approach being brought in by the School, it is proposed that the course to be offered to incoming students should consist of the following:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keyboarding Skills</td>
<td>36</td>
<td>nil</td>
</tr>
<tr>
<td>Office Communication</td>
<td>72</td>
<td>4</td>
</tr>
<tr>
<td>Office Procedures</td>
<td>72</td>
<td>4</td>
</tr>
<tr>
<td>Electronic Calculations</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>216</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

216 hours = 3 hours per week for 36 weeks for 2 years.

The above means that students choosing to continue with studies within the School of Secretarial Studies would be credited with 10 points (all on what could be called 'core' subjects) towards the award of a certificate at any level.

Due to the change in the hours allocation for the unit Typing 1, from 8 hours per week for 12 weeks to 10 hours per week for 18 weeks, it would not be possible in the time the High School students spend at TAFE to cover fully the Typing course; however, it is considered that the Keyboarding course should be sufficient to cope with the typing content of the other subjects offered (e.g. invoices in Office Procedures, messages, memoranda and short letters in Office Communication).

Proposed timetabling of the units to be offered to the High School students is set out below:
During Semesters 2, 3 and 4 the keyboarding skills mastered in Semester 1 will be consolidated by correlating this skill with the other subjects. This will enable the students to keep their keyboarding skills up and will facilitate the learning processes of the other units.

The introduction of Keyboarding in lieu of Typing 1 reduces the number of hours spent on the practical aspect of the course, thereby enhancing its appeal to the Board of Senior School Studies, while at the same time maintaining the effectiveness of the course as a vocational training base upon which to build, and one that will make many students employable without further office training. Any student seeking to develop proficiency in Typing would be free to enrol in Typing 1 as a part-time student during the evenings whilst in Year 12, or if they wished to pursue studies in the field of Shorthand, this too could be an option available to them as a part-time student.

The fact that completion of this course would give students a sound office grounding could be particularly helpful to those students - and they would be both male and female - who wish to embark upon trainee managers career paths where a basic keyboard knowledge is required for terminal operation and a general background of office procedures is regarded as necessary.

Students continuing within the School of Secretarial Studies would not receive any accreditation for their keyboarding skills from TAFE, but would find the unit Typing 1 much easier than would students without keyboarding knowledge.

F M Browne
Senior Head Teacher
School of Secretarial Studies
Wollongong College of TAFE
APPENDIX B

CO-OPERATIVE PROGRAMS WITHIN SECONDARY SCHOOLS
CO-OPERATIVE PROGRAMS WITH SECONDARY SCHOOLS

It is evident that colleges are experiencing increasing demand to provide co-operative programmes with secondary schools for school students enrolled in years 10, 11, and 12. You are encouraged to make provision at the college level having due regard to the following requirements.

(i) Relevant Head(s) of School are to be consulted about the appropriateness of educational programs.

(ii) Provision should normally be available to students from all High Schools in the 'catchment' area of each college.

(iii) Approval of courses for secondary students as 'other approved studies' is the responsibility of the High Schools.

(iv) Where it is proposed to grant a TAFE award and/or exemption from part of a TAFE course for a programme conducted for secondary students, the proposal MUST be submitted to the New and Revised Courses Committee for recommendation to the Director-General. Approval must not be anticipated. The New and Revised Courses Committee will have regard to the advice of the appropriate Head(s) of School.

This requirement will apply even when it is proposed to use part or all of an approved TAFE course because TAFE courses are normally designed for post-secondary students. Many TAFE courses (including trade courses) may not be suitable for secondary students without modification.

For co-operative programmes that are proposed to commence in first term 1984, and involve TAFE accreditation, the deadline for submission to N.R.C.C. is November 11th, 1983.

(v) Where it is proposed to transfer resources from Education to TAFE to enable courses to operate, the A/O (Budget and Accounts) will determine the resources required and the transfer mechanism on the basis of advice from the Principal and Head...
(vi) Where it is proposed to use TAFE resources, consideration is to be given to the implications for resource allocation in subsequent years.

Normally it would be appropriate to make the commitment of TAFE resources subject to annual review.

ALLAN PATTISON, Director-General.

Mr. W.A. Morris,
Regional Director,
Illawarra District,
WOLLONGONG COLLEGE OF TAFE
APPENDIX C

PKHS SENIOR SCHOOL - TAFE PROGRAM, 24.8.83
PILOT: - SENIOR SCHOOL - TAFE PROGRAM

STAFF INFORMATION: 24.8.83

Proposal

Port Kembla High School in conjunction with Wollongong TAFE has the opportunity to run a Pilot Program in NSW for a Senior School combined TAFE curriculum.

Aims

i) To help cater for the needs of the increasing numbers of students, returning to school because of their inability to obtain a job, and hopefully give them more employable knowledge and skills.

ii) To extend the restricted curriculum due to staffing constraints for all students.

iii) To provide courses of study with a vocational emphasis as well as academically oriented subjects.

Objectives

i) To run a number of courses in conjunction with Wollongong TAFE accredited as 'Other Approved Studies' by the Board of Senior School Studies.

ii) These OAS courses will be recognised by the TAFE as satisfying requirements in order to give successful students accreditation and advanced standing towards further study at TAFE in the relevant certificate courses.
DETAILS OF PROPOSAL

1. OAS courses to be offered

a) Accountancy: 1 Unit Study - 2 years.
3 hours/week at Wollongong TAFE.
In Year 11 students will study 'Commercial Law' and 'Business Communications'.
In Year 12 students will study 'Accountancy' and 'Financial Computer Accounting'.
On completion of Year 12 students will have attained Stage 1 level of the Accountancy Certificate. If they have studied Economics also, they may be exempted from the Economics strand in Stage 11 Accountancy upon negotiation, and depending on the percentile band reached in the H.S.C. If numbers of students wishing to do Accountancy are low then the TAFE can accommodate them within a Day Release program already existing in these subjects but also in jeopardy because of low numbers.

b) Fashion Technology: 1 Unit Study - 2 years.
3 hours/week at Wollongong TAFE.
In Years 11 and 12 students would study 'Clothing and Fabric Selection' and 'Garment Assembly'.
On completion of the 2 year course students would have completed Stage 1 level of these 2 subjects and will be accredited towards either the Fashion Technology Certificate or the Retail Fashion Certificate.
If they pursue further studies in the Fashion Technology Certificate their advanced standing would reduce their first year studies from 5 days to 3 days thus giving them a chance to have a part time job.
This department of TAFE can timetable around us.

c) Photography: 1 Unit Study - in Year 11 only.
3 hours/week conducted by Wollongong TAFE at School.
This course would give students with a satisfactory level of achievement advanced standing towards the Art Certificate if further studies in this area were pursued.

d) Child Care Studies: 1 Unit Study - 2 years.
2 1/2 hours/week at Wollongong TAFE.
In Year 11 students will study 'Effective Care for Growing Children' and in Year 12 - 'Crafts and Creative Activities for Children'.
As the Year 12 component is also a subject within the 'Child Care Certificate' students would have unofficial exemption from this subject if they were to do the 'Child Care Certificate' post school.
On completion of Year 12 they would also be viewed more
favourably in the light of the 'Child Care's' strict entrance selection tests.

e) Receptionist/Typist: 1 Unit Study - 2 years.
3 hours/week at Wollongong TAFE.
Year 11 students will study Stage 1 Communication and Stage 1 Receptionist/Typist Skills.
Year 12 students will study Stage 2 Communications and Stage 2 Receptionist/Typist Skills.
On completion of Year 12 students will have fully completed the TAFE requirements for this course and will receive its qualifications.
If students wish to further their studies in this field they could enrol in their own time during Year 12 in the Shorthand Class at TAFE.

2. Planning and funding: Stage 1

It is a major breakthrough in Education to be able to have students enrolled at both High School and TAFE simultaneously and receive accreditation from both the TAFE and the Board of Senior School Studies towards the HSC.

On August 16th, 1983 Geoff Walton (a Consultant from the Directorate of studies in Sydney) was visiting the South Coast Region and was invited to speak to the executive on the Proposal. Geoff was also available to help us with the negotiations that took part with the TAFE (Heads of the Schools, Deputy Principal and interested TAFE Personnel) at a meeting later that day.

All of the negotiations with the Board of Senior School Studies, The Director of the Directorate of Studies, Fenton Sharpe, The Director of TAFE and Assistant Director General of Education, Bob Winder have been handled by Geoff Walton.

Approaches to these people have had to be made because this type of Senior School program has not been conducted previously and does not fit into any existing category of Senior School Programs in NSW. In other States similar programs have run effectively for some time.

The Senior School TAFE program has now been submitted for special funding to pay for the TAFE teaching hours required to run the courses. Our school staffing establishment will not be affected in 1984-1985.
As it is a Pilot Program it will be documented and looked at by various personnel from both TAFE and the Education Department during the 2 years.

Planning: Stage 2

- Early Term 3 - Geoff Walton has been invited to speak to the staff.

- First week of Term 3 Mr Martin and I have an appointment to discuss the proposal with Mr J Hurley, South Coast Regional Inspector of Secondary Schools, as we have to put up a documented proposal to the Regional Director to have it approved locally to run.

- A Year 10 Parent Night will be conducted to which Geoff Walton, the various TAFE Departments involved and Staff are invited, to explain the recent developments.

- The electives and timetables will then be determined finally.

L. Hyam,
CAREERS ADVISER
APPENDIX D

PKHS SENIOR SCHOOL - TAFE PROGRAM, 5.10.83
PILOT - SENIOR SCHOOL - TAFE PROGRAM

1. Proposal

Port Kembla High School in conjunction with Wollongong TAFE has the opportunity to run a Pilot Program in NSW for a Senior School combined TAFE curriculum.

2. Aims

a) To run a number of courses in conjunction with Wollongong TAFE recognised as 'Other Approved Studies' by the Board of Senior School Studies.

b) These OAS courses will be considered by the TAFE as satisfactory requirements in order to give successful students credit and advanced standing towards further study at TAFE in the relevant certificate courses.

3. Reasons for the course proposal

a) Due to falling enrolments in Years 11 and 12 over recent years the range of subjects that can be offered to senior students has become very restrictive.

b) To help cater for the needs of the increasing numbers of students, returning to school because of their inability to obtain a job, and hopefully give them more employable knowledge and skills.

c) By offering a combined Senior School - TAFE curriculum we can hopefully provide a more meaningful two years of study for a greater number of our current Year 10 students. These combined courses allow students to

i) continue their maturing process in a supportive school environment;

ii) continue their HSC studies;

iii) study substantial TAFE course subjects that should enhance their chances of moving more successfully from school to after school life.

iv) give them necessary guidance in suitable career paths and job seeking skills.
4. **Details of proposal**

OAS Courses to be offered:

a) **Accountancy:** 1 Unit Study - 2 years

3 hours/week at Wollongong TAFE.

In Year 11 students will study 'Commercial Law' and 'Business Communications' treating such topics as:

- contracts - formation, operation and termination of contracts
- sale of Goods Act - rights, duties and liabilities of buyer and seller
- Consumer Credit Acts
- Legislation in Consumer Protection
- Bailment
- oral and written business communication
- processing information in the business world
- human relationships in business - leadership styles, communication networks and organisational structures.

In Year 12 students will study 'Accountancy' and 'Financial Computer Accounting' treating such topics as:

- Basic accounting procedures - ledgers, trial balances, journals,
- Bank reconciliation statements
- stock depreciation
- closing of a business's books when they close down
- techniques and equipment used in data handling systems
- operation of the computer doing a series of financial accounting exercises.

On completion of Year 12 students will have attained Stage I level of the Accountancy Certificate. If they have studied Economics also, they may be exempted from the Economics strand in Stage II Accountancy depending on the results.

b) **Fashion Technology:** 1 Unit Study - 2 years.

3 hours/week at Wollongong TAFE.

In Years 11 and 12 students would study 'Clothing and Fabric Selection' and 'Garment Assembly' covering such topics as:

- Determination of suitable fabrics for various designs.
- Sketching of different designs for different facial shapes, figure heights and widths, variety of neckline shapes.
- Determination of personal skin, hair and eye colour and relationship to fabric colour and design.
Designing of garments for problem figure types, specific ages and specific occasions.
Production of accessory items.
Choose a fabric most suited to pleats and pleat styling according to fibre content, weave handle, surface interest and occasion.
Students are also required to develop a Resource Book including samples of all work done within each topic.
Planning and organising the production sequence, organising the machinery layout, assembling garments to meet set targets.
Setting out master patterns efficiently and economically for single and multiple fabric lays and producing a marker.
Selecting and co-ordinating the appropriate fabric, lining, interlining and trimmings for a given style. Gaining experience in handling a variety of the above.
Interpreting current fashion trends into suitable assembly techniques.
Completing a costing sheet, giving accurate estimates of materials and time spent in production.

On completion of the 2 year course students would have completed Stage I level of these 2 subjects and will be given credit towards either the Fashion Technology Certificate or the Retail Fashion Certificate.

If they pursue further studies in the Fashion Technology Certificate their advanced standing would reduce their first year studies from 5 days to 3 days thus giving them a chance to have a part time job.

c) Photography: 1 Unit Study - in Year 11 only.

3 hours/week conducted by Wollongong TAFE at School.
This course would give students with a satisfactory level of achievement advanced standing towards the Art Certificate if further studies in this field were pursued.
This course will develop skills and knowledge in the following areas:

- The types and uses of photography.
- Various forms that photography may take.
- Practical use of the camera and basic dark room skills.
- Exposure principles and techniques.
- Light theory.
- Finishing and presentation of photographs.
Child Care Studies: 1 Unit Study - 2 years.

2 1/2 hours/week at Wollongong TAFE.
In Year 11 students will study 'Effective Care for Growing Children' and in Year 12 'Crafts and Creative Activities for Children' dealing with such topics as:

- Prenatal development
- Care of the newborn
- The sick child and hospitalisation
- Infant development
- First aid - emergency treatment.

As the Year 12 course is also a subject within the 'Child Care Certificate' students may receive some credit if they were to do the 'Child Care Certificate' after school.

On completion of Year 12 they would also be viewed more favourably in the light of the 'Child Care's' strict entrance selection tests.

Receptionist/Typist: 1 Unit Study - 2 years.

3 hours/week at Wollongong TAFE.
Year 11 students will study Stage I Communication and Stage I Receptionist/Typist skills.
Year 12 students will study Stage 2 Communications and Stage 2 Receptionist/Typist Skills, covering such topics as:

- Spelling, vocabulary and punctuation development
- Proofreading
- Composing business correspondence
- Typing skill development
- Records management and filing
- Telephone technique
- Office technology
- Banking
- Job seeking.

On completion of Year 12, Year 12 students will have fully completed the TAFE requirements for this course and will receive its qualifications.
If students wish to further their studies in this field they could enrol in their own time during Year 12 in the Shorthand Class at TAFE.
5. **Special considerations**

a) A 1 Unit Course for the HSC requires 2 hours of study (3 periods per week). However, these OAS Courses will require additional time which cannot be fully covered within normal school hours. Students will therefore need to complete part of these courses at the TAFE in their own time.

b) To satisfy both TAFE and HSC requirements thorough assessment procedures will operate similar to those of other school subjects. Specific details of assessment methods for each course will be outlined to students at the commencement of Year 11.

c) Any essential textbooks and other special materials needed by students for their courses will be provided.

d) As most of these courses require attendance at Wollongong TAFE special arrangements will be made to transport students and to offset any costs involved.

e) As this is the only Programme of its type in New South Wales, its progress will be closely followed by various people from both TAFE and the Education Department throughout the 2 years and details will be recorded regularly.

6. **Course selection**

a) Participation in this programme is not compulsory. Any student who does not wish to be involved will study 12 units, chosen from the electives already offered.

b) Students who wish to proceed to further study in Colleges and Universities will only be able to undertake one OAS course because of matriculation requirements.

c) Students who do not wish to proceed to further study in Colleges and Universities will be able to undertake a maximum of four OAS Courses.

7. **Timetabling**

a) It is anticipated that where a student undertakes one or two OAS courses that they will be timetabled in an afternoon session. This will mean that Periods 7 and 8, and whatever extra time is necessary, will be spent in studying the particular course(s) chosen.
b) If a student undertakes more than two OAS courses a full day at the TAFE will be timetabled, together with any afternoon session(s) that may be necessary.

c) Possible combinations of courses:

1. English 2 Units 2. English 2 Units
Maths 2 Units Maths 2 Units
Geography 2 Units Physics 2 Units
Mod. History 2 Units Mod. History 2 Units
Home Sc. 2 Units Economics 2 Units
Gen. Studies 1 Unit Accountancy 1 Unit
Child Care 1 Unit Receptionist/Typist

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d) In order to fit this system into a school timetable, the final offering of TAFE and school courses will be determined by student demand. It may therefore not be possible to eventually timetable all of the proposed courses.
APPENDIX E

DESCRIPTION OF SUBJECTS FROM NSW TAFE COURSE 2377

SOURCE: WOLLONGONG COLLEGE OF TAFE,
SCHOOL OF SECRETARIAL STUDIES,
DESCRIPTION OF SUBJECTS. MIMEOGRAPH
DESCRIPTION OF SUBJECTS

Electronic calculations 1 and 2

The ability to use this machine efficiently and accurately will be a great asset in many business situations and an invaluable help in keeping track of personal finance. Students will learn the basic features available on an electronic calculator and develop speed and accuracy in using the machine as a tool for problem solving.

Office communication 1

This is available as a 72 hour unit for Secretarial Studies and as a 108 hour unit for Office Training Students. It should provide students with the opportunity to develop basic language and communication skills necessary for a range of general office positions.

Office procedures 1

This unit covers the development of skills associated with performing indexing and filing tasks; collating, binding and fastening stationery; finding facts in published sources; telephone and switchboard usage; operating photocopying machines; establishing a petty cash system; completing a range of forms associated with the business cheque account; classification of mail and methods of paying postage and processing mail; understanding the roles of various office personnel.

Further skills to be developed are: establishing good client liaison; communicating effectively using memorandums, notes, etc.; understanding records management and filing; preparing documents associated with payroll record keeping; becoming familiar with commonly-used business documents; developing a vocabulary for specialised fields such as word processing, computer, data input; understanding the different skills required of employees in specialised areas such as medical, legal, hospital, etc.
APPENDIX F

STAFF INFORMATION SHEET, SCHOOL-TAFE JOINT PROGRAMS
SCHOOL-TAFE JOINT PROGRAMS

The submissions to continue these courses for 1986 have been completed. The changes that have been proposed to the scheme are as follows:

- Seven other high schools to be involved. Corrimal, Wollongong, Keira, Figtree, Warrawong, Smiths Hill, Kanahooka and Port Kembla High Schools have formed a cluster centered on Wollongong TAFE College (Lysaght Street), with Port Kembla nominated as the managing school. The managing school is responsible for the distribution of funds to other schools once the programs have been approved and money has been received.

- Five additional subjects have been offered to incoming Year 11 students. The full list of electives are:
  - Fashion Retail
  - Childcare
  - Clerical Assistant (originally Receptionist/Typist)
  - Introductory Accountancy
  - Data Processing Concepts
  - Welding
  - Bricklaying
  - Refrigeration
  - Introductory Painting and Decorating.

All of these except Bricklaying and D.P. Concepts are two year courses. On a weekly basis, they involve TAFE attendance once a week for 2 - 3 hours, depending on the subject.

- Our students, because they are part of a cluster scheme, will form classes with students from the other high schools.

- TAFE classes will be held on two afternoons only (Monday and Tuesday) leaving Wednesday free for Sport. Bus transport arrangements remain the same.
These developments are the result of a number of meetings involving Year 10 students. The first of these was a Parent-Student-School Information Night, outlining all of the courses offered by this school to Years 11 and 12, HSC requirements as well as the nature of TAFE Joint Programs.

During the two other meetings that followed, possible and definite returnees indicated their subject choices for 1986. On the basis of these choices the elective lines for the incoming Year 11 will be drawn up, and timetabling can commence.

It is envisaged that approval to run the TAFE electives will be received (despite limited funds) well before the end of the year, enabling students to finalise their subject choices for 1986 and assisting in the structuring of a more permanent timetable.

Kathy Zoszak
School-TAFE Co-ordinator
APPENDIX G

TAPE COURSES UNDER CONSIDERATION BY THE PKHS CLUSTER

FROM WHICH OAS SUBJECTS FOR JOINT PROGRAMS

COULD BE DEVELOPED FOR 1986
TAFE COURSES (OAS)

These courses are:

1) run jointly with schools and the Department of Technical and Further Education (i.e., they are 'joint programs');
2) one or two year courses;
3) conducted at TAFE;
4) non-matriculation subjects. They do not count towards university and CAE entrance;
5) recognised for the HSC as One Unit subjects;
6) recognised by the TAFE (except Childcare) as parts of certificate courses. As such, students having passed these subjects will, in fact, have done part of their TAFE certificate (while doing the HSC) and will be given credit for them;
7) subject to approval and student demand.

Courses offered for 1986

<table>
<thead>
<tr>
<th>Courses offered for 1986</th>
<th>Certificate course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. FASHION RETAIL</td>
<td>Fashion Retail</td>
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<tr>
<td>2. CHILD CARE</td>
<td>Under review</td>
</tr>
<tr>
<td>3. CLERICAL ASSISTANT</td>
<td>Secretarial Studies</td>
</tr>
<tr>
<td>4. INTRODUCTORY ACCOUNTING</td>
<td>Accounting</td>
</tr>
<tr>
<td>5. BUSINESS AND COMMERCIAL SYSTEMS I</td>
<td>Data Processing</td>
</tr>
<tr>
<td>6. DATA PROCESSING CONCEPTS</td>
<td>Data Processing</td>
</tr>
<tr>
<td>7. OXY-ACETYLENE WELDING</td>
<td>Pass to second year of two-year course</td>
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<tr>
<td>8. ELECTRIC ARC WELDING</td>
<td>Bricklaying Trade Course</td>
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<tr>
<td>9. BRICKLAYING</td>
<td>Introduction to P &amp; D</td>
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<tr>
<td>10. INTRODUCTION TO PAINTING AND DECORATING</td>
<td>Refrigeration Mechanics</td>
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<tr>
<td>11. REFRIGERATION MECHANICS</td>
<td>Plumbing</td>
</tr>
<tr>
<td>12. PLUMBING TECHNICS</td>
<td>Mechanical Engineering</td>
</tr>
<tr>
<td>13. DECORATIVE METAL FABRICATION</td>
<td>Coal mining</td>
</tr>
<tr>
<td>14. COAL MINING. Principles and Practices</td>
<td>Coal mining</td>
</tr>
<tr>
<td>15. COAL MINING. Mining Science and Coal Mining</td>
<td>Coal mining</td>
</tr>
</tbody>
</table>
16. MINERALOGY - CRYSTALLOGRAPHY

17. METALLURGICAL TECHNIQUES

18. GENERAL NON-DESTRUCTIVE TESTING

19. RADIOGRAPHIC TESTING

20. ULTRASONIC TESTING

Metallurgy Associate Diploma
Metallurgy Certificate
Welding Technology
Welding Technology
Welding Technology.
APPENDIX H

TAPE COURSES FINALLY SELECTED FOR DEVELOPMENT

OF OAS SUBMISSIONS FOR 1986
YEAR 10 ELECTIVE CHOICES FOR 1986

The following TAFE subjects have been demanded by a sufficient number of students to form classes with other high schools in 1986. Some course details are provided here, but if you seek more information, see Mrs Zoszak.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>HOURS/WEEK</th>
<th>LENGTH OF COURSE</th>
<th>RELEVANT CERTIFICATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fashion Retail</td>
<td>3 hrs</td>
<td>2 yrs</td>
<td>Fashion Retail</td>
</tr>
<tr>
<td>Child Care</td>
<td>2 1/2 hrs</td>
<td>2 yrs</td>
<td>----</td>
</tr>
<tr>
<td>Intro Accounting</td>
<td>3 hrs</td>
<td>1 1/2 yrs</td>
<td>Accountancy</td>
</tr>
<tr>
<td>Clerical Assistant</td>
<td>3 hrs</td>
<td>2 yrs</td>
<td>Secretarial</td>
</tr>
<tr>
<td>Data Processing Concepts</td>
<td>2 hrs</td>
<td>1 yr</td>
<td>Data Processing</td>
</tr>
<tr>
<td>Intro to Painting &amp; Decorating</td>
<td>3 hrs</td>
<td>2 yrs</td>
<td>Intro to P &amp; D</td>
</tr>
<tr>
<td>Bricklaying</td>
<td>2 1/2 hrs</td>
<td>1 yr</td>
<td>Bricklaying</td>
</tr>
<tr>
<td>Electric Arc Welding</td>
<td>2 3/4 hrs</td>
<td>1 1/2 yrs</td>
<td>Welding</td>
</tr>
<tr>
<td>Refrigeration</td>
<td>3 hrs</td>
<td>1 1/2 yrs</td>
<td>Refrigeration Mechanics</td>
</tr>
</tbody>
</table>

Please note the following points when considering these subjects:

1) They are open to all students

2) They require hours of attendance that are more demanding than school attendance. Therefore if you choose one of these subjects, you must accept the attendance requirements, however rigorous you find them to be.
3) Although most of these TAFE subjects are two year (One Unit) courses, you may wish to study them for one year only. This is all right as long as you have at least 11 units of study, in Year 12.

4) If you wish to matriculate (to enter a University or CAE) you must select 10 Board units and the remaining units may be made up by School or TAFE Other Approved Studies.

5) Finally, whether you can do these subjects in 1986 still depends on:

a) timetabling (all subjects have to be timetabled for two afternoons, and some choices may clash)

b) approval to run these courses.
APPENDIX I

PKHS ELECTIVE PATTERN YEAR 11, 1984
# Elective Pattern

<table>
<thead>
<tr>
<th>Elective Line</th>
<th>Subjects</th>
<th>Units</th>
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<tbody>
<tr>
<td>1</td>
<td>English</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Mathematics</td>
<td>2</td>
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<tr>
<td>3</td>
<td>Physics</td>
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<tr>
<td></td>
<td>Geography</td>
<td>2</td>
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<tr>
<td>4</td>
<td>Chemistry</td>
<td>2</td>
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<tr>
<td></td>
<td>Modern History</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Childcare and Receptionist</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>General Studies and Receptionist</td>
<td>2</td>
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<tr>
<td>5</td>
<td>Economics</td>
<td>2</td>
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<tr>
<td></td>
<td>Home Science</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>Ancient History</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3 Unit Maths and Computers</td>
<td>2</td>
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<tr>
<td></td>
<td>3 Unit Maths and Fashion</td>
<td>2</td>
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<td></td>
<td>3 Unit Maths and Accountancy</td>
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<td>3 Unit Maths and General Studies</td>
<td>2</td>
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<tr>
<td></td>
<td>Photography and Computers</td>
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<td>Photography and Fashion</td>
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<td>Photography and Accountancy</td>
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<td></td>
<td>Photography and General Studies</td>
<td>2</td>
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</tbody>
</table>

**TOTAL OF UNITS**: 12

Students must select **ONE** subject or **one combination** of subjects from each elective line to the value of 2 Units.

The final total of units for each student should be 12.

L. Hyam  21/10/83
APPENDIX J

PKHS TIMETABLE, YEAR 11, 1984
<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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<td>Computers 104</td>
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<td>Recept.</td>
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<td>Maths 113</td>
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<td>TAFE - Child</td>
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**Note:** The image contains a timetable with class schedules for different days of the week. The classes include subjects such as Ancient History, Mathematics, English, Economics, Photography, and more. The schedule also includes activities for TAFE (Technical and Further Education) courses like Child Care, Receptionist, and Fashion. The day for each class is indicated on the far left, and the corresponding classes for each day are listed in the columns to the right. The table structure helps in organizing the daily activities and classes efficiently.
APPENDIX K

PKHS STAFF INFORMATION SHEET, 26.3.85
PORT KEMBLA HIGH SCHOOL

STAFF INFORMATION SHEET - THE SENIOR SCHOOL TAFE PROGRAM

Approval has been granted for Port Kembla High School to continue the combined Senior School - TAFE Curriculum, commenced in 1984 as a pilot scheme for NSW. The type of program is also now available to many other senior students throughout the state.

SCHOOL - TAFE 'OTHER APPROVED STUDIES'

The following electives have been approved to run as a one unit 'Other Approved Study' towards the HSC and are available to students in years 11 and 12.

FASHION TECHNOLOGY - at West Wollongong TAFE (Gladstone Ave)
RECEPTIONIST/TYPIST
ACCOUNTANCY at Wollongong TAFE (Lysaght St)
CHILDCARE
(Childcare is done in conjunction with Smith's Hill High School and Warrawong High School.)

ACCREDITATION

a) HSC - the above subjects if studied for two years will be shown on the HSC.

b) TAFE - students who satisfactorily complete these School - TAFE electives will receive various forms of TAFE accreditation including 'continuing Student Status' with some credit or advanced standing towards further study at TAFE in the relevant certificate courses.

TIMETABLE ARRANGEMENTS

Attendance at TAFE requires that blocks of time be allocated to TAFE, three afternoons per week. These are as follows, with both Years 11 and 12 in attendance.
<table>
<thead>
<tr>
<th>Periods</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<td>6</td>
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<tr>
<td>7</td>
<td>Accountancy</td>
<td>Recept./</td>
<td>Typist</td>
<td>Recept./</td>
<td>Typist</td>
</tr>
<tr>
<td>8</td>
<td>Childcare</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

The School - TAFE electives require additional time which cannot be fully covered within normal school hours. Students will therefore need to complete part of these courses in their own time. It is for this reason that extra tutorial periods have been incorporated into the timetable, in which Year 11 and Year 12 students are supervised and given assistance if required.

<table>
<thead>
<tr>
<th>Periods</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tr>
<td>3</td>
<td>R/T Tut.</td>
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<tr>
<td>4</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Acc. C/Care</td>
<td>Fashion</td>
<td>Tut.</td>
<td></td>
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<td>6</td>
<td></td>
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<td>8</td>
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</tbody>
</table>
School Tutorial Assistance is provided by the following teachers.

Accountancy  Steve Crane  
Childcare    Noeleen Fulton  
Fashion      Gloria Walton   
Receptionist/Typist Kathy Zoszak.

SCHOOL AND HSC EXAMINATIONS

The general organisation of TAFE electives is such that attendance requirements will be reduced in Term III as students need more study time for the HSC. All internal school examinations, on the other hand, are drawn up in such a way as not to interfere with TAFE attendance.

TRANSPORT ARRANGEMENTS

a) Transport to TAFE

Travel to TAFE is at Departmental Expense. On Monday, Wednesday, and Friday at the beginning of lunch time, students travel to TAFE on a John J Hills bus specifically acquired for this purpose (at reduced rates).

b) Transport from TAFE

Students travel on public transport on the return journey. They have been given special concession passes to be used only on the valid days. This entitles them to half fare.

MATERIALS AND TEXT BOOKS

The school has applied for and has been approved special funds to cover this cost.

Any queries, please contact KATHY KOSZAK.
APPENDIX L

ANTICIPATED TAFE ELECTIVE TIMETABLE, 1986
TAFE ELECTIVES - TIMETABLE 1986

Note:
1. TAFE classes will be conducted on Monday and Tuesday afternoons.
2. Classes will commence at 1.30 p.m. and will continue for 2, 2 1/2 or 3 hours, depending on the subject.
3. Transport from school will be provided. (Bus will leave at 12.55 p.m.)
4. In those subjects where student demand has been high, parallel classes will run on both days.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>TIMETABLED DAYS</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>MONDAY</td>
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<tr>
<td>Fashion</td>
<td></td>
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<tr>
<td>Childcare</td>
<td></td>
</tr>
<tr>
<td>Clerical Assistant</td>
<td>(2 classes)</td>
</tr>
<tr>
<td>Accountancy</td>
<td></td>
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<tr>
<td>Data Processing Concepts</td>
<td></td>
</tr>
<tr>
<td>Welding</td>
<td></td>
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<tr>
<td>Bricklaying</td>
<td></td>
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<tr>
<td>Refrigeration</td>
<td></td>
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<tr>
<td>Painting and Decorating</td>
<td></td>
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</tbody>
</table>
4.8.1 Profile of Port Kembla Program

Program Title: Joint Secondary Schools/TAFE Program
(Port Kembla)

Program Location: Illawarra Region, N.S.W.

Participating Colleges/Schools: Wollongong College of TAFE
Port Kembla, Warrawong,
Smith's Hill High Schools.

This PEP funded program provided, during 1985 as a pilot, the opportunity for Year 11 and 12 students to study between one and four TAFE units/courses as part of their two year course of study leading to the award of a Higher School Certificate (H.S.C.). The TAFE units offered were approved by the Board of Senior School Studies in N.S.W. as Other Approved Studies (O.A.S.), i.e. they appear on a candidate's senior school certificate (the H.S.C.), but do not contribute towards tertiary entrance.

The city of Wollongong is the centre of the Illawarra region in N.S.W., located some 80 km south of Sydney. The Wollongong and metropolitan area, of which Port Kembla, Warrawong and Smith's Hill High School are a part, is heavy industrial and suburban - much like Newcastle in the Hunter region of N.S.W. The local economy is heavily reliant upon the steel industry - mining, processing and manufacture. The unemployment rate in the region is above the state average and retention of students in school from Year 10 to 11 has generally been low.
The three High Schools participating in this program in 1985 were administered as a 'cluster', with Port Kembla High School as the managing school. Included amongst the responsibilities of the managing school is administration of funds for the program. The substantial management duties for the cluster were performed in 1985 by the Schools/TAFE Coordinator at Port Kembla.

During 1985, students from all three schools in the cluster participated in only one TAFE unit. This was a unit in child care studies designed to run at 2.5 hours/week for two years. The unit comprised study of the existing TAFE accredited courses Craft and Creative Activities for Children; and Effective Care for Growing Children. As these TAFE courses are short self-contained courses they each attract a TAFE "Statement of Attainment" - a recognised TAFE credential. As such, school students successfully completing these courses earn these credentials in the same way as any other TAFE student. However, they do not earn credits or exemptions in the TAFE Child Care Certificate Course, which in N.S.W. is a two year full-time course of study.

There were three other TAFE units undertaken as part of the 1985 joint program. These were taken by students of Port Kembla High School only. These were:

- Accounting
- Fashion Technology
- Clerical Assistance

Accounting comprised study of the existing TAFE accredited subjects Business Communication; Commercial Law; Introductory Accounting; and Commercial Law. These four subjects are part of the Accounting Certificate Course in N.S.W. TAFE.
(a four year part-time course), and their successful completion earns credit for Stage I (one year) of that certificate course.

Fashion Technology included study of the existing TAFE accredited subjects Garment Assembly, and Clothing and Fabric Selection. These two subjects are part of the Fashion Introductory Course in N.S.W. - which, as with the child care studies, entitle students to a TAFE Statement of Attainment, rather than credit in a certificate-level course in fashion.

Clerical Assistance studies included the existing TAFE accredited subjects Keyboarding; Office Communications; and Office Procedures. These three subjects are part of the core studies of the Secretarial Studies Certificate and Office Studies Certificate in N.S.W. TAFE. Their successful completion earns credit of 11 points out of 56 points for the Secretarial Studies Certificate, and 11 out of 37 points for the Office Studies Certificate.

The four TAFE study areas described above in child care, accounting, fashion and clerical assistance were all classified O.A.S. and as such earned a Level 2 secondary credential as part of the H.S.C.

TAFE teachers were responsible for delivering the four TAFE units at the TAFE college. During 1985, TAFE units were timetabled on three afternoons per week - a student enrolled in one TAFE unit being required to attend one afternoon per week. Each afternoon attendance at the TAFE college extended beyond normal school hours because of the time requirements of the TAFE subject. As well, a tutorial period was timetabled elsewhere in the school week for each participating student - subject coordinators in the school (one for each of the four TAFE units) were appointed to conduct tutorial sessions.
The joint program was open to all students in 1985 - timetabling arrangements were designed to permit every student at Port Kembla to select at least one TAFE unit. 36 students (out of a total Year 11 enrolment of 46 at Port Kembla) participated in the joint program in 1984; approximately 50 Year 11 or 12 Port Kembla students participated in 1985; approximately 75 Year 11 or 12 students from the three school cluster participated in 1985. Approximate gender distribution, for Port Kembla School in 1984 was females: 24, males: 12; and for 1985, females: 30, males: 20.

The design of the joint program for the Port Kembla cluster began in 1983. The Port Kembla Careers Advisor was largely responsible for the initiative - and led a participative and consultative process comprising working parties and an evaluation committee through to the program launch in 1984. The Careers Advisor led the program management team during most of 1984 until the appointment of a half-time Schools/TAFE Coordinator was made for Term 3 1984. This coordinator continued to play a leading role in the on-going management and substantial revision and development of the program during 1985.

4.8.2 Commentary on Port Kembla Program

The Joint Secondary Schools/TAFE Program conducted in the Port Kembla cluster is just one of very many such programs operating in N.S.W. It represents many features that are in common with other joint programs which occurred in N.S.W. - indeed it could be argued that the 1984 form of the program served as the prototype for the substantial growth in joint programs which occurred in N.S.W. in 1985. In turn the 1985 modified form of this program, and the planned developments for its conduct in 1986, appears to have served as a model for the quite remarkable expansion of joint programs that is planned (in excess of 200 in 1986) in N.S.W.
For these reasons much of the commentary which follows might provide the reader with a general picture of how cooperative programs have developed in N.S.W. as a whole. We consider it very important to establish this picture as a part of our national study on cooperative programs, because from a national perspective N.S.W. is providing pro-rata more programs than any other State or Territory.

In this way, the Port Kembla case study serves as a vehicle for describing at least in part, the development of Schools/TAFE cooperation in N.S.W. Because of this, we will not limit our commentary to the 1985 form of the Port Kembla program, but will also refer to its 1984 form and proposed 1986 form where these are indicative of the development of programs in N.S.W.

There are a number of features of the Port Kembla program that we wish to highlight. These include the program rationale, the design and evaluation process, management of the program, program implementation, and access to and accreditation of the program.

Program Rationale

The case study of the Port Kembla program records that one of the important factors leading to the conception of the program was recognition of the limited curriculum choice available for Year 11 and 12 study at Port Kembla High School. In 1984 only 46 students were enrolled in Year 11. Such a small number clearly places resource constraints upon the number of subject choices that can be offered, relying only upon the expertise and facilities available within the school. Resulting from the launching of the pilot joint program, subject choice was extended from eight subjects in 1983 to 13 in 1984. This represented a significant increase in curriculum choice - and some 80% of Year 11 students
availed themselves of the opportunity to choose more widely. It is clear from this that joint Schools/TAFE programs are a very effective means of widening curriculum choice for senior secondary students even in the face of resource constraints within the school.

**Design and Evaluation Process**

As already noted above the Careers Advisor at Port Kembla High School played a crucial role in conceiving, designing, implementing, modifying and evaluating the joint program during 1983 and 1984. The case study also identifies the very substantial role played by Schools and TAFE officers at central and regional levels, and within the School and TAFE college.

Within the school the design process was highly consultative and participative. Teachers at Port Kembla were involved in the design from the outset - in curriculum development activities and in the establishment of an evaluation committee. Student interests were also canvassed as part of this process. The very positive evaluative feedback from both students and staff involved in the program would seem to provide some measure of the success of the design process.

It is interesting to reflect upon the function of the office of Careers Advisor in N.S.W. schools as it related to the initiation of the joint program. We think it likely that a creative educator, whose duties include the examination of post-school options for students, might be in a stronger position than a classroom teacher, to introduce and manage such an educational innovation. (The reader might note that it is reported in our commentary on the Vocational H.S.C. case study that the Careers Advisor at Walgett High School was instrumental in designing and managing the joint program offered at that school).
Perhaps the most noticeable feature of the development process at Port Kembla during 1983-86 had been its flexibility. We believe this is directly related to the early establishment of an evaluation committee which provided formative advice to the designers of the program during 1984 and 1985. We will comment further on the evaluation strategy below.

Suffice to say here, Port Kembla program divides into three distinct phases - each phase representing a significant development or refinement on the one before it. In each phase, the refinements made were based largely upon substantial evidence provided by the evaluation mechanism. Importantly, the curriculum design process was managed in a way which was responsive to this evaluative feedback.

Some of the changes evident across the three phases are characterised in the table below:
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<tbody>
<tr>
<td>1 school</td>
<td>3 schools in a cluster</td>
<td>7 schools in a cluster</td>
</tr>
<tr>
<td>5 TAFE units</td>
<td>4 TAFE units</td>
<td>9 TAFE units</td>
</tr>
<tr>
<td>Accounting</td>
<td>Accounting (extra content)</td>
<td>Accounting (Extra content)</td>
</tr>
<tr>
<td>Child care</td>
<td>Child care</td>
<td>Child care</td>
</tr>
<tr>
<td>Photography</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Fashion technology</td>
<td>Fashion technology</td>
<td>Fashion retail (different subjects)</td>
</tr>
<tr>
<td>Receptionist/typist</td>
<td>Clerical assistance (different subjects)</td>
<td>Clerical assistance (different subjects) + 5 other TAFE units</td>
</tr>
<tr>
<td>TAFE units offered on 5 days/week</td>
<td>TAFE units offered on 3 afternoons/week</td>
<td>TAFE units offered on 2 afternoons/week</td>
</tr>
<tr>
<td>TAFE units extend over 6 terms</td>
<td>TAFE units extend over 6 terms</td>
<td>TAFE units extend over 5 terms</td>
</tr>
<tr>
<td>Fashion classes integrated with regular TAFE students</td>
<td>Fashion classes integrated with regular TAFE students</td>
<td>Fashion classes self-contained</td>
</tr>
<tr>
<td>Management undertaken by Careers Advisor</td>
<td>Management undertaken by Schools/TAFE Coordinator</td>
<td>Management undertaken by cluster Steering Committee</td>
</tr>
<tr>
<td>Fashion unit earns short course TAFE award</td>
<td>Fashion unit earns short course TAFE award</td>
<td>Fashion unit earns credit in TAFE certificate course</td>
</tr>
</tbody>
</table>

Other changes to the program were also made 'on-the-run'. TAFE teachers modified teaching styles to suit the needs and abilities of the secondary students. In one case at least (accounting), additional tutorial time was
arranged for students in school time, in order that accounting simulation exercises could be undertaken, to compensate for the absence of relevant work experience. These tutorials were taken by a suitably qualified Port Kembla teacher.

It is our view that the number and nature of changes made to the original program design were a function of the thoroughgoing evaluation strategy adopted, and of the flexibility in the design process. The most obvious factor contributing to the design flexibility during 1984 and 1985 was the availability of an officer acknowledged as responsible for coordinating the program. In 1984, a non-teaching Careers Advisor undertook this task. In 1985, a Schools/TAFE Coordinator (with a 0.5 teaching load) fulfilled the role. It can be argued from this, that non-teaching support enhances the development of such an educational innovation - especially where the innovation involves a complex network of interactions as is the case for curriculum cooperation between a cluster of schools and a TAFE college.

Management of the Program

Management of the program is undertaken at three levels: Education and TAFE headquarters; regional administrations; and schools/college level. A number of the program management functions undertaken at the schools/college and regional levels have been identified in the case study. This commentary has referred to some of these, especially at the schools/college level as they related to the design and evaluation process. It is also important to note the role of the central administration in the management of joint programs in N.S.W.

This management role is performed by an Inter-Departmental Committee (I.D.C.) - a committee comprising officers from Education Department headquarters and
Department of TAFE headquarters. The I.D.C. is responsible for policy and a
statewide monitoring of the Joint Secondary Schools/TAFE program in N.S.W. Its
interest in the Port Kembla program has been keen — and it has strongly
supported the developments that have occurred in that program.

The schools cluster model which was piloted at Port Kembla has, for 1986, been
adopted as a matter of general policy for the very many other pilot joint
programs in N.S.W. This bears testament to the I.D.C.'s conviction that the
cluster model is an efficient way of approaching schools/TAFE cooperation. The
particular cluster concept employed in N.S.W. therefore warrants some
examination as it contrasts markedly to the cluster concept used in South
Australia (see our commentary on the Course Award in Vocational Education case
study), yet resembles closely the cluster concept used in some parts of
Queensland (see our commentary on the Gold Coast case study).

The rationale for the type of cluster arrangement used in N.S.W. seems to be
based upon both economic and educational considerations. Schools which are
geographically close are clustered for administrative purposes. The cluster
size varies from two up to twelve schools. One of the schools is then
designated as the managing school, which carries a responsibility for fund
administration, liaison with the TAFE college, and coordination of efforts by
other schools in the cluster. It also acts as a central point of contact for
the Regional Consultants on Schools/TAFE programs, appointed by the Education
Department. In this way, the initiation and monitoring of joint programs in
N.S.W. has been arranged for administrative efficiency. It is our view that by
comparison with other States/Territories, this arrangement has been successful.

With the aid of a centralised team comprising both Education and TAFE officers,
a highly structured information and communication network has been established.
With the aid of a fairly simple centralised computing facility, data on joint
programs for planning and monitoring purposes are now becoming available.

This communication network in N.S.W. could be depicted as follows:

The structure has also been successful in the provision of support and guidance to people in the field through provision of seminars and meetings. It is clear that a considerable effort (in resources and person-power), as well as a strong commitment by officers concerned in each stratum of the structure, has been devoted to the statewide program. Interestingly, while N.S.W. was a relatively late starter in the field of schools/TAFE cooperation, by comparison with some other states, its systematic and centralised approach to coordinating these endeavours now places it at the forefront of such educational activities in Australia.

As well as the administrative advantages described above, however, the cluster system has enabled individual schools to offer a curriculum choice to its senior students which is substantially wider than would otherwise have been possible. This is the advantage of 'scale'. Its impact on a single school's curriculum offerings is exemplified by comparing the breadth of curriculum choice available at Port Kembla in 1983, in 1984, and then in 1986. This advantage, and its capacity to enhance participation and equity in a full secondary education is
particularly evident for schools with small enrolments and their consequent limited teaching resources.

Mention has been made of the structured program management network in N.S.W. A critical strategy in that network has been the development and dissemination of policy on joint programs. Our national study has demonstrated that for many educators involved in cooperative programs, one of the most prohibitive barriers to initiating and implementing a program is the lack of clear statements of policy in this area. In N.S.W., more so than in any other State/Territory to our knowledge, this barrier has been overcome.

The I.D.C. and centralised working unit depicted in the diagram above adopted as a priority function, the development and promulgation of joint schools/TAFE policy. In 1984, a draft policy document had been prepared. This was revised in 1985 and jointly approved by the Directors-General of Education and TAFE. It is fairly prescriptive, but more importantly addresses the majority of issues faced by educators in the field. The policy and its accompanying guidelines provide the most highly developed working blueprints for administrators and practitioners (both Education and TAFE) that we have been able to identify at the central level in Australia.

Our final observation relating to program management in such a highly populated state as N.S.W. is that the substantial and rapid statewide growth in the number of joint programs would not have been possible without the structured management framework, the commitment of considerable human and material resources, and a determination to develop policies that are able to be interpreted by field practitioners.
Program Implementation

A number of aspects of the implementation of the Port Kembla program have already been reviewed in the section on the Design and Evaluation Process. Suffice to say for these, the coordinators of the program were resourceful in overcoming difficulties arising from timetable and scheduling conflicts, transport problems and a number of curriculum delivery issues. (These issues are identified in the case study).

We consider that two issues warrant particular comment. The first relates to the provision of a tutorial period built into the school timetable for students studying TAFE units. One reason for this, provided in the case study, was the weekly duration differential between the two school periods set aside (a total of 80 minutes instruction time) and the duration requirements of a TAFE unit of study (180 minutes per week). A large part of this difference was made up by students remaining at the TAFE college beyond school hours. The school tutorial period was set aside to make up the balance in some instances.

This tutorial arrangement is noteworthy in itself because it provides evidence of secondary trained teachers contributing to the delivery of a TAFE accredited unit. It is further noteworthy in two other respects. It provides a means for delivering compensatory tuition to students who were found to be having difficulty with some of the TAFE subjects in accounting. Because school students lacked accounting work experience, simulation exercises were designed and conducted in the tutorial period. This adjunct to the program, which would not have been as possible without the in-built tutorial strategy, was considered to be successful by students and teachers.

The other benefit of the tutorial arrangement has been its contribution to the
pastoral care of students attending the TAFE college. It provided for teachers and students a time to work out problems of a curriculum and administrative nature which would result because students used to a school environment, were studying in a TAFE environment.

Another matter which results from an examination of the implementation of the Port Kembla program and from the evaluation information collected during its conduct is that of student 'attrition' from the joint program. The case study records that from 1984 to 1985 the number of students who continued from Year 11 to Year 12 was less than 30%. We understand that from 1985 to 1986, the comparable figure was of the order of 50%, and that this figure is generally applicable to other programs in N.S.W. for 1985 to 1986.

Such a high discontinuation rate may cause alarm to program observers, including administrators, especially those unfamiliar with TAFE. A number of explanations for the rate at Port Kembla are proffered in the case study. These include the fact that a student load drops from 12 units of study in Year 11 to 11 units of study in Year 12. In 1985, many students found it least disruptive to their total study program to discontinue their TAFE unit. Other reasons given include students leaving school altogether to take up employment or pursue TAFE studies in a conventional way. Other students left school for health or economic reasons.

It is our view that none of the reasons cited above is a negative reflection upon the joint program per se - each seems more likely to be a reaction by the students concerned to their own schooling and personal experiences. Indeed, some of the reasons cited would seem to point to a measure of success of the program - example, taking up employment or pursuing TAFE studies. However we endorse the case study writers' note of caution against placing too much meaning
on such limited evaluation evidence. One further factor in relation to
discontinuation rates, will be important for schools/TAFE cooperative program
observers to consider when assessing their worth to students over the next few
years. This factor relates to viewing retention or attrition (discontinuation)
rates for cooperative programs in the context of first stage TAFE attrition
rates which are relatively high, and of Year 11/12 school attrition rates. Low
retention rates for cooperative programs should not be viewed independently from
the absolute attrition rates of each of schools and TAFE.

Access to and accreditation of program

Integral to the initial program design for Port Kembla, and now as a matter of
policy to joint programs in N.S.W., is the determination to ensure joint
programs are equally accessible to all senior school students. Program
initiators at Port Kembla believed it was a mistake to limit the joint program
to students judged to be academically 'at risk'.

Whilst a number of other program initiators identified in our national study
have contended that their programs were in theory open access, the instances of
counselling of 'at risk' students and the placement of the program in the school
timetable, show that in practice such programs are restricted to a limited
number of students.

As well as accessible timetable placement, the crucial factor in enhancing
program accessibility to all students in N.S.W. has been the status of the
secondary credential earned by students completing the program. This credential
is a Level 2 secondary credential and as such is included on the students'
H.S.C. award. This factor would certainly have encouraged some tertiary-bound
students to study a TAFE unit when otherwise they may not have done so. In this
way, the program's credibility is enhanced—it becomes evident to students, parents and employers that the joint program is not an 'alternative' program of study, but rather affords wider curriculum choice to all students, while at the same time leading to a credential which has found status accorded by the Board of Senior School Studies.

Notes: 1. Level 1, Level 2 and Level 3 are analytical terms adopted by the writers for the purposes of this study. They are generic terms designed to permit a comparative analysis of secondary credentials across the Australian States/Territories.

Their meanings are:

Level 1 - courses that are accreditation authority approved for State-wide tertiary entrance.

Level 2 - courses that are accreditation authority recognised (or registered) State-wide.

Level 3 - courses that are school based and school credentialled, and are acknowledged by the accreditation authority.
A CASE STUDY FOR

THE TAFE/SCHOOLS PROGRAMS & CREDENTIALS PROJECT

PILOT VOCATIONAL HSC

WALGETT HIGH SCHOOL AND ORANA COMMUNITY COLLEGE

NEW SOUTH WALES

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University of New England
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3.1 Extract from Walgett High School prospectus, 1985
ABBREVIATIONS

BSSS Board of Senior School Studies

HSC Higher School Certificate

OAS Other Approved Studies

Explanatory notes

OAS: There are two major categories of courses offered to students in the senior secondary school in NSW. The first group consists of well-known courses, which have syllabuses and examinations set by the Board of Senior School Studies, but a second group, known as Other Approved Studies courses are also becoming prominent and are now developed and administered by individual schools. This latter group, also known as OAS courses, suits the particular needs of students in specific localities, and broadens the range of options beyond the traditional school curriculum. Although they are approved by the Board of Senior School Studies, they are not subject to external examination. As with General Studies, OAS courses may be undertaken in Year 11, Year 12 or both.

OAS courses fall into three categories: those developed by individual schools, those developed by two or more schools working in conjunction with each other, and Joint Programs, run in conjunction with TAFE colleges.
INTRODUCTION

This is an account of the joint program conducted between Walgett High School and Orana Community College. In New South Wales, such joint programs are known as Joint Secondary Schools/TAFE Programs and are officially designated as 'pilot' programs.

The writers of this report visited Walgett High School and Orana Community College. Extensive documentation on the joint program was obtained and interviews were recorded with staff members and with some students. Draft copies of the report were sent back to both institutions with the request that any inaccuracies be identified. Modifications to the report were then made. It is important to note that, in addition to factual reporting, this account of the joint program reflects the perceptions and beliefs of administrators and participants at the local school/college level. Such views do not necessarily reflect present policy on joint programs.

The writers wish to express their appreciation to Mr Jack Harper, Principal, and the staff of Walgett High School, and to Ms Jenny Ross, Acting Deputy Principal, and staff of Orana Community College, for the valuable assistance provided in the course of this project.
1.1 Walgett High School

Walgett Shire has a population of approximately 7500, with about 2200 in the township of Walgett. There has been a slight decrease in population over the past decade. The Shire has a relatively small proportion of overseas born residents (9.4%), many of whom live in Lightning Ridge. The proportion of Aboriginal people is estimated at 20%. Unemployment in the Shire (1981 figures) was 10.1%, with 25% of those aged from 15 to 19 and 14.6% of those aged from 20 to 24 being unemployed. In 1981, approximately 45% of Shire families were on or below the poverty line. For those employed, major occupational areas are: agriculture, 37.6%; community services (e.g. education, health care) 10.8%; wholesale or retail industry 10.6%; mining (primarily concentrated around Lightning Ridge) 5.3%.

Established in 1972, Walgett High School had formerly been the Secondary Department of Walgett Central School. The school comprises modern buildings and some demountables, has substantial playing fields and an agricultural area. The school enrolls approximately 390 students from Years 7 to 12. There are 40 staff members.

Approximately half of Walgett High School students travel by bus to school (most coming from Lightning Ridge, other towns, outlying properties, or Aboriginal reserves). The Walgett Students' Hostel, located opposite the school, can accommodate about 40 students, although, in recent years, the number of students has declined to about ten in 1985.

Walgett's geographical isolation is illustrated by the map on the next page. Dubbo, the location of Orana Community College, is approximately three hours' drive from Walgett.

1.2 Orana Community College

Orana Community College was established 'as a new concept in post-secondary education' in November 1980, and commenced operations in 1981 with an enrolment of 5800.

The College was to be a multi-campus college with campuses at Coonabarabran, Dubbo, Dunedoo, Mudgee and
Wellington, each with its own principal officer. Existing Technical Colleges in these towns were to be absorbed by the Orana Community College and the buildings and resources used for technical and further education were to form the basis of the Orana Community College, together with facilities that could be made available at various high schools and central schools within the Region.

(Orana Community College briefing notes, p. 5)

Subsequently, campuses were established at Bourke (1982), Cobar (1982), Warren (1983) and Coonamble (1985). The Orana region is the largest in New South Wales and, with the exception of Dubbo, population centres are small and widely dispersed (see Figure 1.1). There are no other institutions of tertiary education in the Orana region.

(SEE PAGE 580)

The administrative headquarters of the College are situated in Dubbo (pop. 33,000). A substantial and attractive new campus has been developed, although some TAFE teaching sections are still located in the original technical college building.

The College has experienced sustained growth since 1981 and now enrolls approximately 12,000 students and has 107 full-time and
315 part-time teaching staff. Programs have also increased in number and nature, for example, the College has established an Outreach service, a Counselling service, an Aboriginal education service, an Adult Literacy service, a Mobile Information Unit and a Regional Library Service for use by any students (not exclusively TAFE students) living in the Region.

Orana Community College has operated a large number of Link courses (typically 'taster' courses) with high schools in the region. In addition to the joint program with Walgett High School, the College has participated in another pilot joint program with two Dubbo high schools in 1985.
Prior to 1985, senior students at Walgett High School were only able to undertake a matriculation Higher School Certificate (HSC). While there had been a Year 11 terminating program funded through the Transition Program, this had not proven attractive to students and, it was suggested, had low status in the school partly because of the lack of an acceptable credential.

2.1 Vocational higher school certificate

It was decided to establish a 'Vocational HSC' for 1985. This would be a non-matriculating HSC, combining a minimum of five Board of Senior School Studies (BSSS) units with six units of Other Approved Studies (OAS). In the New South Wales system, a student completing such a program is awarded the HSC, although the maximum possible aggregate is reduced since only Board courses contribute towards that aggregate. Walgett High School had not previously offered any OAS courses. Reasons for establishing a Vocational HSC related primarily to the issue of curriculum relevance coupled with a concern to increase retention rates in the senior years. Patterns of retention are illustrated in the table below.

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>1983</td>
<td>54</td>
<td>27</td>
<td>17</td>
</tr>
<tr>
<td>1984</td>
<td>60</td>
<td>30</td>
<td>13</td>
</tr>
<tr>
<td>1985</td>
<td>77</td>
<td>35</td>
<td>14</td>
</tr>
<tr>
<td>1986 projected</td>
<td>-</td>
<td>42</td>
<td>18</td>
</tr>
</tbody>
</table>

It can be seen that retention from Year 10 to Year 11 has exceeded 50% in the past two years. Significantly, however, retention within Year 11 has been low, for example about 50% of those commencing Year 11 in 1984 had left school before the end of the year. The major reason cited by the school for this Year 11 drop-out rate was the nature of the matriculation HSC curriculum. It was suggested that a large number of students commencing Year 11 found a full BSSS program of limited personal and vocational relevance. Partly because of this, a number of students were unwilling (and in some cases lacked the ability) to make a sufficient work and attendance commitment.
Within Walgett's school community, the concept of a Vocational HSC was initially raised at a staff meeting in mid-1984. In essence, the broad question was posed as to why so many students dropped out before or during Year 11. An alternative curriculum, which would replace some BSSS units with OAS units, gained staff acceptance both in principle and in terms of a commitment from a number of staff to formulate proposals for, and contribute towards teaching in, the OAS units.

The proposed Vocational HSC was explained to students late in Second Term in 1984. The concept of providing this alternative to the matriculation Board HSC was explained, together with the possible role of TAFE and the kinds of courses which might be offered. The school staff felt it was essential that students had a say and hence to some extent, a stake in the form the new programme was to take. Modifications were made as a result of student comment.

Attempts were made to discuss the Vocational HSC with parents. For example, the Careers Adviser visited towns like Lightning Ridge and, accompanied by the Aboriginal liaison person, Aboriginal communities, in order to explain the proposed program. Parental response was positive, although disappointing in terms of the numerical turnout to meetings. It was possible for the Careers Adviser to ascertain informally employer attitudes in the course of visits made during the Year 10 work experience program. General support was obtained.

In designing the Vocational HSC, Walgett High School wished to draw substantially upon courses offered by Orana Community College and to integrate these courses as major components of a range of OAS. Initial reasons for involving TAFE included: knowledge of a successful TAFE-related program at another high school; the difficulty of mounting and conducting a range of OAS in a relatively small school; positive TAFE relationships developed through Link courses; apparent student interest in TAFE and some of its courses; the opportunity to broaden student experience and horizons through contact with another educational institution; and provision of resource support through the pilot Joint Secondary/TAFE Program.

Contact with Orana Community College was initiated by Walgett's Careers Adviser. Formal meetings were held as follows:

July 1984: Meeting in Dubbo between Walgett High School Careers Adviser and the Principal of Orana Community College to discuss the possibility of a submission for a pilot joint program.
August 1984: The Senior Head Teachers of the following TAFE teaching sections visited Walgett High School to liaise with the Principal, Executive, and course co-ordinators in

- Secretarial Studies
- Fashion
- Engineering Trades - Welding
- Building
- Automotive Engineering
- Rural Studies.

September 1984: Meeting of both Principals at Walgett.

October 1984: Meeting in Dubbo between Walgett's Careers Adviser with the Principal and Head Teachers of Orana to discuss final costing and detailing of the joint programs submission.

In practice, planning the Vocational HSC was less ordered than is implied by this list of meetings. In particular, deadlines for proposed OAS courses were such that submissions had to be made before the nature and extent of the TAFE contribution was known. In effect, Walgett High School took the risk (warranted in retrospect) that pilot funds would be obtained and that Orana would be willing and able to offer necessary components of OAS courses.

2.2 School and TAFE Co-operation

It is also important to recognise that this series of meetings involved considerable time in establishing understanding of the different institutional contexts and modes of operations of the School and the TAFE sectors. These ranged from the logistical, e.g. length of class time and teaching terms, to the aims, objectives and clients served by each sector. Decisions to co-operate, therefore, involved the working through of assumptions and the development of understanding and trust among participants. In our discussions, it was emphasised by both Walgett High School and Orana Community College that this initial stage was essential to the establishment of a workable foundation for the joint program, and that, conversely, a joint program 'legislated' upon the institutions without allowing for dialogue and negotiation would have had far less chance of success.

In designing the Vocational HSC, timetabling was not regarded as a particular difficulty. Subjects were scheduled in a similar way to the normal matriculation HSC, with the intention that students be withdrawn from classes for block TAFE work. In
practice, timetabling difficulties occurred in, mid-to late 1985 because of the extent of withdrawal from classes and the consequent impact upon, in particular, English and Mathematics. This problem, rather than being inherent in the scheme, was due largely to administrative and approval delays in commencing the joint program, and the consequent compression of TAFE components. It was suggested that operation over a full year would have minimised the difficulty.

The formal submission as a pilot Joint Secondary Schools/TAFE Program was made in November, 1984. In addition to proposing course content and requesting funds, the proposal noted an additional and essential aspect of the program, namely provision for joint accreditation. As well as receiving credit towards an HSC, students in the Vocational program would also receive from TAFE either a Statement of Attainment (SOA) or Advanced Standing in a TAFE course (ETC). As noted later in this report, joint accreditation was regarded very positively by staff and students.

Funding of $13 371.80 was requested by Orana Community College to mount TAFE courses, and an amount of $11 136 was approved (the distribution among courses is shown in the next section), plus $46Q to Walgett High School for protective clothing and purchase of textbooks.
An extract from the 1985 Walgett High School prospectus (Figure 3.1) shows courses offered to Year 11 students undertaking a matriculation HSC and to those in the Vocational HSC.

(SEE PAGE 579)
Within the Vocational HSC, English and Mathematics comprise the units of BSSC courses required as part of a non-matriculation HSC. Of the OAS courses, Supplementary English, Career Education, Art-Craft Studies and Community Studies were taught in their entirety by staff of the high school.

3.1 TAFE components and funds allocation

The relationship of TAFE components to OAS, together with the funds allocated to TAFE for teaching time and materials, is shown below.

<table>
<thead>
<tr>
<th>OAS courses</th>
<th>TAFE component(s) and funding allocated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Productivity</td>
<td>Stretchwear $2,233</td>
</tr>
<tr>
<td>Rural Employment Skills</td>
<td>Shearing Shed $1,914</td>
</tr>
<tr>
<td></td>
<td>Experting and Management $1,972</td>
</tr>
<tr>
<td></td>
<td>Farm Welding $972</td>
</tr>
<tr>
<td>Introduction to Computing</td>
<td>Key Boarding for Computers $1,507</td>
</tr>
<tr>
<td>Rural Technics</td>
<td>Building &amp; Construction $2,578</td>
</tr>
<tr>
<td></td>
<td>Motor Maintenance $1,932</td>
</tr>
</tbody>
</table>

Descriptions of each of these courses and the contribution of TAFE components are given below. Detailed syllabuses for each course will be forwarded with this report to the TAFE National Centre for Research and Development, the managing agent of this case-study report.

**Personal productivity**

Personal Productivity is a two-unit course throughout Years 11 and 12. The subjects studied include Home Science, and Textiles and Design.

Aspects of Home Science studied include Nutrition, Planning and Preparation of meals for various occasions, Child Care, Food Preservation, Cottage Industries, Multi-Cultural Cookery and Entertaining.

The aim of the course is to give students a range of craft and home management skills which could assist in setting up 'cottage industries' in the event of students not being able to gain full-time employment on leaving school.
The contribution of Orana Community College to this course is through the provision of a unit on 'Stretchwear', TAFE subject 0947L, which is part of the TAFE Fashion Retail Certificate.

**Rural employment skills**

The course is designed for students who desire a life on the land. It is . . . (largely) . . . composed of practical work, where students gain experience in almost all avenues of agriculture.

The boys and girls will be involved in tractor driving, fencing, machinery maintenance, and irrigation. They will also be working with and handling livestock, preparing them for shows, shearing, crutching, dehorning and marking.

The course entails many excursions to local properties, and interacting with local agriculturists. It will assist any student desiring employment in agriculture.

It is hoped that a link with Orana Community College will be established so that students will get TAFE accreditation for parts of the Rural Employment Skills course.

TAFE subject 1513 C, Shearing Shed Experting and Management, forms part of this course. The objective is to 'train the student in the techniques of the maintenance and care of shearing equipment and the supervision of a shearing shed'. This is a component of the TAFE Woolclassing (1513 SC) Certificate course.

A second TAFE subject, Farm Welding (0247 SC) also contributes to 'Rural Employment Skills'. This is described in the New South Wales TAFE handbook as: 'Primarily intended for farmers and intending farmers, this course provides instruction in techniques of oxy acetylene and electric welding and their use in the construction and maintenance of farm equipment'.

**Introduction to Computing**

Course content will include segments on:

- History of Computers
- How Computers Work
- Use of Scientific Calculators
- The Programmable Calculator
- Programming in Basic Apple II
- Influence of Computers Now and in the Future.
The keyboarding component of this course was offered through TAFE, using a modification of a normal TAFE course.

**Rural Technics**

Rural Technics is a course designed as an alternate course to the academic areas of Engineering Science and Technology. This gives . . . (some students) . . . more relevant subject area which is of greater practical benefit.

However, it is not wholly practical in its make up. It covers the theoretical aspects needed to develop a wider understanding of the materials and processes of the course.

The course covers five (5) areas of study.

1. General Home Repairs
2. Motor Maintenance
3. Building Construction
4. Leisure Employment
5. Welding (see TAFE component under 'Rural Employment Skills').

All are necessary when the student is finished with school. The course introduces new skills and builds on skills already experienced. It allows the students to realise that they are capable of fixing, constructing and repairing rather than meeting the expense of someone else having to do this for them.

Orana Community College contributes the Motor Maintenance and Building Construction components of this OAS course. Motor Maintenance (TAFE course 2216 SC) is described by the TAFE handbook as follows.

Tuition and demonstration are given in the basic operation of an automotive unit. The owner/driver should emerge from the course with sufficient knowledge and skills to safely undertake preventative maintenance, minor adjustments and roadside repairs.

Building and Construction is a modified version of a TAFE course and covers topics such as: building layouts and materials; codes and regulations; scaled drawing; working with concrete; basic home maintenance and repairs.
3.2 Organisation and scheduling of TAFE components

Each of the TAFE course components was taught at Walgett High School with the exception of Farm Welding which, for reasons of access to equipment, was taught in two three-day blocks at Orana Community College in Dubbo. In the case of Stretchwear, a part-time TAFE teacher from Walgett taught the course while Keyboarding was taught by a part-time TAFE teacher from Coonamble. In other cases, Orana Community College staff travelled to Walgett and brought appropriate equipment with them.

Courses were run as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Scheduling</th>
<th>Total hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stretchwear</td>
<td>3 hours per week on Tuesdays from 23 April to 5 November</td>
<td>54</td>
</tr>
<tr>
<td>Experting</td>
<td>All day on Friday for six weeks from 20 September to 22 November</td>
<td>36</td>
</tr>
<tr>
<td>Farm Welding</td>
<td>In Dubbo, two blocks (16-18 October and 6-8 November) of three 6 hour days</td>
<td>36</td>
</tr>
<tr>
<td>Keyboarding</td>
<td>3 hours on Mondays from 20 May to 23 September</td>
<td>36</td>
</tr>
<tr>
<td>Motor Maintenance</td>
<td>Three blocks (18-19 and 25-26 July, 1-2 August) of two 6 hour days</td>
<td>36</td>
</tr>
<tr>
<td>Building and Construction</td>
<td>Two blocks (27-29 May and 17-19 June) of three 6 hour days</td>
<td>36</td>
</tr>
</tbody>
</table>

3.3 Enrolment

Fourteen students enrolled in the Vocational HSC, thereby participating in the TAFE components, at the beginning of 1985. Approximately equal numbers of males and females were involved. It is suggested that about half of these students would have left school at the end of Year 10 if the program had not been offered. The remaining students would probably have taken the matriculation HSC, but with minimal chance of obtaining a high aggregate. While Walgett typically has as few tertiary bound students who obtain an aggregate of over 300, there is always a sizeable minority scoring under 150. It will also be recalled that a past trend at Walgett has been for a very high drop-out rate from the matriculation HSC during Year 11.
By October 1985, seven students (five female, two male) remained in the Vocational HSC. Of these, five were Aboriginal students. Two girls who left the program went onto unemployment benefits. However, the boys who left did so either because they were offered employment or in order to undertake a TAFE course away from Walgett. For these boys, the Vocational HSC was regarded by school staff as having opened possibilities which formerly would not have been recognised as viable. Typically, such students would have left school and gone onto unemployment benefits.
An overall review or evaluation of the joint program had not been carried out when this report was prepared. However, interviews and some documentation allow a number of comments to be made.

4.1 Attitudes towards joint program

Attitudes towards the joint program were uniformly positive on the part of Walgett staff and students and Orana Community College staff.

The following observations were made by the seven Walgett High School staff members who were interviewed:

- the joint program has had some effect on increasing retention into and during Year 11. There has been considerable interest shown by 1985 Year 10 students in the Vocational HSC and it is expected that retention will therefore increase in 1986. Extension of the program into Year 12 for 1986 has been carefully planned and, assuming availability of resources, will result in an increase in students at this level.

- the Vocational HSC, and the TAFE components in particular, have significantly improved motivation and self-esteem among a particular group of students. Many of these students had come from a 'tradition of failure' but are now succeeding, as exemplified by the certification being received from Orana Community College. Teachers commented that this group of students work harder than they have ever done previously, for example, in doing homework and using texts. The level of literacy has increased as students have come to perceive the need and utility of written and oral communication skills. Attendance levels have been higher than normal for TAFE components.

- the program has given Walgett High School more credibility within its community. The Vocational HSC is perceived as an attempt to identify, and respond to, the needs and interests of a group of students for whom the traditional matriculation curriculum was of limited appeal.
- apart from occasional negative comments and some rivalry, there has been little status distinction between students in the two HSC streams. It was noted that the 1986 school captain, elected by students and staff, is in the 1985 Vocational HSC program.

- TAFE components have helped break down sex stereotyping in some instances, with males taking Keyboarding and Stretchwear and females taking Motor Maintenance and Building and Construction.

- It was strongly argued by staff that the joint program could not have operated without a period allowance for the co-ordinator. At Walgett, the Careers Adviser had a half teaching load and was able to utilise some school time for program co-ordination (although a substantial amount of out-of-school time was also required).

4.2 Comments from students

It was possible to interview only two students as the remainder were on an excursion to Jindabyne.

- the students had a very positive view of the program, they enjoyed it and exhibited some corporate pride. They said other students felt similarly. Reasons advanced for taking the vocational program included its emphasis on the practical rather than the theoretical, 'not all theory and writing'. They perceived the course as helping to develop career knowledge and job orientation.

- TAFE components were very well received. This was particularly the case when accomplishments were tangible, e.g. making clothes in Stretchwear, designing and building a concrete slab extension to a shed on the school grounds, drawing up the plans for a garage at a teacher's home (the plans subsequently obtaining Council approval). The sense of accomplishment was reinforced by the extensive photographic record of the year's activities displayed in the foyer of the careers room and by the plaque recording student names which was set into the concrete slab extension.

- TAFE teachers were highly regarded, being described as 'less strict and more friendly'. The students suggested this was because TAFE teachers were used to dealing with older students. It does seem that the 'novelty effect' of non-traditional subjects and scheduling contributes to this positive valuation. Orana Community College staff,
particularly in areas like Building and Construction and Motor Maintenance, were seen to be well prepared and to have interesting and appropriate physical resources.

- The students suggested that most of those enrolled in the Vocational HSC would, in past years, have left school and drifted onto unemployment benefits.

- Joint accreditation is very important to the students. Obtaining an HSC is, of course, valued. Special emphasis was placed by students on statements obtained from Orana Community College. A pro forma of such a statement is shown in Appendix A. The students interviewed spoke of these statements as 'references' which could be used to demonstrate responsibility to prospective employers or as grounds for later access to full-time TAFE. The statements also represent tangible achievement to family and peers. (It should be noted, however, that statements of this type represent the minimum form of TAFE accreditation since they do not constitute advanced standing).

4.3 Comment from staff at Orana Community College

Interviews were conducted with the Acting Deputy Principal and staff responsible for the TAFE components of the joint program.

- Staff at Orana Community College stressed the care which needs to be taken in setting up a joint program. Although Link courses have operated in the past, contact with secondary schools has not been extensive. In particular, the structure, pedagogy and type of student in high schools differ from the TAFE sector. It is therefore not surprising that TAFE staff stressed the need for discussion, negotiation and reciprocal visits with school staff as part of the planning process for a joint program. In common with the comments reported above from Walgett staff, the value of such pre-planning was also seen to lead to the development of shared expectations and collegial relationships. The planning meetings outlined earlier in this report were therefore regarded as very important.

- Staff were very positive about their involvement in the joint program and expressed the hope that it would continue. No staff reported discipline problems and students were most often described as 'enthusiastic', 'punctual' and 'motivated'. Instances were cited of students working through normal recess breaks and lunchtimes. In the case of Motor Maintenance, for example, the TAFE syllabus was satisfactorily completed in less than the allocated 36
hours, and additional work was undertaken. The positive response of students and teachers is illustrated by the following TAFE report on the Building and Construction component.

- It is important to note that Orana Community College staff were, in part, nominated to take part in the joint program on the basis of personal characteristics such as flexibility and willingness to participate in an innovative program. It was suggested that some TAFE staff would have had difficulty in adapting to a school based setting. Professional development in-service activities were advocated in order to increase knowledge of the operation of the two sectors and to allay concerns on the part of TAFE staff.

- Concern was expressed that there should be scope for modifying TAFE courses to take account of student ability, learning rates and local context. To varying extents, such modifications have been made in TAFE components offered at Walgett. In Building and Construction, for example, the normal TAFE syllabus was examined with respect to relevance to the Walgett environment, content was discussed on a planning visit to Walgett and the syllabus was then revised and further modification took place during the course, largely in response to greater knowledge of student interests and aptitudes. As is evident from the TAFE staff members' report (Appendix B) the shape of the proposed 1986 course is partly a response to student needs and interests.

- Some uncertainty was expressed about the legal situation of TAFE teachers when at Walgett High School. The legal role and responsibilities of staff from both sectors, e.g. in supervision of in- and out-of-school activities in the joint program, appear to need some clarification. The question was raised concerning the extent to which a TAFE staff member, while at Walgett High School, was responsible to the school Principal or to the TAFE Principal.

- Release time for planning is important. Equally, there is a need for a co-ordinator who has a sufficient time allocation to attend to logistical as well as educational aspects of the program. Walgett's Careers Adviser was regarded as having carried out this role in a helpful and professional manner.
TAFE/SCHOOLS PROGRAMS & CREDENTIALS PROJECT

Checklist of Co-operative Program Characteristics
for the [Write title of program on dotted line].

Explanatory Notes:
1. Use a highlighter pen to mark (or circle) the appropriate variable values in column 4 to indicate the most appropriate responses.
2. Write a number as appropriate in column 5.
3. Write a comment or description as appropriate in column 6.
4. The symbol means a response is required in column 5.
5. The symbol means a response is required in column 6.
6. If there is insufficient space in the box in column 6, please use the attached sheet provided.
<table>
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<th>Program Variable Number</th>
<th>Program Variable Name</th>
<th>No. of Variable Values</th>
<th>Program Variable Values</th>
<th>Additional Numerical Data</th>
<th>Additional Qualitative/Other Data</th>
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</thead>
<tbody>
<tr>
<td>20</td>
<td>Duration</td>
<td>2</td>
<td>$x_1$, $x_2$</td>
<td>Total no. of hours attended in School</td>
<td>198</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>36</td>
</tr>
<tr>
<td>21</td>
<td>Accreditation</td>
<td>4</td>
<td>1 = TAFE 2 = Secondary 3 = Jointly accredited 4 = Unaccredited</td>
<td></td>
<td></td>
</tr>
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<td>Program Initiation</td>
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<td>1 = Initiative 2 = Initiated at regional School/College Authority 3 = Initiated at Central level Authority (i.e. Statewide)</td>
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<td>Year level of students in Program</td>
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<td>$\Phi$ = Year 11 2 = Year 12 3 = Both years 11 &amp; 12 4 = Other</td>
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<td>$x_1$, $x_2$, $x_3$</td>
<td>Total no. of year 11 students enrolled in program Total no. of year 12 students enrolled in program Total no. of all students recorded at item 26</td>
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<td>Col. 6.</td>
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<td>2 = Non-Govt</td>
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<td>6</td>
<td>1 = Private</td>
<td>2 = Taxi</td>
<td>3 = Public transport</td>
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<td>5 = TAFE/Schools</td>
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<td>4 = Full-time block attendance</td>
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<td>(apart from week-</td>
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<td>6 = By ratio</td>
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<td>School hrs</td>
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<td>3 = Joint In-service is provided for TAFE Teachers on program (specify)</td>
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<td>0 = Program 2 = Program is open to all students only (specify which students)</td>
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<td>4 = No In-service provision for Teachers on program</td>
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<td>33</td>
<td>Assistance available from Head Office and Regional Consultants if needed.</td>
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<td>Used for transport to Orange Community College for Farm Welding course.</td>
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<tr>
<td>10</td>
<td>Bulk of funds administered by TAFE but small amount of additional funds ($460) were administered by the school. (See budgetary details in main report).</td>
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</table>
| 12                      | Wargell High School  
Pill Street  
WARGELL NSW 2832  
Orange Community College  
Dobbo Campus  
PO Box 787  
Dobbo NSW 2830 |
| 15                      | Isolation prevents formation of cluster. |
| 18                      | (1) Farm Welding taught in two blocks at O.C.C.  
(2) Other subjects taught at U.H.S. - see main report for details. |
| 21                      | Non-matriculating H.S.C. coupled with statements of attainment/attendance at TAFE. |
| 31                      | (1) Initial formative evaluation by TAFE Head Teacher in conjunction with school personnel - 7/9/85  
(2) School personnel to provide evaluative data on OAS courses.  
(3) Evaluation report to be provided for Joint Secondary Schools/TAFE administration. |
APPENDIX B
WALGETT HIGH SCHOOL P.E.P. COURSE REPORT

The second Block of the joint course at Walgett High School has been very successful. Students were very receptive in learning about the concrete exercise that was constructed. This project took up more time than allocated. Flexibility is required to maintain a good balance in teaching this type of course.

A problem encountered this Block was the fact of short period times with recesses and lunch. In future it may be advisable to alter the times to suit classes and work involved.

The students displayed a keen interest throughout the entire course while working well beyond my expectations. All students involved in this course would have no trouble finding work in the Building Industry if they continue to work in this manner.

Some student comments about what they would like to have included in the course are as follows:

- Carpentry/Joinery
- Bricklaying
- More time (e.g. 2 weeks)
- Visits to construction sites
- Extension of some work to the College classroom.

I would suggest that future courses retain the Basic Drawing and Building Construction Strands. A special trade section should be included. This would cover areas of specialised trades such as Painting, Staining, Bricklaying and Plastering. Repairs and Maintenance will always be a major contributing factor in teaching these courses.

I would like to thank the teachers of Walgett High School, especially P. Fordham for all the assistance in helping my stay at Walgett be a most enjoyable experience.

R E BYRNE

21 June 1985

Department of Technical and Further Education
TO WHOM IT MAY CONCERN

Please be advised that
completed the Building/Construction Course conducted by
the School of Building, Orana Community College, Dubbo
Campus. The course is a component Strand of the Senior
Rural Technics course at Walgett High School.

During the Course received 36 hours of
instruction covering the following topic areas:
- Basic Construction Drafting
- Preparation of working drawings for presentation
to local authority
- Building regulations
- Exercises, use of levelling and measuring
  instruments
- Introduction to concrete and its uses
- Calculations of quantities
- Setting out, forming up and pouring of concrete
  slab.

A R Schuslbad
PRINCIPAL
22 July 1985

Department of Technical and Further Education
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- Anc. Hist. 126
- Computers 104
- Gen. St. 118
- P.E. - Account Fashion 114
- Maths 113
- Economics 114
- Geography 117
- Child Care (Free) 122
- TAFE - Child 113
- Mod. Hist. 132
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LOCATION OF WALGETT AND TAFE CAMPUSES WITHIN THE ORANA REGION
4.9 Profile and Commentary of Pilot Vocational H.S.C.

This profile and commentary were written by the project team for the TAFE/Schools Programs and Credentials Project. These would not have been possible without the work undertaken by the authors of the Walgett/Orana case study, Dr. Robert Baker and Dr. David Laird of the Centre for Curriculum Studies of the University of New England. We would like to acknowledge the work of Robert and David and thank them for their contribution to our national study.

The commentary below is based upon the contents of the case study, but also draws on other data collected in our study. The views expressed are those of the project team.
4.9.1 Profile of Pilot Vocational H.S.C.

Program Title: Vocational H.S.C.

Program Location: North Western N.S.W.

Participating Colleges/Schools: Orana Community College (Dubbo)
Walgett High School.

This PEP funded program provided, during 1985 as a pilot, an alternative full-time Year 11 course of study for students of Walgett High School (to extend into Year 12 in 1986). Walgett High School is in an isolated area some 700 km north-west of Sydney. Orana Community College (TAFE) is situated at Dubbo about 300 km from Walgett in a direction south of south-east from Walgett. The college at Dubbo is the regional headquarters of TAFE in the large widely dispersed Orana region in N.S.W.

The proportion of Aboriginal people living in the Walgett Shire is about 20%. Youth unemployment is high and around 45% of shire families (1981 figures) are on or below the poverty line. School retention rates for Year 10 to 11 are around 50%.

The Vocational H.S.C. comprises studies in English and Mathematics (for six hours per week each) as matriculation Higher School Certificate (H.S.C.) subjects, as well as Supplementary English (3 hpw), Career Education (3 hpw), Rural Employment Skills (6 hpw), Introduction to Computing (3 hpw), Art-Craft Studies (3 hpw), Personal Productivity (6 hpw), Rural Technics (3 hpw), and
Community Studies (3 hpw) as non-matriculation subjects. These non-matriculation subjects are approved by the Board of Senior School Studies in N.S.W. as Other Approved Studies (O.A.S.), i.e. they appear on a candidate's senior school credential (the H.S.C.), but do not contribute towards tertiary entrance.

Some of the non-matriculation subjects were selected from already established O.A.S. courses; others were designed 'from scratch' by the staff of Walgett High School. In either case these subjects were chosen to meet the perceived needs of the students of Walgett. The cooperative character of the Vocational H.S.C. is evident in that Orana Community College services particular components of the O.A.S. courses. TAFE teachers deliver TAFE accredited units as parts of Personal Productivity, Rural Employment Skills, Introduction to Computing and Rural Technics. Delivery modes for the TAFE components vary from:

* weekly study at Walgett;
* block study at Walgett;
* block study at Orana.

These arrangements require travel by TAFE teachers to Walgett, and by Walgett students to Dubbo.

Fourteen Year 11 students enrolled in the Vocational H.S.C. in 1985 (7 females and 7 males). By October, 7 students remained. The program was open to all students at the school, although some students were counselled to enter the program via student and parent interviews.
The program is managed by the Walgett Careers Adviser. As well, a program management group meets from time to time - this group comprises school course coordinators (Walgett teachers who teach the schools component of the program) and the senior teachers from Orana Community College whose teaching sections are involved in delivering the TAFE components of the program.

4.9.2 Commentary on Pilot Vocational H.S.C.

The Vocational H.S.C. is just one of very many joint secondary schools/TAFE programs operating in N.S.W. As such it has many features in common with other cooperative programs in N.S.W. - curriculum and organisational features which are the product of a centralised policy on joint programs in N.S.W., agreed upon by the separate Departments of Education and TAFE. The Vocational H.S.C. also represents a number of features that are unique within the N.S.W. system.

The writers have commented upon these common features in their commentary upon the Port Kembla schools cluster case study, which is also included in this chapter. Readers wishing to seek an understanding of the 'typical' cooperative program in N.S.W. should consult the Port Kembla case study and the commentary on that case study. In this commentary, we have attempted to focus only upon the unique features of the Vocational H.S.C. program.

Context

The isolation of the township of Walgett is noted in the profile of the program. Walgett is quite a distance (300 km) from the nearest comprehensive TAFE college and is even further from the headquarters of educational administration for both schools and TAFE in N.S.W., located in Sydney. The Vocational H.S.C. is one of the few Schools/TAFE programs identified in Australia that has been successfully
launched in an area of such isolation.

To achieve this, the program's initiators have overcome significant curriculum and organisational barriers. Indeed a number of schools/TAFE commentators consulted during our study noted that schools/TAFE cooperation was limited to locations where the institutions involved were in close proximity. Unless this condition prevailed, the general view seemed to be that the costs and regulations associated with course delivery were prohibitive. The coordinators of the Vocational H.S.C. have demonstrated that it is possible to broaden the curriculum options for Year 11 and 12 students by cooperation with TAFE, even in an isolated community.

In addition to this geographical context, other challenges for the introduction of the educational innovation at Walgett were represented by the high proportion of Aboriginal people in the shire and the low socio-economic condition of the area. It bears testament to the endeavours of the Vocational H.S.C. coordinators and to the flexibility of the centralised policy guidelines that such challenges were able to be met. It is our view that the type of Schools/TAFE initiative launched at Walgett could serve as a prototype for other educators wishing to broaden curriculum choice for Year 11 and 12 students in similarly isolated and disadvantaged communities.

Design Process and Structure

The Other Approved Studies (O.A.S.) program in N.S.W. was designed to broaden, curriculum choice for Year 11 and 12 students. Within any secondary school in N.S.W., the selection of TAFE accredited courses/units offered to secondary students as O.A.S. subjects seems generally to be based upon the following two criteria:
1. availability and accessibility of the existing courses, including resources and teaching staff, at the TAFE college.

2. perceived suitability to school students of available TAFE courses.

Resulting from our national study, it is our impression that the first of these two criteria has been considered of primary importance in the design of cooperative programs. We feel the Walgett program affords one of the few exceptions to the general impression. With this program there is clear evidence that the specific needs and interests of Walgett students were the prime focus for planning the curriculum choices to be offered in the Vocational H.S.C.

The case study shows that after the concept of a Vocational H.S.C. was first accepted in principle in mid-1984 by staff at Walgett High School, the process of course design that followed was characterised by a series of consultations with stakeholders to assess needs and gauge support for the proposed program. The process of assessing needs included meetings with students, parents and the community of Walgett Shire. Importantly, a number of those meetings were community-based. The community was not asked to attend a meeting at the school - rather the Walgett Careers Adviser visited employers and parents in the Shire and when meeting with Aboriginal communities, was accompanied by an Aboriginal liaison officer.

One of the clear purposes of these consultations was to determine what skills would be most relevant to helping young people in Walgett to pursue further TAFE studies or gain employment in the area. Another purpose of such consultations was to gain community support for the program, thus enhancing the status of the program in the eyes of the parents, employers and students, within the eyes of
that community.

We believe the considerable efforts made to gain support for and recognition of the program in the area are noteworthy, particularly in an isolated community. The likelihood of the Vocational H.S.C. being seen by the community as an 'alternative' or 'softer' option compared to a matriculation H.S.C. is probably lessened when formal representatives of the schooling system are active in their support for it. As well, students are awarded an H.S.C. upon successful completion of Years 11 and 12, and this is a feature of the statewide Joint Schools/TAFE Program in N.S.W.

There is no doubt, however that the criteria of availability and accessibility of existing TAFE courses also served as important considerations in the Walgett program. The case study indicates that, during the early planning stages of 1984, meetings were also held with TAFE staff from Orana College to identify suitable and available TAFE study areas.

The six TAFE study areas considered likely to be the most suitable during 1984 were those that were included in the program in 1985.

It is our view therefore, that whilst the criteria of availability and accessibility were important in designing the Walgett curriculum, substantial efforts were made by the designers to assess student needs early in the planning process. That considerable weight was placed upon the expressed needs of students is evidenced by the fact that some existing TAFE units included in the Walgett program were modified to suit the interests, abilities and learning styles of Walgett students.

The findings of the student needs assessment process had other important design
implications for the structure of the Vocational H.S.C. curriculum. The Vocational H.S.C curriculum comprises 10 subjects, eight of which are non-matriculation subjects, and seven of which are classified as O.A.S. Of these, four only are delivered jointly by the school and TAFE. Furthermore, TAFE teachers are responsible for delivering only part of these four subjects, as follows:

<table>
<thead>
<tr>
<th>TAFE Delivered Unit</th>
<th>Vocational H.S.C. Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stretchwear (54 hrs)</td>
<td>Personal Productivity (246 hrs)</td>
</tr>
<tr>
<td>Shearing Shed Experting and Management (36 hrs)</td>
<td>Rural Employment Skills (246 hrs)</td>
</tr>
<tr>
<td>Farm Welding (36 hrs)</td>
<td>Introduction to Computing (123 hrs)</td>
</tr>
<tr>
<td>Keyboarding for Computers (36 hrs)</td>
<td></td>
</tr>
<tr>
<td>Building and Construction (36 hrs)</td>
<td>Rural Technics (123 hrs)</td>
</tr>
<tr>
<td>Motor Maintainance (36 hrs)</td>
<td></td>
</tr>
</tbody>
</table>

These TAFE units represent only about 30% (in duration terms) of the four Vocational H.S.C. subjects of which they are a component. They represent around
15% of the total Year 11 study program. That is to say, even though six discrete TAFE units are being delivered as part of the program (up to five of which any student may study, depending on subject options), the great majority of Vocational H.S.C. curriculum is delivered by the school. The designers of the program have therefore succeeded in substantially increasing curriculum choice and opening pathways to further TAFE study for the students in a comparatively time-efficient manner.

Not only is this curriculum arrangement time efficient, it has also been achieved in a manner which does not disturb the integrity of the aims of the broader Vocational H.S.C program. This contrasts with the many other cooperative programs identified in our national study that comprise a selection of four or five tertiary entrance subjects, plus one TAFE unit/course appended. Programs of the latter type are not integrated - are not focused on a cohesive set of program aims - in the way that is evident with the Vocational H.S.C.

The integrated structure of the Walgett program is perhaps best exemplified in the design and role of the TAFE units in the Vocational H.S.C. subjects. Following needs assessment, the staff of Walgett High School, developed a set of aims for each subject. Then they set about determining the most effective way for achieving these aims. Only in some cases did they consider it most effective to draw upon existing TAFE resources and expertise to achieve the aims.

As a result, the program does not include the TAFE unit Stretchwear as such, rather the program includes the subject Personal Productivity. Personal Productivity has a set of subject aims, and in part these aims are met by the delivery of the TAFE curriculum for Stretchwear. Likewise, the Vocational H.S.C. program does not include the TAFE unit Motor Maintainance, rather the program includes Rural Technics which draws upon Motor Maintainance to best meet its
aims. It appears that availability and accessibility of TAFE units were necessary but not sufficient conditions for their inclusion in the Walgett Program.

**Student Attendance Patterns**

Resulting largely from the isolation of Walgett High School from the nearest comprehensive TAFE college, the Vocational H.S.C. designers needed to be resourceful in providing the means for students to attend the TAFE components of the Program. Travelling such a distance (300km) regularly poses considerable logistical and regulatory problems for students. If teachers travel, then mileage and time costs are incurred. For some TAFE units curriculum delivery is substantially dependent on TAFE facilities and equipment, which is difficult or impossible to transport.

A range of different attendance patterns was trialled in 1985. Two of the six TAFE units were conducted in classrooms at Walgett, each for one three hour session per week over twelve weeks. One unit ran for six weeks, one full day each week at Walgett. Two units were conducted in block attendance at Walgett - one of these was conducted in two blocks of three consecutive days, spaced three weeks apart; the other in three blocks of two full consecutive days over consecutive weeks. The last TAFE unit was conducted at Orana Community College in two blocks of three consecutive days, spaced three weeks apart.

For three of these six arrangements, TAFE staff travelled from Dubbo, and in some cases brought teaching equipment (e.g. motors) with them. For another, a part-time TAFE teacher living in Walgett taught the unit. For the other TAFE unit conducted at Walgett, a TAFE teacher travelled (about 100km) from the smaller TAFE college at Coonamble (a college within the Orana TAFE region).
Because of the dependence on welding equipment, the farm welding unit was conducted at Orana College. For this, Walgett students travelled by school bus to Dubbo.

At least two of the features outlined above appear unique to the Walgett program. Firstly, the delivery of TAFE accredited units by TAFE staff in a secondary is not to our knowledge evident in any other cooperative program in N.S.W. Yet this is the main mode of delivery for the Vocational H.S.C. Secondly, the resources of two TAFE colleges are brought to bear on one school - a cluster arrangement (typical of other programs in N.S.W.) in reverse.

It is our view that the diversity and flexibility of attendance patterns characterised by the Walgett program should serve as examples to educators in other isolated communities.

Endnotes

1. Students do not study all the non-matriculation subjects listed. A selection is made according to the optional arrangements as set out in the curriculum profile on p.10 of the case study.

2. The durations in the right hand column of this table are estimates of the total duration of each Vocational H.S.C. subject for Year 11 only, based on an effective school year of 41 weeks. These estimates were not provided by the case study writers, but were calculated for analysis purposes in this commentary.
A CASE STUDY FOR THE
TAFE/SCHOOLS PROGRAMS AND CREDENTIALS PROJECT

COURSE AWARD IN VOCATIONAL EDUCATION
(TERTIARY INTRODUCTION)

ELIZABETH/SALISBURY REGION (S.A.)

David L. Hailstone
S.A. Department of TAFE
Introduction

Glossary of terms

Comment on data sources

1. History background
   1.1 The proposed SA DTAFE Certificate in Vocational Studies (1983)
   1.2 Development of a full-time SA DTAFE certificate in vocational education model 1983-1984
   1.3 Events leading to Elizabeth College of TAFE to pilot a certificate in vocational education

2. Planning and design of the course award in vocational education
   2.1 The structure of ESTEP and its role in the planning and development of the co-operative programme
   2.2 The administrative structure overseeing and the planning and design of the co-operative program
   2.3 Length of the planning and design process
   2.4 Resources allocated to the design process
   2.5 Documentation of the curriculum
3. Placement of the co-operative program into TAFE/schools offerings
   3.1 Placement into DTAFE offerings
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4. Course award in vocational education; description characteristics
   4.1 Funding sources and administration
   4.2 Institutional location
   4.3 Participating schools
   4.4 Program derivation
   4.5 Vocational orientation, attendance pattern, timing and duration
   4.6 Accreditation and certification
   4.7 Educational and vocational pathways
   4.8 Student enrolment and gender distribution
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5. Other features
   5.1 The significance of the CAVE program as a co-operative TAFE/schools model
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6. General comments and perspectives
   6.1 Senior college/schools administrators
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   6.3 TAFE lecturers
   6.4 Students

Endnotes
Figures
1 Institutional arrangements for the CAVE program

Tables
1 Broad structure of a one-year vocational course for young adults (June 1984)
2 Broad structure of the course award in vocational education
3 Duration of study options in CAVE
4 Weekly timetable of the course award in vocational education
INTRODUCTION

The following case-study describes the development and characteristics of the pilot program 'Course Award in Vocational Education' (CAVE), which was provided as a TAFE/Schools initiative of the South Australian Departments of Education (ED) and Technical and Further Education (DTAFE), during the second semester of 1985.

Specifically, the CAVE was conducted as an experimental co-operative educational initiative by the Elizabeth College of TAFE in conjunction with nine Northern Area secondary schools between July and December 1985.

The CAVE was designed to cater for a status of senior secondary school students regarded as 'at risk' of leaving school for whom TAFE might not otherwise be considered as an educational or vocational option. The program forms part of a range of offerings of the Elizabeth-Salisbury Transition Education Project (ESTEP), which has developed and sponsored a variety of programs since 1982 designed to enable young people to remain at school and gain experience in TAFE.

The broad structure of CAVE enabled 35 selected Year 11 and Year 12 students from participating secondary schools to undertake a 20 week full-time program of study involving three days in the TAFE college in various vocational areas, while remaining at school for two days to undertake a broad educational study and/or living skills program relevant to their TAFE studies. Students who successfully completed all studies in the course would receive an accredited TAFE 'Course Award in Vocational Education'. Individual TAFE subjects also carry status toward existing TAFE awards and certificates, thereby providing a range of possible pathways to employment, further education and/or training. All students would also be provided with an achievement statement indicating both components of the program, together with subject completion and assessment.

The CAVE was developed and provided as a specific variant of the earlier proposed (1983) S.A. DTAFE full-time Certificate in Vocational Education for young adults. The course included in its design broad educational principles and objectives derived from the earlier certificate model. The development and design of CAVE as a co-operative DTAFE/Schools program therefore reflected the specific conditions and circumstances operating at
the Elizabeth College of TAFE, and a clear DTAFE decision to pilot the variant model in co-operation with selected local high schools.
GLOSSARY OF TERMS

CAVE  Course Award in Vocational Education (Tertiary Introduction)*
ED    Education Department (South Australia)
ESTEP Elizabeth-Salisbury Transition Education Project
ICTC  Industrial and Commercial Training Commission (SA), the accreditation authority for trade-based TAFE courses in South Australia
SA DTAFE South Australian Department of Technical and Further Education
SSABSA Senior Secondary Assessment Board of South Australia, the accreditation authority for Year 12 secondary studies in South Australia
SACOTAFE South Australian Council of Technical and Further Education
DGTAFE Director-General, Department of Technical and Further Education (SA)
CES   Commonwealth Employment Service
CYSS  Community Youth Support Scheme
CITY  Community Improvement through Youth
TEASA Tertiary Education Authority of South Australia, the accreditation authority for TAFE courses in SA

* This refers to the full title of the co-operative program used for accreditation purposes. Course Award in Vocational Education (or CAVE) is used in this study as a short-hand title for the program.
COMMENT ON DATA SOURCES

This case study draws heavily on various data gathered as part of research and review projects conducted by the author in relation to CAVE for the Policy Support Branch of the South Australian Department of TAFE during 1985. Specific data sources utilised within the methodology of these project were as follows:

- documentary evidence and materials, including minutes from TAFE/Schools committees, DTAFE file documents, correspondence, course brochures ad other artefacts
- interviews and discussions with DTAFE and Schools personnel directly involved with CAVE, and selected course participants
- information derived from attending observing TAFE/Schools committees responsible for course development and implementation.

The projects undertaken for the Policy Support Branch of SA DTAFE were as follows:

CHAPTER 1: HISTORY/BACKGROUND LEADING TO THE DEVELOPMENT OF THE
CO-OPERATIVE PROGRAM 'COURSE AWARD IN VOCATIONAL
EDUCATION'

This chapter summarises the background events in 1983 and 1984
leading to the design and implementation of the Course Award in
Vocational Education in 1985.

1.1 The proposed SA DTAPE Certificate in Vocational Studies
(1983)

The proposed development of an SA DTAPE award in vocational
education was first outlined by the Director-General of SA DTAPE
in 1983 at the 'Learning and Earning Conference' at Darling Downs
Institute of Advanced Education. Referring to a comprehensive
TAFE tertiary education strategy for youth, the Director-General
referred to the need for TAFE to develop full-time modular
courses for school leavers without specific vocational goals, based
on student choice, to carry credit towards more specific
vocational courses.

A proposed one year full-time course entitled 'Certificate in
Vocational Studies' was broadly outlined by the DG TAFE. In
brief, the course would not be 'job specific', nor simply an
extension of secondary school education, but a strictly vocational
program' in which students would undertake a number of 'modules'
(e.g. 10-12 weeks) from a variety of TAFE vocational study areas.
A sufficient number of modules (e.g. 8) would constitute the
basis of a formal award.

Further, the proposed certificate would:

- provide sufficient opportunities and include sufficient
  flexibly to enable young people to gain skills relating to
  a range of vocational pathways
- enable young people to attend one year full-time, but not
  necessarily continuously or at one college
- emphasise both specific skill acquisition and personal
development of the individual (e.g. personal development)
.. cater for the 'average' young person and not substitute for other DTAFE programs catering for those with a prior educational disadvantage. (Completion of Year 11 would therefore be the minimum educational pre-requisite).

Importantly, accreditation and certification would need to be such as to ensure the course's effectiveness as an entry point to various educational and training options. In particular, certification would need to ensure recognition of student achievement, enhance students' attractiveness to employers and provide the basis for gaining credit towards:

.. more specific DTAFE trade and technician middle level courses
.. indentures and contracts of training
.. matriculation level entry to institutions of higher education.

The Certificate in Vocational Studies was conceived and proposed as forming part of a DTAFE re-appraisal of mechanisms of youth education and training. The proposed modular structure reflected a concern over 'too rigid an adherence to specific job preparation' in favour of flexibility and diversity in skill provision 'relevant to emerging trends of structural change in the economy and its technological envirnment'.

1.2 Development of a full-time SA DTAFE Certificate in vocational education model 1983-1984

In 1983, the SA DTAFE approved the on-going development and design of the TAFE 'Certificate in Vocational Education', (based on the concept of the Certificate in Vocational Studies outlined in Section 1.1 above), by the Deptment's Curriculum Development Branch. At this stage it was hoped that a pilot program would be implemented in 1984 following consultation with the relevant accreditation authorities (e.g. TEASA, ICTC) and the SA Minister of Education.

A major Departmental proposal developed and approved in 1983, clearly indicated the proposed Certificate would complement existing DTAFE provision for young adults. Major trends at that time were:

.. the provision of various vocational specific full-time Certificates (e.g. Commercial Studies)
the accelerated development since 1980 of initiatives provided under the Commonwealth School-to-Work Transition Program

the development of 20 week full-time Pre-Vocational courses focussing on families of related trades (and later general) vocational areas.

An award in vocational education would extend DTAFE's contribution to the area by providing for 'educationally capable young work-inexperienced adults' a course which would focus on families of related occupations and be concerned with the acquisition of knowledge and skills which would have broad occupational application. Curriculum design would emphasise both vocational breadth, (e.g. the common skills and knowledge relating to families of vocations, vocational skills applicable to the work environment and personal skills (social skills development), as well as vocational depth by enabling a degree of student selected specialisation (beyond basic level) in a vocational area.

Further, modular design would enable student 'packages' to be developed, (within a broadly approved course structure), based on college specialism and resources. A diverse and heterogeneous program operating across the TAFE college system was therefore perceived.

The intended student target group would be educationally capable young people who had successfully completed Year 11 secondary studies.

On-going development and design by DTAFE Curriculum Development Branch early in 1984 of the certificate coincided with the development of the one year full-time comprehensive course model adopted in 1983 by the South Australian Industrial and Commercial Training Commission (ICTC). Similarities to the Pre-Vocational model included the use of uniquely designed modules providing for common skills and knowledge and personal development, the granting of credit towards apprenticeship training, and the provision of both vocational depth and breadth (see table 1).

Certificates in Vocational Education in a range of different vocational areas, designed essentially as a variant of the Pre-Vocational course model, were developed by DTAFE Curriculum Development Branch by mid 1984. However, a number of unresolved issues relating to curriculum design, accreditation and resourcing, precluded the implementation of the full-time DTAFE Certificate in that year.
### TABLE 1: BROAD STRUCTURE OF A ONE-YEAR VOCATIONAL COURSE FOR YOUNG ADULTS (JUNE 1984)

36 MODULES

<table>
<thead>
<tr>
<th>A. 4 Modules</th>
<th>B. 18 Modules</th>
<th>C. 8 Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMMON SKILLS RELATING TO THE VOCATIONS COVERED BY THE COURSE</td>
<td>SPECIFIC SKILLS RELATING TO EACH VOCATION</td>
<td>PRACTICAL SKILLS DEVELOPMENT</td>
</tr>
<tr>
<td></td>
<td>VOCATION 1</td>
<td>skill enhancement</td>
</tr>
<tr>
<td></td>
<td>VOCATION 2</td>
<td>projects</td>
</tr>
<tr>
<td></td>
<td>VOCATION 3</td>
<td>on the job experience</td>
</tr>
<tr>
<td></td>
<td>VOCATION 4</td>
<td>etc.</td>
</tr>
<tr>
<td></td>
<td>etc.</td>
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</tbody>
</table>

COMMON SKILLS/KNOWLEDGE RELATING TO ALL VOCATIONS

- personal development
- business and industrial organisations
- computer studies
- communications
- career education
- further education
- financial studies

D. 6 Modules

**NOTES:**
1. A module is equivalent to 1 week of full time study (30 hours approx.)
2. The allocation of modules to sections A, B, C, will vary between courses.
3. In Section B, at least two vocations will be covered in minimal level (e.g. stage 1 for declared vocations. Some 'vocations' will be covered to lesser level.)
4. Greater emphasis on sections A and B will enable more opportunities for transfer of courses concerned with declared vocations.
5. An emphasis on C will extend the opportunity for longer term indenture term credit for courses concerned with declared vocations with a corresponding limit on the number of 'vocations' considered.
Subsequent discussions within DTAFE during the latter half of 1984 led to the decision to pursue another variation of the Certificate model at the Elizabeth College of TAFE based on prevailing conditions at that college.

1.3 **Events leading to Elizabeth College of TAFE to pilot a certificate in vocational education**

The decision to select Elizabeth College as the host college for the pilot program followed initial discussions between the DG TAFE and DTAFE's Curriculum Development Branch senior management, and later the Principal of Elizabeth College of TAFE.

At this point (November 1984), meetings involving senior Elizabeth College and representatives and a central DTAFE Curriculum Development Branch Principal Education Officer facilitated a re-examination of the Certificate in Vocational Education model and led to agreement to develop a limited co-operative pilot programme involving the Elizabeth College of TAFE and selected secondary schools. This decision was based on:

- a strong belief by the Principal at Elizabeth College that the pilot program would be highly suitable as a co-operative TAFE/Schools educational and training initiative
- recognition that in the Elizabeth/Salisbury area there was a clearly identified student target group comprising senior secondary students at risk of leaving school for whom TAFE training would not be an obvious option
- the existence of a highly developed and successful TAFE/Schools advisory/administrative structure in the area, ESTEP (Elizabeth-Salisbury Transition Education Project), providing a firm foundation upon which the program could be developed. (See 2.1)

Detailed planning and design of the co-operative program therefore commenced in November 1984 initially in anticipation of a one year full-time course which would commence mid 1985. The program would be based on the basic design principles of the earlier proposed Certificate in Vocational Education, including modular design, student choice and structural flexibility.
CHAPTER 2 PLANNING AND DESIGN OF THE COURSE AWARD IN VOCATIONAL EDUCATION

2.1 The Structure of ESTEP and its Role in the Planning and Development of the Co-operative Program

ESTEP (formed in 1982) represents institutions and authorities involved in the provision of programs and services for youth in the Elizabeth-Salisbury area, (e.g. DTAFE, ED, CES, CYSS, CITY). ESTEP seeks to improve communication between these groups and to contribute to a more coherent youth program in the region.

Since 1982 a significant proportion of ESTEP's efforts have been directed towards improving links between the secondary and TAFE sectors and in particular developing initiatives designed to enable young people to remain at school and gain experience in TAFE. Since 1983 these have been developed by the Joint Senior School/College Initiatives Sub-Committee of ESTEP comprising various DTAFE and Schools representatives.

The development and design of the (initial) Certificate and (later) Course Award in Vocational Education from November 1984 was clearly assisted and enhanced by the existence of ESTEP, in particular the informational, operational and administrative links between Elizabeth College and regional secondary schools. However, the co-operative program was not formally subsumed as an ESTEP initiative until July 1985 (at the course commencement). Until that time the program remained a special TAFE/Schools experimental initiative and the formal responsibility of an ad hoc committee structure drawn (largely from regional TAFE/Schools representatives.

2.2 The administrative structure overseeing and the planning and design of the co-operative program

2.2.1 CAVE TAFE/Schools steering committee

Following initial meetings in November 1984 involving senior officers from Elizabeth College of TAFE, Northern Area ED administration and central DTAFE Curriculum Development Branch, a broad proposal outlining general curriculum design, course classification, accreditation options and possible funding sources, was developed. The proposal was subsequently submitted to a joint
TAFE/Schools Steering Committee in late November which thereafter assumed responsibility for overseeing the planning, design (and subsequently implementation) of the program throughout 1985. The CAVE Steering Committee comprised DTAFE and ED officers cited above, and principals of participating secondary schools. Detailed planning and design responsibility, however, was allocated to a Working Party of that Steering Committee.

2.2.2 CAVE TAFE/Schools Working Party

The Working Party of the Steering Committee was established in December 1984. It comprised senior Elizabeth College management, a central DTAFE Curriculum Development Branch Principal Education Officer and ED Northern Area administration and school-based representatives.

The Working Party met frequently (usually every 4-6 weeks) during all phases of the program development period and was responsible for detailed planning and design of both the DTAFE and Schools components, as well as the management of issues relating to funding, accreditation, (including certification and transfer of credit), administration and staff development.

On a week to week basis, however, responsibility for various aspects of the planning and design process generally fell upon individual members of the Working Party. In particular:

- the responsibility for detailed planning/co-ordination across the participating secondary schools, and across the three Vocational Schools of Elizabeth College of TAFE, rested with the Northern Area Office Transition Education Adviser and the college Transition Education Co-ordinator respectively.

- matters relating to course accreditation, certification and transfer of credit were largely the responsibility of the DTAFE Curriculum Development Branch officer who liaised with the relevant Elizabeth College personnel, Departmental management (both ED and DTAFE) and external authorities. This officer also contributed significantly to the planning and design process, in particular advising in relation to underlying educational principles and assumptions.
other administrative and resource issues and matters (e.g. funding, staffing), requiring negotiation and clarification were largely the responsibility of the Vice Principal of the College (DTAFE), and the Superintendent of Schools, Northern Area (ED), who operated within their respective Departmental management systems.

2.3 Length of the planning and design process

Meetings in November and December 1984 of the CAVE TAFE/Schools Steering Committee and Working Party established the basic educational principles and objectives, the broad structure and design configuration of the CAVE.

The on-going planning and design process was conducted by these groups until June 1985 when all major design elements of the Course Award were finalised in preparation for implementation in July 1985. However, some specific issues relating to the course design remained to be resolved during the operation of the course, in particular developing funding arrangements (e.g. sources for funding), resolving options regarding accreditation and certification, and finalising modifications to the content of the DTAFE and Schools components of the course.

The CAVE TAFE/Schools administrative structure therefore was maintained during the course operation period both to oversight course delivery and to resolve remaining design issues.

2.4 Resources allocated to the design process

A significant proportion of resources utilised to facilitate the planning, design and development of the CAVE were 'hidden' through the respective contributions and time allocation of DTAFE and ED personnel involved with the co-operative program. These included the following:

- the allocation of time by Elizabet College of TAFE senior management (e.g. Vice-Principal and Heads of the three Vocational Schools) to the tasks of curriculum design/development, planning/timetabling of the various subjects comprising the TAFE component of the course and preparing budget proposals and funding submissions

- the contribution of ED representatives (both Northern Area and school-based) to the planning and design of the school component of the co-operative program
the contribution (as a formal project responsibility) of the central DTAFE Curriculum Development Branch Principal Education Officer both to the process of TAFE curriculum design and to the management of issues relating to course accreditation/certification and transfer of credit.

Since the contributions of these various officers to the design process were made as part of their on-going responsibilities for their respective Departments, a detailed cost-analysis of the planning process is not able to be given.

However, specific funding was allocated towards the curriculum design and development of the TAFE component. The DTAFE Curriculum Development Branch provided $5,000 to release the Elizabeth College PEP Co-ordinator half-time for a period of two months during the planning period to undertake detailed curriculum development and documentation in relation to subjects chosen from existing DTAFE course awards and certificates. Located at the Elizabeth College, the co-ordinator, while undertaking these responsibilities (April-June 1985), was responsible to the Vice-Principal of the college and worked in consultation with the central DTAFE Curriculum Development Branch senior officer. Materials developed by this officer were subsequently utilised both in the teaching program and in relation to the documentation provided to achieve accreditation (through normal DTAFE accreditation processes) of the co-operative program.

2.5 Documentation of the curriculum

Responsibility for curriculum documentation in relation to the TAFE and Schools components of CAVE rested with Departmental officers directly involved with the planning and design process.

Within DTAFE, the release of the Elizabeth College PEP Co-ordinator to undertake detailed curriculum development and documentation in relation to the TAFE component has already been referred to (see 2.4). This officer worked closely with Heads of vocational Schools at Elizabeth College in the preparation of course materials and documents (e.g. subject syllabuses drawn from existing TAFE courses) both for course design use and for later accreditation purposes. Curriculum documentation was reviewed extensively by DTAFE/ED co-ordinating committees (see Section 2.2) and modified as part of the process of program planning and design.

Documentation of the Schools general educational experience component was undertaken largely by a Northern Area Schools Adviser who liaised extensively with participating schools and
maintained close contact with school groups during the operation of the course. Formal documentation focussed on the major study option included in the design of the schools component namely the two day living skills program offered by a central Hub School (see Section 3.2). The documentation included aims and objectives, a statement of content, and guidance in relation to teaching methodology and student assessment procedures.

Documentation relating both to the TAFE and Schools components of the CAVE is contained in the curriculum document prepared for accreditation by the South Australian Council of Technical and Further Education, (which is available through the TAFE National Centre for Research and Development).
CHAPTER 3  PLACEMENT OF THE CO-OPERATIVE PROGRAM INTO TAFE/SCHOOLS OFFERINGS

The Course Award in Vocational Education was provided by the Elizabeth College of TAFE and several local secondary schools as a pilot co-operative program separate from extant DTAFE and schools mainstream programs. Nevertheless the content of the course derived extensively from the existing College and schools provision.

3.1 Placement into DTAFE offerings

The Elizabeth College of TAFE, as a multi-purpose institution provides (inter alia) a range of vocational offerings at apprenticeship, pre-vocational and vocational level through its Schools of Business Studies, Technical Studies and General Studies. The range of subject options included in the design of the TAFE component of the CAVE, derived from the following vocational study areas offered by the college.

- Business Studies Option
  - Major: Business and Organizational Structure (120 hours)
  - AND
  - Introduction to Data Processing (120 hours)
  - OR
  - Computer Awareness (120 hours)
Minor: Clothing (120 hours) OR Food Preparation (120 hours) OR Introduction to Engineering Skills (152 hours)

General Studies

Major: Clothing (120 hours) OR Food Preparation (120 hours each) AND Health (120 hours)

Minor: Business and Organizational Structure (120 hours) OR Engineering Drawing and Design I (152 hours)

Technical Studies Option

Major: Engineering Drawing and Design I (152 hours) AND Introduction to Data Processing (120 hours)

Minor: Introduction to Data Processing (120 hours) OR Health (120 hours)

One week (38 hours) of unpaid work experience with local employers was provided for each student in his/her major study area.

While at the College, students attended discrete classes incorporated into the college timetable and were taught by experienced TAFE lecturers. While there was no direct impact on existing programs, the utilisation of experienced lecturers (through hourly paid instructor replacement) created an efficiency loss factor, (e.g. in the provision of mainstream courses). The broad structure of the CAVE is outlined in Tables 2 and 3.

3.2 Placement into schools offerings

The schools-provided general education experience component (203 hours) of the Course Award derived from existing secondary education programs, in particular school-based Year 11 or SSABSA accredited/registered Year 12 mainstream and Life Skills subjects.
### TABLE 2: BROAD STRUCTURE OF THE COURSE AWARD IN VOCATIONAL EDUCATION

*(ELIZABETH COLLEGE OF TAFE)*

<table>
<thead>
<tr>
<th>WELCOME ORIENTATION AND COUNSELLING</th>
<th>MAJOR STUDY AREA FROM ONE OF TECHNICAL, BUSINESS OR GENERAL STUDIES</th>
<th>MINOR STUDY AREA FROM ONE OF THE REMAINING TWO STUDY AREAS</th>
<th>BROAD EDUCATIONAL STUDY AND LIVING SKILLS</th>
<th>SKILL ENHANCEMENT IN MAJOR STUDY AREA</th>
</tr>
</thead>
<tbody>
<tr>
<td>(6 hours)</td>
<td>(240 hours) or (340 Technical)</td>
<td>(120 hours) or (152 Technical)</td>
<td>(203 hours)</td>
<td>(38 hours)</td>
</tr>
</tbody>
</table>

**PROGRAM FOR 1985**

1 day: Welcome and Orientation

19 weeks: Elizabeth College on Tuesday, Wednesday and Friday Schools on Monday and Thursday Counselling and Home Group (one hour per week)

1 week: Skill Enhancement Placement

**SOURCE:** Course Award in Vocational Education, Accreditation Document, SA Department of TAFE, October 1985.
The structure of the Schools component provided for several student participation alternatives, viz.

i) Students transferring to a central Hub School (Elizabeth High School) to undertake a specially developed living skills program based on adapted Life Skills subjects. These subjects comprised two core units 'the Individual and the Group' and 'Livelhood, and one of the following: 'Work Environments' and 'Lifestyle' (see 4.4.2).

ii) Students transferring to a second Hub School (Elizabeth West High School) and selecting three half-year subjects from the normal school program of relevance to the TAFE component (e.g. Mathematics, Science, Business Education), as well as the provision of additional life skills units.

iii) Students remaining at present secondary school and continuing with an abbreviated study program (based on individual student choice), drawn from the existing school offerings.

### TABLE 3: DURATION OF STUDY OPTIONS IN CAVE

<table>
<thead>
<tr>
<th>Major Study Area</th>
<th>Minor Study Area</th>
<th>Duration (hrs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Studies</td>
<td>General Studies</td>
<td>607</td>
</tr>
<tr>
<td>Business Studies</td>
<td>Technical Studies</td>
<td>639</td>
</tr>
<tr>
<td>General Studies</td>
<td>Business Studies</td>
<td>607</td>
</tr>
<tr>
<td>General Studies</td>
<td>Technical Studies</td>
<td>639</td>
</tr>
<tr>
<td>Technical Studies</td>
<td>Business Studies</td>
<td>671</td>
</tr>
<tr>
<td>Technical Studies</td>
<td>General Studies</td>
<td>671</td>
</tr>
</tbody>
</table>

Timetabling arrangements adopted in relation to the available student participation alternatives were as follows:

- Students undertaking Life Skills at the central Hub School (representing over two thirds of the course participants) were accommodated within a separate class in the school. Additional staffing was provided by the ED for this purpose (see 4.1).

- Students at the second Hub School (which accounted for most of the remainder of the course participants) were integrated into existing classes to undertake mainstream half-year subjects, and grouped together for the additional life skills component.
An individual student, who continued an abbreviated study program at another school location, remained in existing classes.

The institutional arrangements for the CAVE program are outlined in Figure 1.

**FIGURE 1: INSTITUTIONAL ARRANGEMENTS FOR THE CAVE PROGRAM**

<table>
<thead>
<tr>
<th>School</th>
<th>School</th>
<th>School</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hub</td>
<td>School</td>
<td>Hub</td>
<td>School</td>
</tr>
<tr>
<td>School 1</td>
<td>School 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TAFE College</td>
<td>School</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**School component (2 days)**

**Hub school 1:** Living Skills Program (discrete class) with core and elective subjects

**Hub school 2:** 3 half-year subjects form normal school timetable (inclusion in existing classes), with an additional Life Skills component (discrete class)

**Individual School/s:** An abbreviated study program for individual students drawn from existing school timetable.
**TAFE component (3 days)**

Major study area (2 subjects) and minor study area (1 subject) from options provided by TAFE Schools of Business, Technical or General Studies.

1 week work experience in the major study area.
CHAPTER 4  COURSE AWARD IN VOCATIONAL EDUCATION; DESCRIPTION CHARACTERISTICS

The following information on the descriptive characteristics of CAVE should be read in conjunction with the attached checklist of descriptive characteristics.

4.1 Funding sources and administration

CAVE was funded as a joint TAFE/Schools co-operative program with both sectors contributing towards costs in relation to the course planning, design and implementation. A variety of funding arrangements and sources for funding were utilised by DTAFE and Schools authorities.

4.1.1 Funding Source 1: SA DTAFE

Following negotiation between Elizabeth College senior management and central DTAFE officers, $25,000 was allocated from DTAFE mainstream funding to the Elizabeth College to meet minimum requirements in relation to the TAFE component (e.g. lecturer replacement and course administrative costs). DTAFE funding was therefore provided on a minimum basis only, with hourly paid instructor replacements to enable five experienced college lecturing staff to provide TAFE instruction. Other course related on-costs and clerical assistance excluded from the budget submission were absorbed by the college.

4.1.2 Funding Source 2: ED

Schools funding was provided for various aspects of the co-operative program and was derived from several funding sources. These were as follows:

- funding from ED mainstream sources to provide teaching staff at the central Hub School (Elizabeth), (initially 1 teacher with a 0.6 teaching load and later an additional teacher with a 0.5 teaching load)

- $4,500 derived from central ED Participation and Equity Program funding to provide staff development activities in connection with the program
an additional $3,762 from mainstream ED sources allocated to Elizabeth College to cover student costs excluded from the TAFE budget (e.g. general service fees, materials and stationery costs).

4.1.3 Administration of Funding

The administration of funding for the CAVE program included both separate and joint funding arrangements. TAFE funding was allocated from central DTAFE administration to the college following approval of a budget based on minimum resource needs. Administration of funding to provide the TAFE component of the program was thereafter a college responsibility through college expenditure lines.

Schools funding allocated from central ED sources to regional administration to provide additional teaching staff at the Hub School also represented a separate and internal Departmental funding arrangement.

Funding from central ED sources both to provide joint staff development activities for all involved staff, and to meet additional costs incurred from student attendance at the college (excluded from the DTAFE budget), were transferred from the Northern Area school administration to college funding lines.

4.2 Institutional location

The CAVE co-operative program involved one college of TAFE (Elizabeth) providing all of the TAFE vocational training for 35 students drawn from nine regional secondary schools. These were: Elizabeth, Elizabeth West, Gawler, Fremont, Craigmore, Playford, Smithfield Plains, Parafield Gardens ad Salisbury High Schools.

4.3 Participating schools

Nine regional schools from the Education Department Northern Area participated in the CAVE co-perative program (see 4.2). This was largely determined by the limited number of student places in the pilot program (3540). An additional 25 secondary schools in the area could potentially participate in future programs, as well as several other independent schools.
4.4 Program derivation

The DTAFE and Schools components of the co-operative program were derived and modified from existing TAFE courses and accredited or registered schools subjects.

4.4.1 DTAFE Vocational Studies Component

Subject options provided with the three day TAFE component were derived and modified from approved DTAFE part-time courses offered by the three Vocational Schools at the college. Generally, subject selection and modification by the course designers was made on the basis of:

1. The perceived broad applicability and ability to provide an introduction to a range of occupational choices and vocational pathways
2. The perceived appropriateness to the selected student target groups
3. Transferability of credit towards further TAFE vocational study.

Subject options and an overview of teaching hours and content is provided below:

1. General Studies (240 hours)

   Health (Units 1, 2 and 3), and Food Preparation I, (Units 1, 2 and 3) from the Health and Care Certificate:

   Health units (120 hours) comprised 'Nutrition and the Individual', 'Nutrition for Special Groups', 'Nutrition and the Consumer' and 'Practical and Relevant Food Preparation'.

   Food Preparation units (120 hours) comprised 'Kitchen organization', 'Meal Planning' and 'Cereals and Basic Cooking Methods'.

   Clothing units (120 hours) comprised 1) Pattern Construction - 'measurements', 'fitting principles', 'balance', 'adjustments', 'personal blocks', 'design lines' and 'pattern adaptation' - and 2) Garment Construction - design principles, fabric study, use of commercial patterns and garment assembly.
2 Business Studies (240 hours)

Business and Organizational Structure and Introduction to Data Processing or Computer Awareness dawn from the Business Practice Certificate and Business Certificates in Accounting/Data Processing:

Business and Organizational Structure (120 hours) included 'The Nature of Business', 'Business and Society', 'Responsibilities of Business', 'Business Ethics', 'Management Concepts and Functions', 'Organisation Principles and Structures' and other units relating to business organization.

Introduction to Data Processing (120 hours) comprised 'Data Processing and Business', 'Fundamentals of Computer Systems Hardware', 'Number Systems', 'Computer System Software' and 'Information Systems'.

Computer Awareness (120 hours) provided an introduction to computer terminology and componentry, computer history and development, computer applications, data processing, word processing, and social implications of computer use.

3. Technical Studies (304 hours)

Engineering Drawing and Design I and Introduction to Engineering Skills drawn from the Workshop Practice unit of the Certificate in Technology (Mechanical Engineering);

Engineering Drawing and Design I (52 hours) included skill development in drawing and drawing technology, inter-section of surfaces, component detailing, structural detailing, computer aided design, preparation of graphs/flow diagrams and charts, and design office practices.

Introduction to Engineering Skills (152 hours) included skill development in the following areas: workshop safety drawing interpretation, measuring, micrometers, hand tools, workshop, grinding and drilling equipment, files, screw threads, introduction to lathe operation and project production.
4.4.2 **Schools Educational Experience Component** (203 hours)

The content of the Life Skills studies provided for students at the central Hub School (Elizabeth High School) was derived from several Year 12 subjects accredited by the Senior Secondary Assessment Board of South Australia (SSABSA) and modified to achieve greater relevance to TAFE vocational studies.

It comprised the two **core units**, 'The Individual and the Group' and 'Livelihood', and a choice from two other units, 'Work Environments' and 'Lifestyle'.

- **The Individual and the Group** focused on issues relating to student understanding of themselves as individuals and group/social processes. Topics included 'adolescents as individuals', 'adolescents in groups', 'socialisation' and 'projections into the future'.

- **Livelihood** promoted student understanding of differing life and work patterns within society, and skills needed to participate as a member of a group and the community.

- **Work Environments** enabled students to gain an appreciation of, and an ability to deal with, the demands of various work environments. Course content included study of work environments, field trips and study of working conditions and situations.

- **Lifestyle** developed students' ability to direct, understand and evaluate personal lifestyle and that of others. Course topics included 'individual lifestyle', 'Australian lifestyle' and 'lifestyle and change'.

4.5 **Vocational orientation, attendance pattern, timing and duration**

The vocational orientation of the program derived from the teaching specialising of the DTAFE Schools of Technical, Business and General Studies (see 4.4.1).

A full-time attendance pattern was provided, 35 hours per week (30 hours instruction time) during the 20 week program, involving

- 3 days per week in the TAFE college (360-424 hours)
- 2 days per week in school (203 hours).
TAFE and School instruction was provided within normal timetabling hours, although an opportunity was provided for students to undertake computer literacy studies as an additional component to the TAFE 'day'.

An outline of the weekly attendance timetable of CAVE is provided in Table 4.

4.6 Accreditation and certification

The Course Award in Vocational Education was accredited through DTAFE accreditation processes as a five-day DTAFE program, with recognition given to the two day schools-based component. Accordingly, an accreditation document prepared by DTAFE, outlining both the TAFE and Schools components, was prepared for submission to the relevant accrediting body SACOTAFFE (South Australian Council of TAFE), for 2 year accreditation as a TAFE Stream 4 Course Award.

Students who successfully completed all components of the study program would receive a DTAFE Course Award in Vocational Education. All students would also receive a locally designed DTAFE/ED statement of achievement indicating both the TAFE and Schools components of the course together with subject completion and assessment details.

Importantly, issues relating to creditation and certification presented a major design difficulty to course planners and organisers. The accreditation/certification feature outlined was resolved during the operation of the program and followed consideration and investigation of a range of available options (see 5.3).

4.7 Educational and vocational pathways

The design of CAVE, ensured that students would be presented with various pathways towards education, further training, employment, or a combination of these.

4.7.1 Educational pathways

The design of the DTAFE component (e.g. subject selection) ensured that successful completion of DTAFE subjects within the available major and minor options would enable students to gain credit towards a range of DTAFE Course Awards and Certificates, as well as Pre-vocational training. These were as follows:
### TABLE 4: WEEKLY TIMETABLE OF THE COURSE AWARD IN VOCATIONAL EDUCATION

<table>
<thead>
<tr>
<th>Monday (At School)</th>
<th>Tuesday (At College)</th>
<th>Wednesday (At College)</th>
<th>Thursday (At School)</th>
<th>Friday (At College)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-12</td>
<td>Living Skills (or other School-based Studies)</td>
<td>Business and Organisational Structure</td>
<td>Introduction to Data Processing</td>
<td>Living Skills (or other School-based Studies)</td>
</tr>
<tr>
<td></td>
<td>Engineering Drawing &amp; Design I</td>
<td>Health</td>
<td></td>
<td>Introduction to Engineering Skills</td>
</tr>
<tr>
<td>1-4</td>
<td>Living Skills (or other School-based Studies)</td>
<td>Clothing and Food Preparation</td>
<td>Business and Organisational Structure</td>
<td>Living Skills (or other School-based Studies)</td>
</tr>
<tr>
<td></td>
<td>Introduction to Engineering Skills</td>
<td>Engineering Drawing &amp; Design I</td>
<td></td>
<td>Health</td>
</tr>
<tr>
<td>4.15-5.45</td>
<td>Computer * Awareness (Optional)</td>
<td>Computer * Awareness (Optional)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Not taken by any students in the pilot programme as an optional subject at the end of the TAFE day.

+ Introduced as an optional alternative to IDP during the course.
Health and Care Certificate
Clothing and Textile Awards
Business Practice Certificate
Business Certificate (Accounting)
Business Certificate (Data Processing)
Associate Diploma in Mechanical Engineering
Various Pre-Vocational courses or apprenticeship courses in a technical area.

Year 11 students participating in the program would be able to return to secondary education to undertake Year 12 studies.

4.7.2 Vocational pathways

The provision of employable skills within the DTAFE vocational component could lead to a range of possible employment opportunities and pathways including the follows:

- **General Studies** (a) Clothing: Public shops, sewing machine demonstration, home dressmaking, (b) Health: apprenticeships in food/health areas, child care, hospital/nursing homes, hostel aids, take away food outlets.

- **Business Studies** Accounting officers; clerical duties, office duties and junior or assistant in commerce.

- **Technical Studies** Mechanical engineering technician, various apprenticeship areas, including drafting, planning, fabrication, welding, fitting, turning, locksmithing, machining, and automotive parts interpreting.

4.8 Student enrolment and gender distribution

A total of 35 students drawn from Years 11 and 12 in 9 local secondary schools participated in the program. This student group comprised 25 Year 1 students and 10 Year 12 students.

Gender distribution was as follows: 15 males and 20 females (see also 4.10).
4.9 Program evaluation

A formal evaluation of the CAVE program has not yet been undertaken by either DTAFE or ED authorities. However, resources were allocated by central DTAFE administration to undertake specific research and review tasks relating to the design and delivery of the co-operative program. Accordingly, an officer from central DTAFE Policy Support Branch was allocated (on a part-time basis) in 1985 to undertake the following Departmental research projects:

1. Documentation of the Development and Design of the Course Award in Vocational Education (30% full-time load project responsibility; commenced February 1985, completed November 1985).

This project described the development and design process of CAVE, outlining the major decision alternatives selected by TAFE/Schools and the design of the program prior to (but not beyond) course commencement in July 1985.

2. Review of major Policy Issues Arising from the Course Award in Vocational Education (30% full-time load project responsibility; commenced September 1985, completion February 1986).

This project explores the major outcomes, policy issues and available options in relation to administration, resources, accreditation, certification and other issues.

Since neither project included an evaluation of course outcomes and student benefits, informal 'on-site' data gathering and evaluation were undertaken or co-ordinated by TAFE/Schools course co-ordinators to assist in future program planning and design.

4.10 Student access and selection

There was considerable discussion during the course planning process regarding the student target group or the program. While all groups broadly agreed that the course should be directed towards capable but disaffected senior secondary students in danger of leaving the education system, DTAFE and ED personnel held differing views on whether Year 11 or Year 12 students should be given preference in the counselling and selection procedure. More specifically,

- DTAFE staff generally favoured preference for Year 12 students because of their maturity and greater likelihood of successfully completing TAFE studies.
Schools personnel were generally concerned that the program did not unduly remove those students capable of completing a Year 12 study program from doing so.

Towards the end of the planning period, it was resolved that as a mid-year course, Year 12 students considering alternative study options would be targeted, although appropriately identified Year 11 students would not be excluded.

A detailed student selection procedure was therefore instituted by course co-ordinators. This was both because of the limited student places available, and because of a view shared by DTAFE and ED personnel that selecting from within the determined target group would be crucial to the success of the co-operative program. As a result, a panel of DTAFE and ED staff directly involved with the program visited all participating schools in June 1985 counselling prospective students and selecting the final participants for the program.

Within the broadly defined target group, counselling and selection also focussed on the following:

- preference to Year 12 students, while encouraging students capable of completing Year 12 studies to do so
- ensuring that selected students adopted a school participation mode and TAFE option (within those available) suitable to their educational and personal needs.

Pre-course counselling also paid attention to the principles of equal opportunity, in particular the direction of young women towards non-traditional vocational choices and consideration of other disadvantaged groups (e.g. Aborigine, persons with disabilities and students disadvantaged through distance).

### 4.11 Staff development

Two joint staff development seminars were organised for personnel involved with the CAVE. These were funded from Education Department sources (see 4.1.20 and organised by the DTAFE Staff Development Branch.

The first seminar held in July (at the commencement of the course) was designed to facilitate information sharing regarding the design and objectives of the co-operative program, and understanding of needs of the student target group.
The second seminar, held in October, enabled involved staff to discuss the major outcomes arising from the co-operative program, and to identify major educational, curriculum and course design issues. This information was collated by course co-ordinators and incorporated into the planning process for future programs.

4.12 Program promotion to other groups

Promotion of the Course Award in Vocational Education amongst participants, parents, and selected employers was undertaken by course co-ordinators.

- A parents information evening was organised at Elizabeth College during the course to provide information regarding the aims and content of the program, and the various educational, training and employment options/pathways available to students upon successful completion of the course.

- Selected local employers were approached by the College Co-ordinator towards the end of the course and consulted regarding the design of the locally developed TAFE/Schools course completion statement provided to students. This information confirmed the need for both the TAFE and Schools components to be shown on the statement as well as subject completion and assessment.
5.1 The significance of the CAVE program as a co-operative TAFE/Schools model

The CAVE program represents a newly developed working educational model in the area of TAFE/Schools interface for the future consideration of DTAFE and ED administrators, and colleges of TAE in South Australia. Several unique design features and underlying educational principles distinguish the program from the broad range of TAFE and School provision, and from other TAFE/Schools Co-operative programmes in South Australia.

an integrated TAFE/Schools structure, with students undertaking studies in both educational systems with studies in TAFE leading to award level

schools provision of general education and experience and TAFE provision (though optional subject selection) of training in employable skills in a major study area as well as wider vocational knowledge and skills to enhance employability

the transferability of credit towards other TAFE awards and certificates, as well as towards pre-vocational training

the possibility of various pathways towards education, further training, employment or a combination of these

the granting (to successful students) of a Course Award in Vocational Education, with opportunities to enrol in other DTAFE awards and certificates.

Further the course's flexible and modular design would appear to have implications for and relevance to co-operative programs provided in major regional centres or localities where multi-purpose TAFE colleges serve several surrounding secondary schools.

In particular, the program contributed to the range of senior secondary options, by providing 'at risk' students in danger of leaving school a strongly vocational program with multiple pathways to further study, training and/or employment.
However, in SA, specific problems encountered in relation to Accreditation/Certification, funding and course implementation have been raised in relation to its future development as a TAFE/Schools co-operative program. These are briefly outlined below.

5.2 Impact on student options

As a second semester program the CAVE was developed as an alternative educational program for disaffected senior secondary students (particularly in Year 12) considering mid-year options. Future courses implemented on a similar basis would continue to provide counselling and selection during the first semester to identify the appropriate client group.

At the time of writing, however, there is discussion regarding the provision of a first semester course in 1986. While retaining the broad structure and design of the pilot program, a number of counselling and student selection issues have been identified including:

- the appropriateness of Year 11 students for the course given that pre-course counselling and selection would take place at the end of the previous year (viz. Year 1) unless repeating Year 11 students are specifically targeted;
- difficulties in selecting students entering Year 12 before they enter a Year 12 study program;
- nominating Year 13 students (viz. those returning to undertake additional Year 12 studies) as a major target group, despite difficulties in estimating the number of returning students from whom selection could be made.

Moreover, students' educational and training options at the end of a first semester CAVE program will need to be clarified, in particular pathways to further DTAFE training or returning to secondary school.

5.3 Accreditation and certification

Although designed as a single integrated educational program, the CAVE potentially overlapped the accreditation procedures of both the ED and DTAFE. As a result, the issues of which accreditation process would be followed and what level of accreditation would be provided, remained unresolved design issues until the commencement of the course.
Three accreditation options for the course were considered by the overseeing TAFE/ED Steering Committee and explored by its Working Party. These were:

i) separate accreditation of the respective DTAFE and Schools components through DTAFE processes and SSABSA

ii) single accreditation by DTAFE of the total program, with formal recognition given to the Schools component

iii) joint accreditation of the program by both Departments.

The TAFE/Schools Committee responsible for overseeing course development and implementation favoured a joint accreditation arrangement, largely to ensure the course's integrity as an integrated TAFE/Schools initiative. However, the pursuit of this option presented a number of difficulties. In particular:

. the need for negotiation between both Departments with both Directors-General signing the Course Award parchment

. the equation of the DTAFE component to a Year 12 course; this presented a major policy issue for DTAFE

. the lack of uniformity of the Schools component presented difficulties in terms of accreditation documentation.

Moreover, there was no existing agreement between both Departments to enable such joint accreditation arrangement to be implemented.

The issue of accreditation was subsequently resolved at senior DTAFE level in August 1985 with a directive that the course be accredited as a 5 day full-time TAFE program, with recognition given to the 2 day school component. The course would therefore be accredited as a TAFE Stream 4 award, with 36% of the program earned for broad educational experience outside of DTAFE. This particular program involved the provision of that experience by local high schools.

At the time of writing formal documentation had been forwarded to SACOTAFE for accreditation.

The accreditation arrangement for this program is consistent with current DTAFE policy guidelines for jointly provided co-operative programs which specifies that where DTAFE is the main provider, certification and accreditation will be the responsibility of the TAFE system.
5.4 Funding

The various TAFE and Schools funding arrangements (derived from Commonwealth and mainstream sources) utilized to provide the Course Award have already been outlined (see 4.1.1). In particular it has been noted that only minimum additional resources were provided by both Departments following considerable negotiation with central authorities.

Difficulties faced by organisers in resourcing the program reflect poorly delineated DTAFE and ED policies and funding mechanisms relating to the provision of intersectoral co-operative programs. Present arrangements in the area of TAFE/Schools interface provision are under review by both Departments following reductions in traditional sources of funding (viz. Commonwealth Participation and Equity Program). In general, while DTFE regards funding of co-operative programs to be 'negotiable' they are considered a low priority area of provision.

The future provision of the Course Award in Vocational Education as a TAFE/Schools co-operative program will therefore depend heavily on the development of Departmental funding policies and guidelines in the area of interface initiatives. At the time of writing the provision of future programs at Elizabeth College in 1986 would appear to be contingent on an increased ED contribution towards funding.

5.5 Broad outcomes of the program

The following broad outcomes are outlined arising from the implementation of the CAVE.

5.5.1 Student participation and attrition

Of the 35 students who participated in the program, 25 students remain in the course at the time of writing (December 1985). Of those who left during the course (10), 4 obtained full-time employment, 1 enrolled in a Pre-Vocational course at the Elizabeth College of TAFE, and 1 returned to secondary school. Four students left for unknown destinations.

Two students who obtained apprenticeships for 1986 (Fitting and Machining) continued in the course during 1985.
5.5.2 Developments and modifications to the design of the TAFE component of the program

Specific changes to the design and content of subjects within the TAFE component were made during the operation of the course. These changes are likely to be incorporated in any future programs. They include:

i) Due to unexpectedly low student achievement in the Introduction to Data Processing (IDP) subject, a Computer Awareness unit was provided as an alternative option for a large proportion of the students. The unit will not attract credit points in Business Studies Certificates, but will be accredited as a Business Studies component in the Course Award. Factors contributing to poor student achievement in this segment of the course appear to have been:

- the large size of the student group (24)
- wide range of student abilities within the group (e.g. Year 11 and Year 12 students)
- difficulties in adjusting to the largely theoretical content of the subject (with limited practical computer use)
- the use of teaching methodologies and course materials appropriate to more traditional TAFE Business studies students.

The design of the Business Studies option in future courses will include the provision of a Computer Awareness unit either in conjunction with IDP, with students entering IDP or Computer Awareness on the basis of counselling, or as an integrated subject component.

ii) An increase in the study hours for the Technical Studies subjects from 114 to 152 hours was made towards the end of the course. This involved increasing the length of each lesson from 3 to 4 hours (thus extending the TAFE day) to provide students with further instruction in the skills component of the subjects, thus enabling all specified objectives to be met.

5.5.3 Administration of the Central Hub School

Specific administrative issues emerged during the operation of the central Hub School (Elizabeth High), which accommodated over two thirds of the students for the two day per week Living Skills program. These included:
Initial difficulties during the first weeks of the program arising from the size of the student group (28), the diversity of students attending, and the adjustment required in bringing together students from various other schools. These included disruption, and lack of cohesion within the group.

An increase of staffing several weeks into the course from one or two (0.6 and 0.5 appointments) to provide instruction on a team basis to ensure improved student outcomes and achievement.

The provision of Living Skills content during the latter part of the program within a more flexible structure based on student identified needs and preferences.

5.6 Future planning of a certificate in vocational education

The development and initial design process of the program had been towards the development of a one year Certificate in Vocational Education. However, a number of design concerns lead to the decision during the course development to pilot a Course Award only in 1985. These reasons include:

- difficulties in providing a sufficient range of subject options for a 12 month program (particularly in Technical Studies)
- uncertainty regarding the operation of a 12 month course commencing mid year (e.g. over the Christmas period), and subsequent study pathways
- difficulties in adequately resourcing an extended program
- uncertainties relating to course accreditation and certification.

The development of a 12 month (calendar year) full time Certificate remains a longer term goal of the course organizers however (for possible implementation in 1987). Future planning and design will draw upon an evaluation and assessment of the CAVE pilot program.
CHAPTER 6 GENERAL COMMENTS AND PERSPECTIVES

The following general comments and perceptions from various groups involved with the CAVE (e.g. Schools and TAFE administrators, co-ordinators, course lecturers and students), are presented in relation to the implementation of the pilot program.

6.1 Senior college/schools administrators

Senior Elizabeth College of TAFE and ED Northern Area Schools administrators support the continued development/refinement and future provision of the CAVE program as a formal TAFE/Schools interface initiative of ESTEP. Broadly, the course is perceived to represent a valuable initiative to enable a specific stratum of senior secondary students to undertake substantial credit level studies in TAFE, while remaining in both educational systems. Efforts to secure funding from various TAFE and ED sources are therefore being mounted to provide two semester courses in 1986.

Specific comments by Heads of TAFE Vocational Schools, who were more closely involved with the operation of the pilot program at the Elizabeth College, included the following:

- Broad endorsement and support for the course while recognising the need to address concerns identified during the design and delivery (e.g. see 5.5.2).
- Recognition of the program's potential to become a major post compulsory Schools/TAFE educational and training pathway.
- The need for realistic funding and resourcing of any future programs to minimise impact on existing provision at the college.
- The need for further curriculum development and design to enable a wider range of subject choices than was possible in the limited pilot program, to cater for students' vocational needs and interests.
- The need for careful student counselling and selection to ensure the appropriate target groups are reached.
6.2 Course co-ordinators

Both DTAFE and ED course co-ordinators commented on the positive student outcomes arising from the CAVE, in particular student growth and maturity, increased vocational orientation and personal development.

General problems relating to student behaviour and achievement were identified as arising from:

- the excessive student numbers (and initially insufficient staffing) in the central Hub School, and in some TAFE subjects
- the range of student abilities within groups—a result of drawing together Year 11 and Year 12 students from various schools
- the use by some TAFE lecturers of 'traditional' teaching approaches and course learning materials more suitable to older often part-time work-experienced students
- student adjustment to the freedoms and responsibilities of the TAFE learning environment.

It was considered that many of these problems had been adequately addressed during the operation of the course.

In relation to the TAFE component, it was noted that lecturers adopting traditional teaching approaches and methods experienced difficulties with student motivation. Lecturers who had utilised flexible teaching and learning strategies generally achieved higher student outcomes and achievement.

There was generally strong support for the future provision of the program, although recognition of the need for more effective student counselling and selection, and pastoral care to minimise student difficulties in adjusting to the structure and format of the program.

Stronger support for the program's continued delivery as a TAFE/Schools initiative (in preference to a 5 day a week TAFE program) was expressed by the Schools Co-ordinator. A longer term planning option involving a more flexible, less time-specific structure, with students undertaking credit level subjects from a wider range of TAFE options leading to a formal award, was also identified.
6.3 TAFE lecturers

DTAFE lecturers commented both on the provision of the DTAFE component, and more generally on the structure and design of the program.

In relation to the course teaching, lecturers indicated various issues and concerns. The lower student achievement in Business Studies subjects has already been noted (see 5.5.2). Business Studies lecturers expressed particular concern over the inclusion of students considered inappropriate for the course, in particular those lacking a commitment to the study program. The initial use of large class sizes (rectified during the program) was also identified as a contributing factor.

Other lecturers (viz. Technical and General Studies) reported more satisfactory student outcomes and achievement, although a more intensive teaching effort and pastoral care role (than mainstream teaching) was required. Several lecturers indicated the need to use flexible teaching methods and practical structured activities to achieve student interest and motivation.

Several lecturers highlighted difficulties in relation to student punctuality, attendance and commitment. Contributing factors identified were:

- the excessive length of teaching periods (3 hours)
- the inclusion of some Year 11 students who considered the course a 'soft option' and a means of leaving secondary school
- the retention of unmotivated students who, in normal TAFE courses, would have left.

General comments on the structure of the program indicated support for the broad objectives of the program, but specific concerns regarding its design. These included:

- Support for a 5 day a week TAFE course structure, with TAFE provision of Living Skills at the college, to minimise student difficulties in remaining in both systems.
- Preference for a single Hub School (in any jointly provided program) to minimise fragmentation, foster greater group cohesion, and clarify students' institutional identity.
- Strong support for second semester courses catering for specific Year 12 students, with improved information...
provision and counselling to ensure the selection of motivated students.

Flexible pathways in returning to school to avoid the retention of disaffected students.

Several lecturers also supported an alternative model of incorporating individuals and small student groups into existing adult classes rather than providing for discrete groups. This 'top up' approach would reinforce adult behaviour and study approaches.

6.4 Students

Interviews with a small number of course participants revealed varying viewpoints regarding the relevance and worth of the program. Most students commented that they had joined the course either because of dissatisfaction with school education or environment, or a desire to undertake more specialised vocationally oriented studies. In most cases, students considered the experience to have been worthwhile, despite specific organisational difficulties and problems with TAFE subject content. General comments were:

1. Most students experienced initial difficulties in adjusting to the School/TAFE weekly structure, in particular accommodating the different learning environments of a secondary school and TAFE college. These difficulties generally subsided as the course progressed. Some students favoured a more extensive orientation/induction period at the beginning of the course.

2. Students undertaking Business Studies subjects confirmed difficulties identified by lecturers and co-ordinators regarding the theoretical content and large class sizes.

3. Students held differing views on the value of the Schools component and the relevance of the Living Skills studies. There was general support for all students to attend one central Hub School, both to minimise disruption and to improve student interaction.

4. Some students favoured a full-time TAFE provided course, while others considered the school component brought diversity and maintained links with the School system.
Students contemplating further TAFE study, and Year 11 students considering returning to undertake Year 12 studies, commented favourably on the course's impact in shaping their decision making.

High achieving students were generally critical of unmotivated students who caused disruption in TAFE subjects.
ENDNOTES

Section 1


2. Ibid, p23

3. Ibid, p19

4. 'Proposal for a One-Year Vocational Course Designed for Young Adults' (DTAFE Policy Committee), DTAFE Curriculum Development Branch, June 1983, page 2.

Section 4

1. See comment on data sources on page 1.

Section 5

1. SA DTAFE Policy Statement, 'The TAFE/Schools Interface in South Australia', 4.12.85, p1

2. Ibid, p2
4.10 Profile and Commentary of Course Award in Vocational Education CAVE in S.A.

This profile and commentary were written by the project team for the TAFE/Schools Programs and Credentials Project. These would not have been possible without the work undertaken by the author of the CAVE case study, David Hailstone, of the S.A. Department of TAFE. We would like to acknowledge David's work and thank him for his contribution to our national study.

The commentary below is based upon the contents of the case study, but also draws on other data collected in our study. The views expressed are those of the project team.
4.10.1 Profile of CAVE

Program Title: Course Award in Vocational Education (CAVE)

Program Location: Elizabeth/Salisbury, South Australia

Participating Colleges/Schools: Elizabeth TAFE College
Elizabeth, Elizabeth West, Gawler, Fremont, Craigmore, Playford, Smithfield Plains, Parafield Gardens and Salisbury High Schools

This State and Commonwealth PEP funded program is located in the lower socio-economic Northern area of metropolitan Adelaide. This area suffers one of the highest rates of youth unemployment in South Australia. The Course Award in Vocational Education (CAVE) was offered experimentally during the second semester of 1985.

The CAVE is a 20 week full-time program (at around 35 hours per week), requiring attendance for 3 days per week at the TAFE College and 2 days per week in secondary school. Attendance outside normal school hours was required. The course was offered to students in Years 11 and 12 in 1985.
The CAVE comprises five components as follows:

* orientation and counselling (6 hours)
* major TAFE study option (240 or 304 hours)
* minor TAFE study option (120 or 152 hours)
* living skills (secondary) (203 hours)
* skill enhancement in major TAFE study area (38 hours).

The TAFE study options are offered in Business Studies, General Studies and Technical Studies. The Business Studies option includes studies in business and organisational structure, data processing and computer awareness. The General Studies option includes studies in health, food preparation and clothing. The Technical Studies option includes studies in engineering drawing and design and engineering skills. TAFE teachers were responsible for delivering these TAFE components.

The schools living skills component offers core and elective studies in individual and group relations, life and work patterns, work environments and personal life styles. Secondary teachers delivered the schools component.

35 students attended CAVE in 1985 (20 females and 15 males); 25 students were from Year 11; 10 students were from Year 12. Over two thirds of these students attended a central 'hub' school (Elizabeth High School) for the living skills component. Most of the remainder attended a second 'hub' school (Elizabeth West High School).

The CAVE was designed by a specially established working party which was responsible to a management group entitled the Elizabeth-Salisbury Transition Education Project (ESTEP), a group representing institutions and authorities.
involved in the provision of programs and services for youth in the region. The CAVE developed over a period of three years from 1982, resulting from a range of cooperative initiatives taken by ESTEP. It was therefore the product of a great deal of communication and negotiation between ESTEP members during that time.

The CAVE is managed and administered by ESTEP which has a direct membership link to the Central Schools/TAFE Coordination Committee, a committee with statewide policy and funding functions in S.A.

Student access to CAVE was open, although students from a number of targetted categories were counselled to consider CAVE as an option. All participating schools were visited by a counselling team. Due to the limited number of student places available, a student selection process was adopted.

The CAVE is a program fully accredited by the TAFE accreditation agency in S.A. (SACOTAFE) as a Stream 4 award. The program is not accredited as a Year 12 course by the secondary accreditation agency SSABSA. Consequently successful students receive a TAFE Certificate, but do not receive a senior school certificate. Students do receive a locally-initiated "statement of achievement" outlining course details for both TAFE and school components.

Students gain credit in existing relevant TAFE courses at either trade, certificate, associate diploma or pre-vocational levels.
4.10.2 Commentary on CAVE

The Course Award in Vocational Education has a number of features which are worthy of comment. The writers believe that the design, management and funding processes relating to CAVE, as well as certain of its course design and implementation characteristics, are exemplary. CAVE also contributes a number of clear alternative education pathways in TAFE. However, the absence of a jointly (TAFE and Schools) accredited award is felt to lessen CAVE’s impact as a model cooperative program which would aim to achieve greater equity in post-compulsory education.

Design, Management and Funding Processes

The CAVE trialled in 1985 was the end result of a considerable period of planning, negotiation and cooperative initiative under the ESTEP banner. The ESTEP group was established in 1982 and it has generated a range of Schools/TAFE cooperative endeavours since that time. The most substantial of those endeavours though is CAVE. That it took around three years to develop to the stage of its trial implementation in 1985, is testament to the number of issues that had to be resolved to reach that stage - especially so given the overt commitment to achieving Schools/TAFE cooperation that has been evident amongst the members of the ESTEP group.

During this three year period the ESTEP group has confronted administrative, funding, organisational, course design, accreditation and implementation issues, which was complicated by the absence of a clear and cohesive statewide policy on Schools/TAFE cooperation. During these years, the Central Schools/TAFE Coordinating Committee had begun to address some of these issues at the statewide level, but it was not until late in 1985 that statements of policy
began to emerge. Consequently, for the greater part of this time, ESTEP identified problems and set about solving them at the regional level.

The establishment of ESTEP, by ESTEP seems to have provided a number of advantages to its problem solving capacity. The allocation of PEP state funds from the central authorities, for example, was made to the ESTEP body. This enabled ESTEP to take responsibility for the administration of funds for its regional initiatives, including CAVE. In this way, some of the problems encountered by program administrators in other states, such as what proportion of costs is met by the TAFE College vis-a-vis the participating schools, were more readily able to be overcome.

Other advantages in the establishment of ESTEP were realised by virtue of its representative and community-based membership. Such a group was in a strong position to reliably examine the needs of its young people, and to foresee and overcome barriers that would emerge at the local level - such as travel difficulties.

The major advantages, however, seem to have accrued from the identity that ESTEP established. As ESTEP is a body, it pervades a recognised identity that enables it to overcome certain difficulties that mere individuals, or even a collection of individuals with high status, would be unable to manage. It appears fairly evident that because of this ESTEP was able to experiment; and initiate in certain ways that may otherwise have been curtailed by the inflexibility of centralised systems and procedures. An example of one such initiative is the achievement of TAFE accreditation for an integrated program, part of which is taught by secondary teachers in schools. Another is the responsibility for fund administration being taken by a body, rather than a college or school Principal.
To some extent then, ESTEP adopted a 'vacuum approach' - viz. where there is no centralised policy defining acceptable and unacceptable practices, then determine a set of local practices that seem to be appropriate and implement them. This fills the vacuum, and meets immediate needs. It also establishes precedence which quite often points the way for the development of policy guidelines, after the event.

It is also quite evident that the vacuum approach suggested here, indeed the whole ESTEP development, was one that was acknowledged and supported by centralised authorities in S.A. The tracking of new ground, undertaken by ESTEP, was supported centrally, through substantial funding (in the order of $60 000 for CAVE), and by the appointment of coordinating staff to support ESTEP's work. Importantly though, the central authorities seem to have provided some degree of freedom from the standard requirements of the centralised administration, which enabled ESTEP to innovate and experiment.

**Course Design and Implementation**

CAVE is an integrated cooperative program. This means that it is more than just the aggregation of a TAFE component and a schools component. The full-time program runs for 20 weeks. It therefore accounts for a substantial proportion of the immediate post-compulsory education of its students.

Unlike many other cooperative programs which are based on a substitution of standard senior secondary subjects with existing and accessible TAFE courses or subjects the CAVE program has been designed according to a set of perceived student needs. Both the TAFE and schools components have been developed to meet the established course aims of CAVE. In short, CAVE does not simply constitute
a pot-pourri of existing accessible subjects.

Furthermore, CAVE has a structure which is flexible and modular. This permits wider student choice and not only within the TAFE component of the program. This flexibility and increased student choice is facilitated by the schools 'cluster' arrangement which operates for CAVE. The CAVE type cluster seems to afford the widest possible student choice within the total offerings of the program. It is a cluster based on two 'hub' schools. Students from participating schools can attend one of two hub schools for the schools component of the program. Different school options are offered at each hub school - a selection of either the CAVE-derived living skills component, or subjects from the normal senior school offerings.

Curriculum documentation including aims, objectives, content and guidance for teaching method and assessment, was prepared for CAVE. This documentation evidences both the integrated design of the program and the uniqueness of the specific purpose of the program. During the trialling of the program, from July to December 1985, a number of modifications to the curriculum structure and content were made, in keeping with the emerging needs and abilities of the students. For example, the Technical Studies part of the TAFE component of CAVE was extended in duration, beyond normal school hours, in order to provide more time for students to acquire the requisite level of skills competence. In another instance, in the Business Studies part of the course, an additional option (Computer Awareness) was introduced when it was found that some students were having difficulty coping with one of the designed subjects (Introduction to Data Processing).

It is worthy of note that the cooperative climate for CAVE was such that these modifications to the curriculum design were able to be made during the trial
implementation. Although in the case of Computer Awareness, students selecting this option lost the facility to gain credit for that subject in TAFE Business Studies Certificate courses.

Pathways

The curriculum for CAVE has been designed with the very clear purpose of opening up alternative pathways in TAFE. Depending on the student's choice from the major options available in the TAFE component, credit for TAFE certificate level courses is earned in:

* Health and Care
* Clothing and Textiles
* Business Practice
* Business (Accounting)
* Business (Data Processing)
* Mechanical Engineering.

In addition, students selecting the Technical Studies option as their major study area, earn credit for a number of TAFE pre-vocational or trade courses.

Students successfully completing the CAVE program therefore may choose to pursue further TAFE studies with credit, across quite a wide range of occupational areas. They would do this by enrolling as a TAFE student in any of the range of existing TAFE accredited courses for which their CAVE studies have prepared them.

Alternatively, students successfully completing CAVE may wish to pursue employment. In this case their endeavours would necessarily be advantaged.
because they are able to present to employers with a TAFE accredited award (CAVE). Employment, based on their CAVE studies, could be sought for entry level positions in retailing, sewing machine demonstration, dressmaking, health and recreation, child care, hospital/nursing aid, hostel aid, accounting, clerical/office work, mechanical engineering, drafting, metal fabrication, fitting and machining, locksmithing and automotive parts interpreting.

The range of future TAFE and employment options afforded by CAVE is substantial. Indeed, no other cooperative program reviewed in our national study offers quite the range of alternative TAFE and work pathways.

Accreditation of CAVE

The advantage of TAFE accreditation to the CAVE student has already been outlined. This provides successful students with a credential that earns credit towards further TAFE studies, and which has creditability and marketability for seeking employment.

Unlike many of the other cooperative programs reviewed in our study, however, CAVE is not a jointly accredited program. It lacks any form of statewide secondary accreditation, and hence status, as a program of study within the domain of senior secondary schooling.

In addition to the TAFE accredited award, CAVE students receive a locally designed "statement of achievement" jointly issued by TAFE and schools in the Elizabeth/Salisbury region. But this statement of achievement does not accrue any kind of formal endorsement or recognition from the secondary accreditation agency for Year 12 studies in S.A. (SSABSA). Consequently there is no mechanism for acknowledgement of CAVE studies on the senior school certificate in S.A. at
any of Levels 1, 2 or 3.

In effect then, Year 11 or 12 students who have opted to study the CAVE program, have excluded themselves from being eligible for a statewide senior secondary certificate. Because the study requirements for CAVE are substantial (in excess of 600 hours of instruction), insufficient time would remain for students to also pursue SSABSA accredited subjects leading to a senior secondary certificate. It would appear then that CAVE students have gained an advantage in opening TAFE and work options, but have foregone the opportunity to earn a credential which would represent to them, and to the community at large, the culmination of their secondary schooling at the senior level.

Now it could be argued that CAVE students have made a choice for TAFE and work options, rather than a senior secondary certificate. If at a later stage in life CAVE graduates wish to pursue further studies at the secondary level or in the tertiary sector, they would be able to resume such studies via a number of second-chance routes already available within the overall adult education provision of the state.

In our view, however, to accept this argument is to concede that a CAVE-type post-compulsory education is no different than a TAFE-type post-compulsory education. (After all senior secondary students may already elect at any time during Years 11 and 12 to discontinue their secondary studies and seek enrolment in TAFE programs). And if this is the case, then what has been the point in designing an integrated Schools/TAFE program? The point has clearly been to design a program to meet the hitherto unmet post-compulsory educational needs of young people - young people for whom neither TAFE alone nor schools alone have been able to provide satisfactory educational options.
The traditional view that post-Year 10 options comprise senior secondary school studies, TAFE, work or employment, needs therefore to change. A fifth option (and there are of course others) is an integrated cooperative schools/TAFE program like CAVE. And if this fifth option is to be further developed in a way which will encourage young people to enter it, then in our view it must be an option which carries the imprimatur of the public agencies responsible for accrediting educational programs - both in TAFE and in secondary Education.

Notes: 1. Level 1, Level 2 and Level 3 are analytical terms adopted by the writers for the purposes of this study. They are generic terms designed to permit a comparative analysis of secondary credentials across the Australian States/Territories.

Their meanings are:

Level 1 - courses that are accreditation authority approved for State-wide tertiary entrance.

Level 2 - courses that are accreditation authority recognised (or registered) State-wide.

Level 3 - courses that are school based and school credentialled, and are acknowledged by the accreditation authority.
A MINOR CASE STUDY FOR

THE TAFE/SCHOOLS PROGRAMS AND CREDENTIALS PROJECT

FARM MANAGEMENT - A CO-OPERATIVE PROGRAM BETWEEN

TECHNICAL EXTENSION SERVICE AND

CHRIST CHURCH GRAMMAR SCHOOL IN WESTERN AUSTRALIA

(1983 - 1985)

R.J. House
Christ Church Grammar School
Claremont, W.A.

1985
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1. HISTORY/BACKGROUND OF THE CO-OPERATIVE PROGRAM

After attending a seminar at Muresk Agricultural College in early June, 1982 at which the 'McDowell Report on Agricultural Education in WA' was discussed, the Co-ordinator approached my Headmaster as to the possibility of the school following up Recommendation 32 of the McDowell Report.

The recommendation was:

'The Committee recommends that the Education Department review its policies with a view to allowing secondary students, if they wish, to enrol in TES courses and where these courses are not available in their school to have access to the full range of TES services offered to other TES students.'

This approach was made with the knowledge of:

(i) the current course offering for Years 11 and 12 at the school were largely academic in nature;

(ii) the school's population included a number of students who were returning to farming properties at the completion of Year 11 or Year 12 whose (a) immediate educational needs could be served with TES courses in agriculture; (b) longer term educational needs could be served by introduction to TES agricultural courses and methods of study involved in correspondence courses.

Following informal enquiries in July 1982, and discussions with the Superintendent of Agricultural Education, Mr Kingsley Waterhouse, and representatives of TES, formal application was made to the Director-General of Education at the beginning of 1983.

The venture began as a pilot project with no commitment on either side to continue after 1983.
2. DESIGN PROCESS FOR THE CO-OPERATIVE PROGRAM

2.1 STUDENT NEEDS

A comprehensive analysis of the students entering Year 11 is undertaken as a matter of policy. This includes career aspirations, teacher recommendations for further study, ability and performance data, and personal interview.

From this review, a list of prospective students were introduced to the possibility of studying a TES course as an alternative to studying a subject offered at the school.

2.2 LIAISON WITH TES

Discussions with Mr Glen Moran, Head of the Department of Applied Sciences, TES focusses on:

(a) Modules of study that:

(i) were within the students' experience
(ii) of a level of difficulty that all students could handle
(iii) relevant to the students' future needs.

(b) An arrangement of resources that:

(i) was logistically possible (for both parties)
(ii) introduced students to study by correspondence
(iii) supported students in greater measure than a traditional TES client
(iv) provided students with feedback on their progress.

2.3 COST

TES supplied course materials, set assignments and marked them, and provided approximately 3 x tutorial sessions at the school's expense. The cost to each student was rationalised by the school to approximately $150 per module.
3. PLACEMENT OF THE PROGRAM INTO TAFE/SCHOOL OFFERINGS

3.1 TAFE

The students enrol as would any student in a TAFE course, in this case they enrol in a 'Certificate of Agriculture'. They are able to telephone the TAFE tutor when in difficulty. Examinations are conducted by TAFE and the school merely acts as the examination centre. Student results are sent directly to the student involved.

3.2 SCHOOL

The TES course is undertaken by those selecting students as one of their six subjects in year 11 and/or Year 12. Each subject was studied for 4 x 1 hour periods each week (now 5 per 6 day cycle). Students report to (and sign in) the library during these periods which fit in with the timetable grid.

Each student reports weekly to the Co-ordinator where personal progress is monitored, targets set and any logistical problems overcome.

Each module is assessed by means of assignments (varying in number with the module) and an examination, each worth 50%.

An introductory session is conducted by the Co-ordinator for students commencing their first assignment.

Students progress at their own pace and sit the examinations when ready (in either June or November).
### 4. DESCRIPTIVE CHARACTERISTICS OF THE PROGRAM

#### 4.1 See checklist

#### 4.2 STUDENT PROGRESS

<table>
<thead>
<tr>
<th>Student</th>
<th>Modules passed and year</th>
<th>Key for Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A 1983, B 1983, E 1984</td>
<td>A = Agricultural marketing</td>
</tr>
<tr>
<td>2</td>
<td>A 1983, (D 1984)</td>
<td>B = Farm finances</td>
</tr>
<tr>
<td>4</td>
<td>(A 1983) (left school end 1983)</td>
<td>D = Animal husbandry</td>
</tr>
<tr>
<td>5</td>
<td>A 1983, B 1983, E 1984</td>
<td>E = Farm development</td>
</tr>
<tr>
<td>6</td>
<td>A 1983, E 1984</td>
<td>F = Grain Sampling</td>
</tr>
<tr>
<td>7</td>
<td>(A 1983) (left school end 1983)</td>
<td>G = Woolclassing</td>
</tr>
<tr>
<td>8</td>
<td>A 1983, B 1983, C 1984</td>
<td>( ) attempted but did not pass</td>
</tr>
<tr>
<td>11</td>
<td>D 1984, E 1984</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>E 1984</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>(D 1984), E 1984</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>E *1985</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>E *1985</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>E 1985, F*1985</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>*E 1985</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>*E 1985</td>
<td></td>
</tr>
</tbody>
</table>
5. OTHER FEATURES OF THE PROGRAM

5.1 COURSES APPROPRIATE TO THE LEVEL OF FARMING EXPERIENCE

The courses are all designed for practising farmers and despite the fact that almost all students come from farming properties, it was found they lacked the practical experience associated with decision making on the farm. This was evident in the modules selected in 1983, and in 1984 the modules selected i.e. Animal Husbandry, and Farm Development (a new course) required less experience in decision making.

5.2 MOTIVATION AND REINFORCEMENT

The 1983 modules were based on a small number (5-7) of assignments, with each assignment covering a comparatively large number of sections. Students often became blocked on small sections and sometimes would take a month to complete an assignment. The lack of feedback on a regular basis impaired motivation and in 1984 the units selected were of a larger number (approx. 20) of assignments of fewer sections. More regular reinforcement assisted motivation.

Weekly discussions with the Co-ordinator were also intended to assist in this respect.

5.3 RESOURCES

The major difficulty has been in locating specific resources for assignments, e.g. actual financial figures from the farm in the Farm Finance unit.

This has largely been overcome by selecting units that do not require such resources, or in the case of woolclassing, purchasing a common set of samples for all students to use.

5.4 THE MODE OF STUDY

Some students find considerable difficulty in adapting from the face-to-face learning situation to the correspondence material which requires that they provide the impetus. This is a particular problem in some assignments in some units where the
topic is perceived to have little relevance to the student, for example, in some of the topics in Animal Husbandry. Those students who have succeeded, report that they feel more confident and better equipped to undertake similar TES courses in the future.
Checklist of Co-operative Program Characteristics
for the FARM MANAGEMENT program.
(Write title of program on dotted line).

Explanatory Notes:

1. Use a highlighter pen to mark (or circle) the appropriate variable values in column 4 to indicate the most appropriate responses.

2. Write a number as appropriate in column 5.

3. Write a comment or description as appropriate in column 6.

4. The symbol ➞ means a response is required in column 5.

5. The symbol ➞ means a response is required in column 6.

6. If there is insufficient space in the box in column 6, please use the attached sheet provided.
<table>
<thead>
<tr>
<th>Program Variable Number</th>
<th>Program Variable Name</th>
<th>No. of Variable Values</th>
<th>Program Variable Values</th>
<th>Additional Numerical Data</th>
<th>Additional Qualitative/Other Data</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Geographical Location</td>
<td>3</td>
<td>1 = Resort 2 = Country 3 = Metropolitan</td>
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<tr>
<td>2</td>
<td>Auspice</td>
<td>2</td>
<td>1 = Government 2 = Non-Govt</td>
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<td></td>
</tr>
<tr>
<td>3</td>
<td>Transportation of Students</td>
<td>6</td>
<td>1 = Private 2 = Taxi 3 = Public transport 4 = Institutional 5 = Walking 6 = No provision</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Socio-Economic Classification of Program's Local Environment</td>
<td>6</td>
<td>1 = Tourist 2 = Rural 3 = Suburban 4 = Inner-city 5 = Industrial 6 = Commercial</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Unemployment in Program's Local Environment</td>
<td>3</td>
<td>1 = Low (&lt; 102% 2 = Medium (102-252%) 3 = High (&gt; 252%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Participating School(s) Retention yr.10-11</td>
<td>3</td>
<td>1 = Low (&lt; 60%) 2 = Medium (60%-75%) 3 = High (&gt; 75%)</td>
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<tr>
<td>7</td>
<td>Participating School(s) Retention yr.11-12</td>
<td>3</td>
<td>1 = Low (&lt; 25%) 2 = Medium (25%-50%) 3 = High (&gt; 50%)</td>
<td></td>
<td></td>
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<tr>
<td>8</td>
<td>Funding Source 1</td>
<td>2</td>
<td>1 = C'wealth 2 = State/Territory</td>
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<tr>
<td>9</td>
<td>Funding Source 2</td>
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<td>1 = TAFE 2 = Schools 3 = Joint administer'd</td>
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<td></td>
</tr>
<tr>
<td>11</td>
<td>Program costs</td>
<td>3</td>
<td>1 = Met by TAFE 2 = Met by Schools 3 = Met jointly by TAFE/Schools</td>
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<td></td>
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<tr>
<td>12</td>
<td>Institutional Location</td>
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<td></td>
</tr>
<tr>
<td>13</td>
<td>Teaching</td>
<td>4</td>
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<tr>
<td>14</td>
<td>Participating Schools</td>
<td>X</td>
<td>X = No. of Schools participating in the program</td>
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<tr>
<td>15</td>
<td>Potential Schools</td>
<td>X</td>
<td>X = No. of Schools which could be participating in the program at that location</td>
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<td></td>
</tr>
<tr>
<td>16</td>
<td>Program Derivation</td>
<td>4</td>
<td>1 = Existing 2 = Modified 3 = Integrated TAFE subject(s)/course(s)</td>
<td></td>
<td></td>
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<tr>
<td>17</td>
<td>Vocational Orientation</td>
<td>Θ</td>
<td>Θ = Name of the vocational basis of the program (e.g. Accounting)</td>
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<td>18</td>
<td>Attendance Pattern</td>
<td>5</td>
<td>1 = TAFE attendance/att-ends/week 2 = TAFE attendance/att-ends/week 3 = TAFE attendance/att-ends/week 4 = Full-time attendance at TAFE College in the program (No. of blocks/week)-1/2 ratio TAFT:School</td>
<td></td>
<td></td>
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<tr>
<td>19</td>
<td>Timing</td>
<td>3</td>
<td>1 = Inside School hrs 2 = Outside School hrs 3 = Both inside and outside School hrs</td>
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<td></td>
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<tr>
<td>Program Variable Number</td>
<td>Program Variable Name</td>
<td>No. of Variable Values</td>
<td>Program Variable Values</td>
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<td>Additional Qualitative/Other Data</td>
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<td>------------------------------------------------------------------------------------------</td>
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<tr>
<td>20</td>
<td>Duration</td>
<td>3, 6</td>
<td>$X_1$, $X_2$ = Total no. of hours attendance in School $X_3$, Total no. of hours attendance in TAFE</td>
<td>4</td>
<td>4 plus occasional work Inst. titles</td>
</tr>
<tr>
<td>21</td>
<td>Accreditation</td>
<td>4</td>
<td>1 = TAFE 2 = Secondary 3 = Jointly accredited 4 = No accreditation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Credential</td>
<td>4</td>
<td>1 = Entrance 2 = Approved 3 = Registered by to Tertiary Accreditation Authority</td>
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<td></td>
</tr>
<tr>
<td>23</td>
<td>Career Pathways</td>
<td></td>
<td>$\Theta$ = Name of the major occupational designation(s) aimed at by the program</td>
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<td></td>
</tr>
<tr>
<td>24</td>
<td>Educational Pathways</td>
<td></td>
<td>$\Theta$ = Name of the institution(s) and course(s) to which program leads</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Program Initiation</td>
<td>3</td>
<td>1 = Initiated 2 = Initiated at regional School/College 3 = Initiated at Central level Authority (i.e. Statewide)</td>
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<tr>
<td>26</td>
<td>Year level of students in Program</td>
<td>4</td>
<td>1 = Year 11 2 = Year 12 3 = Both years 11 &amp; 12 4 = Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Total Student Enrolment</td>
<td>$X_1$, $X_2$, $X_3$</td>
<td>$X_1$, Total no. of year 11 students enrolled in program $X_2$, Total no. of year 12 students enrolled in program $X_3$, Total no. of all students recorded at item 26.</td>
<td>8</td>
<td>8 Range has been 8-11 each year.</td>
</tr>
<tr>
<td>28</td>
<td>Gender Distribution</td>
<td>$X_1$, $X_2$</td>
<td>$X_1$, No. of females enrolled in program $X_2$, No. of males enrolled in program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Program History</td>
<td>3</td>
<td>1 = Program 2 = Program to be offered 3 = Program to be offered in 1986 4 = Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Curriculum Documentation</td>
<td>6</td>
<td>1 = Documentation 2 = Documentation includes includes includes statement teaching objectives of content methodology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Program Evaluation</td>
<td>2</td>
<td>1 = There is 2 = There is not an evaluation mechanism (specify — )</td>
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<td></td>
</tr>
<tr>
<td>Program Variable Number</td>
<td>Program Variable Name</td>
<td>No. of Variable Values</td>
<td>Program Variable Values</td>
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<td>Additional Qualitative/Other Data</td>
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<td>----------------------------------</td>
</tr>
<tr>
<td>32</td>
<td>Student Access</td>
<td>2</td>
<td>1 = Program is open to all students only (specify which students)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>In-service</td>
<td>4</td>
<td>1 = In-service is provided for teachers on program (specify)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2 = In-service is provided for TAFE teachers on program (specify)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3 = Joint in-service is provided for School teachers on program (specify)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4 = No in-service provision for teachers on program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Variable Number</td>
<td>Comments</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>-------------------------</td>
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</tbody>
</table>


4.11 Profile and Commentary on Farm Management Program in W.A.

This profile and commentary were written by the project team for the TAFE/Schools Programs and Credentials Project. These would not have been possible without the contribution of Ray House of Christ Church Grammar School, Claremont in W.A., in providing the minor case study for our project. We would like to acknowledge this work and thank Ray for his contribution.

The commentary below is based upon the contents of the case study, but also draws on other data collected in our study. The views expressed are those of the project team.
4.11.1 Profile of the Farm Management Program

Program Title: Farm Management Program

Program Location: Claremont, Western Australia

Participating Colleges/Schools: Technical Extension Service (TAFE)/Christ Church Grammar School

This school funded program commenced as a pilot in 1983 between the Technical Extension Service (TES), the TAFE external (or correspondence) studies facility in W.A., and the independent boys school, Christ Church Grammar. The school is located in suburban Perth.

After a relatively successful pilot in 1983, modifications to the program were made, and it was again offered in 1984/5. Eight Year 11 and 12 students (all boys) undertook the program in 1985. Essentially the program involves students in private study for four hours per week during school time, using external study materials provided by TES. Subjects studied included the following from the TAFE Certificate Course in Agriculture:
A school Coordinator monitored student progress and attended to administration of the course in the school. The TES was responsible for course delivery in the same way as for other external students — via module assignments and assessment procedures. The course was open to all students in the school; reference was made to a record of student aspirations and abilities kept in the school. The Farm Management Program is a TAFE accredited program — leading to credits in the TAFE Certificate in Agriculture. Its secondary accreditation status was (at the time of writing) under review by the Secondary Education Authority in W.A., although it appeared likely that a level 2 credential would be granted.

4.11.2 Commentary on the Farm Management Program

The farm management program is of interest in this review of Schools/TAFE cooperative programs because it is one of the very small number we were able to identify which relies on cooperation with a TAFE external studies provider. Indeed, we were surprised not to find schools making greater use of existing TAFE external study provision in our study. It would seem to be a relatively low cost means of providing access for school students to TAFE courses, especially in isolated areas. We do understand that the
practice of 'one-off' school students enrolling in TAFE externally is not uncommon. We did not seek to enumerate such individual instances in our study. We do understand, furthermore, that there is at least one other instance of 'organised' school enrolment in TAFE external study, of some scale, in Australia, but we were unable to gain access to sufficient data about that program to be helpful in this study.

It is unfortunate that more data on Schools/TAFE cooperation through external study were not available, because the system operating at Claremont does appear to have potential for providing senior school students with wider curriculum choice in a way which may open pathways to further education and work, while at the same time contributing to the students' senior secondary credential.

We would be cautious, however, in suggesting the widespread adoption of the Claremont approach as an exemplary model for Schools/TAFE cooperation, because of its dependence on the external study mode. It would be generally accepted that this study mode is not an optimum for all students. While it would appear to suit some student learning styles, it is a mode which requires a mature, independent and highly motivated approach to learning. As well, there are obvious difficulties in effecting student learning by external study in the practical components of many TAFE courses. Further, the level of educational technology successfully applied to external course delivery in Australia at present, is comparatively low. This is an area receiving considerable research and development effort in TAFE in Australia at present.
As a model for Schools/TAFE cooperation, the Christ Church study is valuable in showing that an external study means exists. It may in some cases be the only means, such as in some isolated regions. Although other alternatives for Schools/TAFE cooperation in isolated areas are presented in this study (see for example the case study on the Vocational H.S.C. at Walgett in N.S.W.).

Endnote: 1. Level 1, level 2 and level 3 are analytical terms adopted by the writers for the purposes of this study. They are generic terms designed to permit a comparative analysis of secondary credentials across the Australian States/Territories.

Their meanings are:

Level 1 - courses that are accreditation authority approved for State-wide tertiary entrance.

Level 2 - courses that are accreditation authority recognised (or registered) State-wide.

Level 3 - courses that are school based and school credentialled, and are acknowledged by the accreditation authority.
A MINOR CASE STUDY FOR
THE TAFE/SCHOOLS PROGRAMS AND CREDENTIALS PROJECT

JOINT HORTICULTURE PROJECT IN A.C.T

Carolyn Tweedie
A.C.T. Schools Commission
1985
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<th>Page</th>
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<td>HISTORY/BACKGROUND TO THE CO-OPERATIVE PROGRAM</td>
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<td>2</td>
<td>DESIGN PROCESS FOR THE CO-OPERATIVE PROGRAM</td>
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<td>3</td>
<td>PLACEMENT OF THE PROGRAM INTO TAFE/SCHOOL OFFERINGS</td>
</tr>
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<td>4</td>
<td>DESCRIPTIVE CHARACTERISTICS OF THE PROGRAM</td>
</tr>
<tr>
<td>5</td>
<td>OTHER FEATURES OF THE PROGRAM</td>
</tr>
<tr>
<td></td>
<td>APPENDIX A</td>
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</table>
1 HISTORY/BACKGROUND TO THE CO-OPERATIVE PROGRAM

The joint horticulture program for teacher support was initiated by the PEP team, ACT Schools Authority, in 1984. These meetings were designed to bring together PEP Co-ordinators and Principals from schools who were interested in School/TAFE initiatives, and representatives of the three TAFE Colleges in the ACT.
(a) The horticulture project was proposed by the Assistant Principal, Curriculum, Woden TAFE (Dr Clare Hughes) after staff had evaluated the capacity of the Departments within that College to respond to school requests.

(b) Requests for horticulture support

(i) A significant number of secondary schools had basic facilities for horticulture. Teachers had frequently made requests to the TAFE Department of Horticulture for assistance in developing facilities for student use.

(ii) Requests had been received by the Horticulture Department for professional development of horticulture teachers in schools. A number of teachers were enrolled in TAFE vocational and short courses in their own time.

(iii) Schools were concerned to broaden the range of their curriculum by offering courses with a practical and vocational orientation. Horticulture courses were seen as meeting this need.

(iv) In addition, some secondary college staff were interested in the possibility of dual accreditation of horticulture courses for Years 11-12.

(c) The resulting proposal was prepared following School/TAFE discussions. The proposal involved equal contribution by the two sectors from PEP funds. The original budget was for a P/T teacher for the year; in practice, a full-time teacher was appointed for second semester.

**Budget**

<table>
<thead>
<tr>
<th>Woden TAFE College/Schools Authority Horticulture Initiative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part-time Co-ordinator - 12 hours per week</td>
</tr>
</tbody>
</table>
Salary
12 hours per week for 36 weeks
@ $30 per hour $12,960
Vehicle (Reg 90) $1,000
Classroom supplies $1,500
Material for schools at $500 for 5 schools $2,500
Total cost of project $17,960

Allocation of costs based on equal contribution to salary

Woden TAFE College $8,980
ACT Schools Authority $8,980

(d) To facilitate implementation of the proposal, a TAFE Horticulture teacher was allocated two weeks (on joint PEP funding) to visit interested ACT schools, to inspect horticulture facilities and list potential issues for follow-up in 1985. He wrote a report highlighting these issues.
3  PLACEMENT OF THE PROGRAM INTO TAFE/SCHOOL OFFERINGS

As this program involved teacher consultation, there was no necessity for co-ordinating TAFE and School timetables. However, it became apparent to TAFE staff, that the variety of school timetables would make it difficult for a TAFE teacher to regularly contribute to courses in a variety of schools.
4 DESCRIPTIVE CHARACTERISTICS OF THE PROGRAM

The program has operated very smoothly due to a number of factors:

(a) Meetings between TAFE and Youth Services staff prior to the program, to clearly identify aims and method of operation.

(b) Informal, but regular meetings of TAFE/Youth Services staff to monitor programs.
   Flexible administrative procedures.

(c) Initial meeting organised to bring horticulture teachers together to meet TAFE staff and identify needs.

(d) Enthusiastic teachers who were keen to acquire skills and support the program, and willing to meet together on occasions.

(e) Free interchange between TAFE staff member and teachers in schools - easy access to school classes by TAFE teachers.

(f) Self motivated and experienced TAFE staff project officer.

Problem

(a) Need to have access to an official vehicle to facilitate travel to schools within the region.

(b) Clearly identified need for ancillary staff in schools to support horticulture programs.
5 OTHER FEATURES OF THE PROGRAM

(a) The co-operative project identified basic needs in provision of effective school horticulture programs:

- Glasshouses and all electrical installations need to be checked for safety aspects.
- It is important to have a resource person to inspect facilities, and provide advice, especially in less established schools.

(b) The joint project has encouraged greater awareness by teachers in the TAFE and school sectors about programs in the other sector. TAFE staff have commented that they can see possibilities for joint programs in the future.

(c) The program highlighted a need for development of resource materials - particularly audio/visual materials, e.g. sets of photographic slides on particular topics.

(d) An off-shoot of the program, has been:

- the projected development of a resource file for horticulture lessons - to be jointly compiled by the TAFE horticulture teachers and the Science consultant, ACT Schols Authority - from materials provided by practising teachers.
- Projected development of curriculum for high schools and colleges - teachers are currently working on outlines. It is hoped that some professional development support from PEP TAFE/School funds will be available in 1986 to support this initiative.
TAFE/SCHOOLS PROGRAMS & CREDENTIALS PROJECT

Checklist of Co-operative Program Characteristics
for the JOINT HORTICULTURE program.
(Write title of program on dotted line).

Explanatory Notes:

1. Use a highlighter pen to mark (or circle) the appropriate variable values in column 4 to indicate the most appropriate responses.

2. Write a number as appropriate in column 5.

3. Write a comment or description as appropriate in column 6.

4. The symbol $\rightarrow$ means a response is required in column 5.

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6. If there is insufficient space in the box in column 6, please use the attached sheet provided.
<table>
<thead>
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<th>Col. 1</th>
<th>Col. 2</th>
<th>Col. 3</th>
<th>Col. 4</th>
<th>Col. 5</th>
<th>Col. 6</th>
</tr>
</thead>
<tbody>
<tr>
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<td>No. of Variable Values</td>
<td>Program Variable Values</td>
<td>Additional Numerical Data</td>
<td>Additional Qualitative/Other Data</td>
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</tr>
<tr>
<td>Geographical Location</td>
<td>3</td>
<td>1 = Resort 2 = Country 3 = Metropolitan</td>
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<tr>
<td>Auspice</td>
<td>2</td>
<td>1 = Government 2 = Non-Government</td>
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<tr>
<td>Transportation of Students</td>
<td>6</td>
<td>1 = Private 2 = Taxi 3 = Public transport 4 = Institution bus 5 = Walking 6 = No provision</td>
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<tr>
<td>Socio-Economic Classification of Program’s Local Environment</td>
<td>6</td>
<td>1 = Tourist 2 = Rural 3 = Suburban 4 = Inner-city 5 = Industrial 6 = Commercial</td>
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<td></td>
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<tr>
<td>Unemployment in Program’s Local Environment</td>
<td>3</td>
<td>1 = Low (&lt;= 10%) 2 = Medium (101-251) 3 = High (&gt;= 25%)</td>
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<tr>
<td>Participating School(s) Retention yr.10–11</td>
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<td>Funding Source 1</td>
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<tr>
<td>Funding Source 2</td>
<td>2</td>
<td>1 = P.E.P. 2 = Mainstream establishment</td>
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<tr>
<td>Funding Administration</td>
<td>3</td>
<td>1 = TAFE 2 = Schools 3 = Joint administr'd TAFE/Schools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program costs</td>
<td>3</td>
<td>1 = Met by TAFE 2 = Met by Schools 3 = Met jointly by TAFE/Schools</td>
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<tr>
<td>Institutional Location</td>
<td>4</td>
<td>1 = TAFE 2 = Schools 3 = Joint TAFE/Schools</td>
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<td>Teaching</td>
<td>4</td>
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<tr>
<td>Participating Schools</td>
<td>X</td>
<td>X = No. of Schools participating in the program</td>
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<td>Potential Schools</td>
<td>X</td>
<td>X = No. of Schools which could be participating in the program at that location</td>
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<tr>
<td>Program Derivation</td>
<td>4</td>
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<td>Vocational Orientation</td>
<td>6</td>
<td>6 = Name of the vocational basis of the program (e.g. Accounting)</td>
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<td>Attendance Pattern</td>
<td>5</td>
<td>1 = Full-time 2 = Part-time 3 = School week</td>
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<tr>
<td>Timing</td>
<td>3</td>
<td>1 = Inside 2 = Outside 3 = Both inside and outside</td>
<td></td>
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<tr>
<td>Program Variable Number</td>
<td>Program Variable Name</td>
<td>No. of Variable Values</td>
<td>Program Variable Values</td>
<td>Additional Numerical Data</td>
<td>Additional Qualitative/Other Data</td>
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<td>----------------------------------</td>
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<tr>
<td>20</td>
<td>Duration</td>
<td>3</td>
<td>$x_1$, $x_2$</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>$x_1$ = Total no. of hours attendance in School</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$x_2$ = Total no. of hours attendance in TAFE</td>
<td></td>
<td></td>
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<tr>
<td>21</td>
<td>Accreditation</td>
<td>4</td>
<td>1 - TAFE 2 - Secondary 3 - Jointly accredited 4 - No accreditation</td>
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<td>22</td>
<td>Credential</td>
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<td>1 - Entrance 2 - Approved 3 - Registered by to Tertiary by Accreditation by Institutions Authority</td>
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<tr>
<td>23</td>
<td>Career Pathways</td>
<td>4</td>
<td>$\Theta$ = Name of the major occupational designation(s) aimed at by the program</td>
<td></td>
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<tr>
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<td>24</td>
<td>Educational Pathways</td>
<td>4</td>
<td>$\Theta$ = Name of the institution(s) and course(s) to which program leads</td>
<td></td>
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<tr>
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<td></td>
<td></td>
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<td>25</td>
<td>Program Initiation</td>
<td>3</td>
<td>1 - Initiated 2 - Initiated at 3 - Initiated at School/College Central level (i.e. Statewide)</td>
<td></td>
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<tr>
<td>26</td>
<td>Year Level of Students in Program</td>
<td>4</td>
<td>1 - Year 11 2 - Year 12 3 - Both years 11 &amp; 12 4 - Other</td>
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<td></td>
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<td>TEACHERS</td>
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<td>27</td>
<td>Total Student Enrolment</td>
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<td>$x_1$, $x_2$, $x_3$</td>
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<tr>
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<td></td>
<td>$x_1$ = Total no. of year 11 students enrolled in program</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>$x_2$ = Total no. of year 12 students enrolled in program</td>
<td></td>
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<td>$x_3$ = Total no. of all students recorded at item 26</td>
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<td>28</td>
<td>Gender Distribution</td>
<td>4</td>
<td>$x_1$, $x_2$</td>
<td></td>
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<td>$x_1$ = No. of females enrolled in program</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>$x_2$ = No. of males enrolled in program</td>
<td></td>
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<tr>
<td>29</td>
<td>Program History</td>
<td>3</td>
<td>1 - Program 2 - Program 3 - Program to be offered in 1986 offered offered offered in 1985</td>
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<td>30</td>
<td>Curriculum Documentation</td>
<td>6</td>
<td>1 - Documented 2 - Documented 3 - Documented includes includes includes guide for teaching</td>
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<td>4 - Documented 5 - Documented 6 - No curriculum documentation</td>
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<td></td>
<td>4 - Documented 5 - Documented includes includes statement of resources assessment</td>
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<td>5 - No curriculum documentation</td>
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<td>6 - No curriculum documentation</td>
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<td>5 - No curriculum documentation</td>
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<td>31</td>
<td>Program Evaluation</td>
<td>2</td>
<td>1 - There is 2 - There is not an evaluation mechanism</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2 - There is not an evaluation mechanism</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>2 - There is not an evaluation mechanism</td>
<td></td>
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<td></td>
<td>(specify)</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>SYSTEM WIDE</td>
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<td></td>
<td></td>
<td>PROGRAM EVALUATION</td>
</tr>
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<tr>
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<td>Program Variable Values</td>
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<td>Additional Qualitative/Other Data</td>
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<td>----------------------------------</td>
</tr>
<tr>
<td>32</td>
<td>Student Access</td>
<td>2</td>
<td>1 = Program 2 = Program is open to all students only (specify which students — )</td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>In-service</td>
<td>4</td>
<td>1 = In-service 2 = In-service 3 = Joint in-service is provided for TAFE for School teachers on program program (specify — ) (specify — ) (specify — )</td>
<td></td>
<td>1/2 DAY TEACHER IN-SERVICE ON HORTICULTURAL TECHNIQUES MEETINGS</td>
</tr>
</tbody>
</table>

**Table Notes:**
- **Program 2:** Program is open to all students only (specify which students — )
- **Program 3:** Joint in-service is provided for TAFE for School teachers on program program (specify — ) (specify — ) (specify — )
- **Program 4:** No in-service provision for teachers on program

**Additional Notes:**
- In-service is provided for school teachers on program.
- Joint in-service is provided for TAFE for school teachers on program.
- No in-service provision for teachers on program.
<table>
<thead>
<tr>
<th>Program Variable Number</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This 2nd semester program was held for 11 participating schools. The Tape Teacher visited schools on request, provided support for classroom activities, advice on resources purchase and setting up of facilities organized teacher training aid. Curriculum development and planned for 1986 - if NFF funding permits we will look at dual accreditation of agriculture units which can be introduced into senior colleges (years 11-12).</td>
</tr>
</tbody>
</table>
4.12 Profile and Commentary of Joint Horticulture Project in A.C.T.

This profile and commentary were written by the project team for the TAFE/Schools Programs and Credentials Project. These would not have been possible without the contribution of Carolyn Tweedie, PEP Coordinator, Youth Services Unit of the A.C.T. Schools Authority, in providing the minor case study for our project. We would like to acknowledge this work and thank Carolyn for her contribution.

The commentary below is based upon the contents of the case study, but also draws on other data collected in our study. The views expressed are those of the project team.
4.12.1 Profile of the Joint Horticulture Project

Program Title: Joint Horticulture Project

Program Location: Woden, Australian Capital Territory

Participating
Colleges/Schools: Woden TAFE College/
11 local schools

This Commonwealth PEP funded project is not a program of study for students, as with all the other cooperative programs identified in this national project. Nevertheless, it is considered to be a Schools/TAFE cooperative program in terms of the inclusive definition used in the project. Reference to Chapter 2, where the project definitions are presented, shows that the Joint Horticulture Project exhibits the main characteristics of a cooperative program as defined. The Joint Horticulture Project reflects cooperative effort between Schools and TAFE where curriculum, resources and teaching inputs have been negotiated, and where a joint Schools/TAFE credential is in the process of negotiation. The essential difference between the Joint Horticulture Project and all other cooperative programs reviewed is that the Joint Horticulture Project is centred on teachers rather than students. Needless to say, the educational outcomes of the project are student-centred.

Briefly, the Joint Horticulture Project is a teacher development initiative. Horticulture teachers from Woden College of TAFE are providing
curriculum support to Horticulture teachers in 11 schools. The curriculum support is in the form of

* advice on curriculum content and teaching methodology
* assistance in preparing curriculum (and teaching) materials
* development of the practical skills of schools teachers
* identifying ways of TAFE complementing facility/resource deficiencies in schools.

The project was jointly funded by Schools and TAFE at a total cost of approximately $18,000, the majority of which was expended on costs associated with a TAFE teacher visiting the schools involved to initiate the program.

The project arose from the curriculum support and professional teacher development needs of schools attempting to find ways to broaden their curriculum provision for students, with particular interest in vocational studies. The possibilities of providing students with the opportunity for "dual accreditation" in Years 11 and 12 are being examined as a part of the project.

4.12.2 Commentary on the Joint Horticulture Project

Our prime interest in the Joint Horticulture Project clearly relates to its unique focus on teachers as a means of opening student pathways to further education and work. We consider that an approach such as this, if developed to attend sufficiently to a number of organisational and educational issues, could be an 'exemplary' model for Schools/TAFE cooperation.
We have already noted the difference in the approach adopted in this cooperative program. The teacher-focus of the project should clearly lead to professional development benefits for participating Horticulture teachers. This in turn should be expected to lead to improvements in the quality of existing secondary horticulture curriculum provision to students. Such an outcome would generally be the prime purpose for initiating any kind of professional development program for teachers.

In the case of the Joint Horticulture Project, however, we see the potential for considerable additional benefit to school horticulture students, in terms of further education and work pathways. If the potential joint Schools/TAFE accreditation arrangements for school horticulture students can be negotiated successfully, then such students will likely have also improved their employment prospects, have commenced an accredited TAFE horticulture course leading to the award of a TAFE credential, and be contributing to their senior school certificate. Further, if the Schools Authority in the A.C.T. is able to accord such a joint course a level 1 credential, then by definition, the credential so earned would also count towards tertiary entrance.

It seems to us that the Joint Horticulture Project has established a framework for the realisation of these potential benefits for students. Some of the organisational and educational factors that would be involved in building on this framework will now be discussed. The first of these is the design of a horticulture curriculum. It is likely the existing schools horticulture curriculum and existing TAFE horticulture courses would provide the framework for this curriculum design activity. Given the successful establishment of the Joint Horticulture Project, the beginning
of an analysis of student needs and of the curriculum design process has been made. This would need to be carried through to the curriculum documentation stage.

Another factor involves planning for delivery of the curriculum. Here, location, facilities, resources, assessment and teaching would need to be addressed. Plainly, the Joint Horticulture Project has focussed on some of these elements of the curriculum design process already. Decisions on these elements would need to be made. It may be that, arising from the Joint Horticulture Project outcomes to date, and its review of horticulture facilities in schools, that some schools are adequately placed to deliver the course. This would need to be confirmed to the satisfaction of the TAFE and secondary accreditation agencies. Other schools may require material support from TAFE to deliver the course, especially to ensure TAFE's standards are maintained. In other cases, secondary students may have to attend TAFE colleges to ensure an appropriate standard of course delivery. Either of the first two scenarios above could be preferable from the point of view of schools relieving the current high level of demand for limited TAFE student places, in study areas where they (the schools) are able to meet appropriate curriculum standards.

The three possible course delivery scenarios outlined above imply the use of a mechanism for accrediting institutions as providers of accredited programs. The roving role of the TAFE horticulture teacher visiting schools to provide curriculum support, already established via the Joint Horticulture Project, would seem to provide the means for this type of accreditation to take place — at least as far as TAFE accreditation requirements are concerned. The notion of 'institutional accreditation' is also referred to in our commentary on the Kobeelya (W.A.) case study.
A third factor relates to achieving joint accreditation of the course, once it is designed. Other cooperative programs in the A.C.T. are jointly accredited, by the A.C.T. Schools Authority and by the Further Education Accreditation Committee — see the case study on the Electronics program included in this report. This instance shows the procedures for achieving joint accreditation are available in the A.C.T. Our recommendation would be for joint accreditation of a horticulture program to be sought so that the Schools Authority granted a level 1 credential. It appears from the accreditation developments likely to occur in the Electronics program during 1986, that level 1 secondary credentialling is achievable for appropriate Schools/TAFE cooperative programs.

Endnote: 1. Level 1, level 2 and level 3 are analytical terms adopted by the writers for the purposes of this study. They are generic terms designed to permit a comparative analysis of secondary credentials across the Australian States/Territories.

Their meanings are:

Level 1 - courses that are accreditation authority approved for State-wide tertiary entrance.

Level 2 - courses that are accreditation authority recognised (or registered) State-wide.
Level 3 - courses that are school based and school credentialled, and are acknowledged by the accreditation authority.
A MINOR CASE STUDY FOR

THE TAFE/SCHOOLS PROGRAMS AND CREDENTIALS PROJECT

PROGRAMS FOR IMPROVING POTENTIAL FOR EMPLOYMENT (P.I.P.E.)

DARWIN, N.T.

W.J. Doherty
Darwin High School

1985
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1. BACKGROUND

Mr Bill Doherty, Principal, Darwin High School, initiated the program. In October 1984 the Principal approached the Head of the Trade School of what was then called the Darwin Community College now known as the Darwin Institute of Technology. Discussion centered around the feasibility of a group of Year 12 students enrolling at the DIT while still remaining students at Darwin High School and whether DIT provided pre-apprenticeship programs. Though no such courses existed, the Trade School was prepared to provide introductory courses to such a group of students. It was resolved then that three meetings would be held between the Trade School and teachers of Darwin High School to lay down guidelines. The Principal then called for volunteers from the staff of Darwin High School to participate in a brainstorming session to examine the feasibility of providing a link course with the DIT. At this first brainstorm held on 29 October 1984 the aims of the course, the structure of the course, assessment procedures for the course and the rationale were all established. The group agreed to meet again on 5 November 1984 to make the final decision. At this session it was decided inter alia that the target group would be those students who would complete Year 11 in 1984, who would return to school in 1985 whilst waiting employment opportunities to arise and who have not yet reached a standard considered basic for employment.
2. DESIGN

There were three faculty Seniors: English, Commerce, Technical Studies; the Year 12 Co-ordinator, two Assistant Principals, the Principal and seven classroom teachers all voluntarily involved in the planning process. Though the voluntary system had severe limitations on the breadth of possible offerings it had advantages essential to this pilot project. It was agreed that as much flexibility as possible should be built into the course. The content in the English and Mathematics programs should be kept to essentials suited to the needs of the target group and relevant to the total course. In other words, there was to be a single integrated course comprising several individual programs. Presentation strategies were to be such as to develop motivation and skills. The students were to be involved in one full day of programs at the DIT, one full day of work experience and three days of programs taken at Darwin High School. The final programs are outlined in a separate course description booklet.

The needs of the students were assessed by the Co-ordinator, the Student Counsellor, the Year 11 Homeroom Teacher and the parent.

Resources were minimal and all planning was done outside school commitments. The planning process took in all about three months.
3. PLACEMENT OF THE PROGRAM

Our first major problem was encountered in this area as the DIT operated a five-day programme, the day of work experience was to be on the same day of each week but the mainstream of Darwin High School operated on a seven-day cycle. It was agreed that the PIPE program would operate on a seven-day cycle with Monday out for work experience and Wednesday out for the DIT program. This meant then that we had built in a problem into the operations of the PIPE program at Darwin High School. It was believed that we could live with this.
A total of $4,310.00 was ear-marked for the PIPE program. This amount was paid for by the NT TAFE as far as the School was concerned. Some of it may have been recouped by TAFE from PEP funding. Of the $4,310.00, $2,890.00 was forwarded by the School to DIT. The breakdown of this was: Metalwork - $1,710.00; Carpentry and Joinery - $830.00; Linesman and Electrical - $350.00. The remainder of the funding was held at the School for transport, excursions, printing and duplicating and home economics.

The funds are administered by the Registrar of Darwin High School.

The credential issued is in the for of a specially prepared Assessment sheet which is completed by the lecturers at DIT and the teachers at the School. There is room on the Assessment sheet to summarise the report of the supervising officer at the workplace where Work Experience has been carried out. The evaluation of the course is ongoing by means of a committee comprising the five teachers, two elected students which is chaired by the Co-ordinator and meets once a cycle. The Co-ordinator then meets with the Liaison Officer at the DIT. Regular contact is made by the teachers with employers providing Work Experience. This process provides automatic inservice for the teachers involved.

Students can put themselves forward for selection and, in addition, students are identified for selection by Year 11 Co-ordinator.
5. OTHER FEATURES

The PIPE course increased the range of options for Year 12 students as it provides for a group of students who would normally be excluded from Year 12. This enhances self-esteem as a PIPE course at Year 12 has a status which could not be associated with a repeat of Year 11.

The provision of the PIPE course placed further restrictions on the total curriculum provisions as teachers could not be available elsewhere whilst teaching in the PIPE course. This is not unusual as it is a normal hazard whenever offerings are increased.

It would seem that the DIT lecturers welcomed the program as it used facilities which were largely under-used by day. It is too early yet to see what impact the PIPE course will have on programs elsewhere in the Territory.

Accreditation and creditialling procedures in the Northern Territory are controlled by two distinct bodies. The NT Board of Studies accredits courses for Year 11 mainly though some of these courses are used at the Year 12 level in some schools for some students. The Senior Secondary assessment Board of South Australia accredits courses and assesses students at the Year 12 level. The SSABSA authorities are warmly supportive but could not accredit the course for 1985. They have subsequently registered the course for 1986 and beyond. This means that future students studying the PIPE course will be issued with the SSABSA certificate.

Some of the problems encountered were: The operation of a seven-day cycle at Darwin High School against the five-day cycle at DIT and the Workforce. This incompatibility introduced some instability into the lives of some students as it could happened that they would not see a particular case study teacher for a particular subject from Friday to the following Thursday if the Tuesday was the day of the cycle where the subject was not offered. Once the program was under way, some students tended to apply selective motivation as, in their perceptions, some subjects were more important than others. Fortunately appropriate counselling resolved this.
For funding - see Page 4???. The major problem is still ahead of us as DIT intends charging lecturers' time for 1986. Our TAFE authorities are not willing to increase the funding.

Problems associated with the administration of the program were mainly communication ones over the three campuses - Darwin High School, DIT, and the Workforce. It was due largely to the boundless energy, the organization and administrative skills of the Co-ordinator which ensured effective communication. The selection of students was always difficult as stigma tends to be attached to any provision for under-achievers. Effective counselling gradually resolved this. Eventually the Hawthorne Effect took over and the students were proud to be involved.

Though the students valued their Assessment sheets, credentialling would have been enhanced had we been able to obtain registration from SSABSA earlier.

Amongst the unanticipated consequences were the strong cohesive forces which began to operate within the group of students. Almost always peer pressure was towards better performance.

The main issue remaining to be addressed is what to do with the Second Semester. Most of our students gained employment at the end of the First Semester due largely to a dramatic increase in confidence. This increase in confidence was due to in no small way to the support given by supervisors at the workplace. This year we allowed under-achievers in Year 11 to join the program in the Second Semester.
Initially, reactions within the School were negative as the course was seen to be diverting scarce resources to students who should have left school. Gradually there was acceptance. Finally, there was pride in what was being achieved. From the outset the teachers from the original brainstorm sessions insisted that young inexperienced teachers not be allocated to the course simply to fill up loadings. It was agreed that only teachers with a good track record of motivating students be used. This was adhered to and has played a major part in the success of the course.
TAFE/SCHOOLS PROGRAMS & CREDENTIALS PROJECT

Checklist of Co-operative Program Characteristics
for the Programs for Improving Potential for Employment PIPE program.
(Write title of program on dotted line).

Explanatory Notes:

1. Use a highlighter pen to mark (or circle) the appropriate variable values in column 4 to indicate the most appropriate responses.

2. Write a number as appropriate in column 5.

3. Write a comment or description as appropriate in column 6.

4. The symbol ➤ means a response is required in column 5.

5. The symbol ← means a response is required in column 6.

6. If there is insufficient space in the box in column 6, please use the attached sheet provided.
<table>
<thead>
<tr>
<th>Program Variable Number</th>
<th>Program Variable Name</th>
<th>No. of Variable Values</th>
<th>Program Variable Values</th>
<th>Additional Numerical Data</th>
<th>Additional Qualitative/Other Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Geographical Location</td>
<td>3</td>
<td>1 - Resort 2 - Country 3 - Metropolitan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Auspice</td>
<td>2</td>
<td>1 - Government 2 - Non-Govt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Transportation of Students</td>
<td>6</td>
<td>1 - Private 2 - Taxi 3 - Public transport car 4 - Institutional bus 5 - Walking 6 - No provision</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Socio-Economic Classification of Program's Local Environment</td>
<td>6</td>
<td>1 - Tourist 2 - Rural 3 - Suburban Inner-city 4 - Industrial 5 - Commercial</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Employment in Program's Local Environment</td>
<td>3</td>
<td>1 - Low (≤ 102) 2 - Medium (102-252) 3 - High (&gt; 252)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Participating School(s) Retention yr. 10-11</td>
<td>3</td>
<td>1 - Low (≤ 602) 2 - Medium (602-752) 3 - High (&gt; 752)</td>
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<td></td>
</tr>
<tr>
<td>7</td>
<td>Participating School(s) Retention yr. 11-12</td>
<td>3</td>
<td>1 - Low (≤ 252) 2 - Medium (252-502) 3 - High (&gt; 502)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Funding Source 1</td>
<td>2</td>
<td>1 - C'wealth 2 - State/Territory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Funding Source 2</td>
<td>2</td>
<td>1 - F.E.P. 2 - Mainstream establishment</td>
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<td></td>
</tr>
<tr>
<td>10</td>
<td>Funding Administration</td>
<td>3</td>
<td>1 - TAFE 2 - Schools 3 - Joint TAFE/Schools</td>
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<td></td>
</tr>
<tr>
<td>11</td>
<td>Program costs</td>
<td>3</td>
<td>1 - Met by TAFE 2 - Met by Schools 3 - Met jointly by TAFE/Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Institutional Location</td>
<td>4</td>
<td>1 - TAFE 2 - Schools 3 - Joint TAFE/Schools</td>
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<td>13</td>
<td>Teaching</td>
<td>4</td>
<td>1 - TAFE 2 - Schools 3 - Joint TAFE/Schools</td>
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<td></td>
</tr>
<tr>
<td>14</td>
<td>Participating Schools</td>
<td>X</td>
<td>X - No. of Schools participating in the program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Potential Schools</td>
<td>X</td>
<td>X - No. of Schools which could be participating in the program at that location</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Program Derivation</td>
<td>4</td>
<td>1 - Existing 2 - Modified Integrated TAFE subject(s)/course(s)</td>
<td></td>
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<tr>
<td>17</td>
<td>Vocational Orientation</td>
<td>0</td>
<td>Name of the vocational basis of the program (e.g. Accounting)</td>
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<td>18</td>
<td>Attendance Pattern</td>
<td>5</td>
<td>1 - TAFE attendance/attendances/week 2 - TAFE attendance/attendances/week 3 - TAFE attendance/attendances/week</td>
<td></td>
<td></td>
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<tr>
<td>19</td>
<td>Timing</td>
<td>3</td>
<td>1 - Inside 2 - Outside 3 - Both inside and outside</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year Level</td>
<td>Gender Distribution</td>
<td>Program Initiation</td>
<td>Program History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>---------------------</td>
<td>-------------------</td>
<td>-----------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Male</td>
<td>Initiated at</td>
<td>Program to</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>Regional/Statewide</td>
<td>was offered in 1986</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Total Male Enrolled</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Total Female Enrolled</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Total Students Enrolled</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Male</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>5</td>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Total Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Curriculum Documentation**

- **Documented:**
  - Program Objectives
  - Teaching Objectives
  - Content
  - Methodology
  - Including
  - Statement of Student Resources
  - Assessment Procedures

**Program Evaluation**

- **Trends:**
  - Program to be offered in 1986
  - Program no. of students enrolled
  - Program no. of female students enrolled
  - Program no. of male students enrolled
  - Program total no. of students enrolled

**Additional Comments**

- There is an evaluation mechanism for: A. Program Objectives B. Teaching Objectives C. Content D. Methodology
<table>
<thead>
<tr>
<th>Program Variable Number</th>
<th>Program Variable Name</th>
<th>No. of Variable Values</th>
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<th>Additional Numerical Data</th>
<th>Additional Qualitative/Other Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>Student Access</td>
<td>2</td>
<td>1 - Program is open to all students only (specify which students)</td>
<td></td>
<td>Those in need</td>
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<tr>
<td>33</td>
<td>In-service</td>
<td>4</td>
<td>1 - In-service is provided for TAFE</td>
<td></td>
<td>Core meeting</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>2 - In-service is provided for School teachers on program (specify)</td>
<td></td>
<td>This meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3 - Joint in-service is provided for TAFE for School teachers on program (specify)</td>
<td></td>
<td>TAFE, etc. Development</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4 - No in-service provision for teachers on program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Variable Number</td>
<td>Comments</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</table>
4.13 Minor Case Study of Programs for Improving Potential for Employment (PIPE) in N.T.

This profile and commentary were written by the project team for the TAFE/Schools Programs and Credentials Project. These would not have been possible without the work undertaken by the author of the case study, Bill Doherty, Principal of Darwin High School. We would like to acknowledge his work and thank him for his contribution to our national study.

The commentary below is based upon the contents of the case study, but also draws on other data collected in our study. The views expressed are those of the project team.
4.13.1 Profile of PIPE

Program Title: Programs for Improving Potential for Employment (PIPE)

Program Location: Darwin, Northern Territory

Participating Colleges/Schools: Darwin Institute of Technology/ Darwin High School

This State and Commonwealth PEP funded program is located in metropolitan Darwin. It was initiated by the Principal of Darwin High School (D.H.S.), Mr. Bill Doherty, towards the end of 1984 and was run as a pilot program in 1985. It was a joint venture between D.H.S., the Darwin Institute of Technology (D.I.T.), formerly the Darwin Community College, and a number of employers in the Darwin metropolitan area.

During 1985 PIPE cost approximately $4300 to operate. (The amount of $4300 is in 'accounted' cost terms only. There were other costs involved in planning and delivering PIPE, such as 'hidden' clerical and administration costs borne by D.H.S. or D.I.T., and 'unaccounted' costs borne by individual teachers in preparing to launch the program.)

PIPE is a one year full-time course of study for Year 12 students at D.H.S. In 1985, although PIPE was open to all students, it was offered in particular to students who had completed their Year 11 studies in 1984, but
who, in the opinion of the Year 12 Coordinator, the Year 11 Homeroom Teacher and Student Counsellor of D.H.S., and the parent(s) of potential PIPE students, had "not yet reached a standard which is considered basic for employment". Students entering PIPE were also required to "undertake a contract of commitment with the school to conscientiously pursue all aspects of the course". The course aims to enhance the 'employability' of its students, to develop in students a positive approach to the teaching/learning process, and to develop students' life skills.

PIPE has eight strands, six of which are undertaken at D.H.S., one at D.I.T., and one in the workforce. These are illustrated in Table 1:
### Table 1

**STRUCTURE AND CONTENT OF PIPE**

<table>
<thead>
<tr>
<th>STRAND</th>
<th>LOCATION</th>
<th>DURATION</th>
<th>CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Basic Mathematics</td>
<td>D.H.S</td>
<td>part of 3 days/week</td>
<td>Statistics, the four operations, measurement, use of calculators, geometry, number plane, trigonometry.</td>
</tr>
<tr>
<td>2. Basic English</td>
<td>D.H.S</td>
<td>part of 3 days/week</td>
<td>Writing, spelling, reading, comprehension listening, speaking, film and television.</td>
</tr>
<tr>
<td>3. Basic Environmental Science</td>
<td>D.H.S</td>
<td>part of 3 days/week</td>
<td>Electricity, gravity household and industrial chemistry, biology, psychology, high school environment.</td>
</tr>
<tr>
<td>4. Careers and Personal Development</td>
<td>D.H.S</td>
<td>part of 3 days/week</td>
<td>Self analysis, job analysis, job seeking, world of work, alternatives to work, consumer skills, law politics, family, community relations.</td>
</tr>
<tr>
<td>6. Student Initiated Project</td>
<td>D.H.S</td>
<td>part of 3 days/week</td>
<td>Recreational interest or community service activities approved by PIPE coordinator.</td>
</tr>
<tr>
<td>7. Prevocational Trade-Oriented Program</td>
<td>D.I.T.</td>
<td>1 day/week</td>
<td>Carpentry, sheetmetal, automotive, horticulture welding, electrical.</td>
</tr>
<tr>
<td>8. Work Experience Program</td>
<td>Workforce</td>
<td>1 day/week</td>
<td>Each student is contracted to work for an employer. A supervisor is designated to oversee the training of the student.</td>
</tr>
</tbody>
</table>
Students undertake the D.H.S. strands during normal school hours; they attend the D.I.T. strand from 8.00 a.m. to 5.00 p.m. During the work experience strand students attend for the working hours applicable to the place of employment.

For the pilot run of PIPE in 1985, students successfully completing the course received a credential issued by D.H.S. The certificate carries comments from teachers of D.H.S., of D.I.T., and from the work experience supervisor. From 1986, the Senior Secondary Assessment Board of South Australia (SSABSA) has given PIPE the status of a 'registered' course, which will enable future PIPE students to earn a SSABSA Year 12 credential.

17 students (8 girls and 9 boys) undertook PIPE in 1985. Most of these gained full-time employment after the first semester and their places were subsequently offered to students in Year 11.

PIPE was designed cooperatively between D.H.S. and D.I.T. Its design began in a 'brainstorming' session attended by 15 staff members from D.H.S. in late 1984. This meeting defined the aims of PIPE and the structure of the course. Following this, meetings were held with D.I.T. staff to develop the vocational strand of the course in keeping with the stated aims.

The course is managed by a committee whose membership is the D.H.S. PIPE Coordinator, the D.H.S. teachers teaching PIPE, and two elected PIPE students. This committee resolves running problems that emerge in the administration and implementation of the course and has also set itself the task of on-going evaluation of the course. The D.H.S. Coordinator is the
formal link between the school and the D.I.T. PIPE liaison officer. The participating D.H.S. teachers provide the link with the employers to enhance the work experience strand of the course.

Operational difficulties which seem to have been overcome during the pilot include

* transportation of students to D.I.T. (via a school bus)
* insurance of students whilst on work experience (by the Department of Education)
* apparent incompatibility of D.H.S's seven day cycle timetable with a regular one day/week attendance at D.I.T. and on work experience.

4.13.2 Commentary on PIPE

Students and staff interviewed by the writers of this commentary were positive in their support for PIPE. We believe PIPE is a useful educational endeavour. Its consultative process of design, its participative management style (involving students), its inbuilt communication network and its relatively low cost are attractive features. Furthermore, it appears to have had considerable success during 1985 in 'improving the potential for employment' and in broadening the opportunities for participation in schooling of its students.

The main achievement of PIPE, however, in keeping with its intended goals, does seem to have been in clearing pathways to employment for persons who had been assessed as being underprepared for employment. This is evidenced in the case study by the majority of the 17 students reported to have gained employment during the PIPE course. The importance of this
achievement, in the current job market climate should not be overlooked.

We feel, however, that in addition to enhancing students' employment marketability, Schools/TAFE cooperative programs have a great potential for clearing pathways and creating pathways to further education — in school, in tertiary education (including TAFE), or in training in industry. It is unfortunate that the PIPE students, in gaining employment through PIPE, had to forego the completion of their senior school studies in order to take up that employment.

It would seem likely that, if the PIPE credential were enhanced, students would have a greater opportunity to gain from the advantages of both further education and employment. The PIPE credential could be enhanced in at least two ways — one of which is already envisaged for 1986. Firstly the local school credential issued by Darwin High School in 1985 could be 'upgraded' in status to the level of one that has wider community recognition — issued by the secondary accreditation agency in the N.T. (the N.T. Board of Studies). The case study reports that this kind of lift in status is planned for 1986. This suggested improvement may not be as critical in a comparatively small educational system (like that in the N.T.) as in larger state systems. It could be assumed that Darwin High School would have a substantial credibility in the territory's community, and that the school credential would therefore carry status in the eyes of that community. It would, however, be an important improvement to make if the PIPE model were to be adopted in other States/Territories. Further, it would seem to improve the further education and work prospects of N.T. students who may seek to move interstate.

A second enhancement of the credential earned via PIPE could be gained
through TAFE accreditation of the program. At present PIPE does not earn credit in TAFE courses offered by the D.I.T., yet 20% of the program's time is devoted to TAFE studies, and a further 20% to 'work experience' as a support to the studies in the program. 40% of the program (two days per week — a total of some 200 or more hours) is therefore spent on vocationally-oriented coursework. This presents considerable potential for TAFE accreditation. Perhaps, if the current number of TAFE study areas (viz. carpentry, sheetmetal, automotive, horticulture, welding and electrical) included in PIPE were narrowed, there would be greater opportunity for the vocational component of the program to be designed to lead towards a TAFE credential — either as an award in its own right (as with the CAVE in S.A.) or to the gaining of credit in existing TAFE courses (as with the ISP in S.A.).

If both the 'improvements' suggested here were made, PIPE would be a jointly-accredited program. As such it would have wider application to its students, and importantly, would not only serve to increase participation in education, it would be achieving greater educational equity for those students for whom it was designed.
A MINOR CASE STUDY FOR

THE TAFE/SCHOOLS PROGRAMS AND CREDENTIALS PROJECT

SOUTH BRISBANE PRE-VOCATIONAL PROGRAM

IN QUEENSLAND

Colin Marsh
South Brisbane TAFE College

1985
CONTENTS

1 HISTORY/BACKGROUND TO THE CO-OPERATIVE PROGRAM

2 DESIGN PROCESS FOR THE CO-OPERATIVE PROGRAM

3 PLACEMENT OF THE PROGRAM INTO TAFE/SCHOOL OFFERINGS

APPENDIX A

APPENDIX B
In October 1983, a request was made by the Principal of Loganlea State High School to the Principal of South Brisbane College of TAFE regarding the possibility of developing a program which would assist the Grade 11 special program students who wished to continue their secondary schooling beyond Year 10.

Loganlea was at that time a new school with 130 students in year 10. The school had determined that approximately 90 would return in 1984 of this number, approximately 50 had indicated an interest in the proposed course.

The philosophy of the TAFE/Loganlea Co-operative course was to introduce students to the TAFE learning environment and to complement their work at the school (see Appendix B). Many high schools are equipped to guide students through a general exposure to the technical trade areas (e.g. woodworking and sheetmetal trades). However, the role of TAFE is invaluable in terms of its capacity to offer students a 'real' vocational education and to assist them in adapting to the work related environment. The envisaged program would hopefully increase the relevance of the school curriculum and improve the retention rate to Grade 12, as well as encouraging participation in future TAFE courses.

It was intended that a pilot course would operate in 1984. During this year, PEP objectives were published and they addressed themselves in equalizing educational opportunities for young students, and the program which was developed fitted the guidelines admirably.
An invitation was accepted by the Principal and Deputy Principal from South Brisbane College of TAFE to view the high school facilities and to talk with teaching staff who were to be involved in this type of program.

As the South Brisbane College already conducted a Pre-Vocational Course in Engineering/Construction (see Appendix C) it was decided that the co-operative program would be biased in this direction. It was decided that a four hour per week time commitment would give students a reasonable involvement in a variety of trade areas. Originally the program was to run for one semester but it developed into a full year course and the trade areas covered were:

- Motor mechanics
- Welding
- Fitting and turning
- Printing and decorating
- Plumbing
- Glazing.

As indicated previously, one of the aims of the program was to support the High School curriculum and to this end certain elements of the content were presented by the appropriate high school staff, e.g.

- Trade Science
- Trade Drawing
- Science Teacher
- Technical-Drawing Teacher.

In each trade area, relevant teaching material was shared between the College and the School. Where appropriate, lesson plans, objectives, glossary and question sheets were supplied from the TAFE College.

Senior Staff from the South Brisbane College of TAFE were responsible for the development of the program in both structure and content. This was appropriate due to their experience with the already existing pre-vocational course (course attached).

For students whose interests did not lie in the areas of engineering and construction, an Electronic Awareness Course was developed.
Costing was established at $50.00 per student in order to cover the costs of all materials used.
CHAPTER 3  PLACEMENT OF THE PROGRAM INTO TAFE/SCHOOL OFFERINGS

The TAFE College environment would provide a variety of learning experiences designed to assist students to make an educated career choice. It would also provide an opportunity to work in a realistic industrial environment where good habits and safety practices can be developed.

Classes were arranged to begin in the TAFE College at 8.00 a.m. and continue for 4 hours. Students were expected to start on time, just as they would in a normal employment situation. Even though students had to travel up to 40 km and the starting time was 45 minutes earlier than school hours, lateness was never a problem. Although the original intent was for students to attend school in the afternoon, their students eventually adopted a four day school week.

Students were enrolled at their high school in an alternative year 11 course, i.e. their final two years at school were not directed to matriculation due to lower achievement in Year 10. However, for some, year 11 was treated as a bridging year and they would enter the full matriculation program the year after.

The original course, Engineering and Construction Practices has been registered with the Division of TAFE, Curriculum Section, as a Category A Course (duration of 150 hours or less, authority to approve delegated to Principal) and student successful completing, qualify for a Statement of Attainment. Similarly, a course for those who wish to gain an awareness of electronics as a vocation, Electronic Awareness Course, was developed and registered. It was designed for students who were studying Advanced Maths and Physics at Years' 11 and 12. This particular course commenced at the College at 1.00 p.m. which meant that students spent two hours of their own time at classes.
TAFE/SCHOOLS PROGRAMS & CREDENTIALS PROJECT

Checklist of Co-operative Program Characteristics
for the ................................ program.
(Write title of program on dotted line).

Explanatory Notes:
1. Use a highlighter pen to mark (or circle) the appropriate variable values in column 4 to indicate the most appropriate responses.
2. Write a number as appropriate in column 5.
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<tbody>
<tr>
<td>Geographical Location</td>
<td>3</td>
<td>1 = Resort 2 = Country 3 = Metropolitan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auspice</td>
<td>2</td>
<td>1 = Government 2 = Non-Govt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation of Students</td>
<td>6</td>
<td>1 = Private 2 = Taxi 3 = Public transport bus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socio-Economic Classification of Program's Local Environment</td>
<td>6</td>
<td>1 = Tourist 2 = Rural 3 = Suburban</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unemployment in Program's Local Environment</td>
<td>3</td>
<td>1 = Low (≤ 102) 2 = Medium (102-252) 3 = High (&gt; 252)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participating School(s) Retention yr. 10-11</td>
<td>3</td>
<td>1 = Low (≤ 601) 2 = Medium (601-752) 3 = High (&gt; 752)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participating School(s) Retention yr. 11-12</td>
<td>3</td>
<td>1 = Low (≤ 252) 2 = Medium (252-502) 3 = High (&gt; 502)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Funding Source 1</td>
<td>2</td>
<td>1 = C'wealth 2 = State/Territory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Funding Source 2</td>
<td>2</td>
<td>1 = F.E.P. 2 = Mainstream establishment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Funding Administration</td>
<td>3</td>
<td>1 = TAFE 2 = Schools 3 = Joint TAFE/Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program costs</td>
<td>3</td>
<td>1 = Met by TAFE 2 = Met by Schools 3 = Met jointly by TAFE/Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutional Location</td>
<td>4</td>
<td>1 = TAFE 2 = Schools 3 = Joint TAFE/Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching</td>
<td>4</td>
<td>1 = TAFE 2 = Schools 3 = Joint TAFE/Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participating Schools</td>
<td>X</td>
<td>X = No. of Schools participating in the program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Potential Schools</td>
<td>X</td>
<td>X = No. of Schools which could be participating in the program at that location</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Derivation</td>
<td>4</td>
<td>1 = Existing 2 = Modified 3 = Integrated TAFE subject(s)/course(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocational Orientation</td>
<td>θ</td>
<td>Name of the vocational basis of the program (e.g. Accounting)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance Pattern</td>
<td>5</td>
<td>1 = Full-time 2 = Block attendance in the program (No. of blocks/week ratio)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timing</td>
<td>3</td>
<td>1 = Inside 2 = Outside 3 = Both inside School hrs &amp; outside School hrs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Variable Number</td>
<td>Program Variable Name</td>
<td>No. of Variable Values</td>
<td>Program Variable Values</td>
<td>Additional Numerical Data</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-----------------------</td>
<td>------------------------</td>
<td>-------------------------</td>
<td>--------------------------</td>
</tr>
</tbody>
</table>
| 20                      | Duration              |                        | X₁ = Total no. of hours attendance in School  
                                X₂ = Total no. of hours attendance in TAFE  | 150                       |                                  |
| 21                      | Accreditation         | 4                      | 1 = TAFE  
                                2 = Secondary  
                                3 = Jointly accredited  
                                4 = No accreditation  |                          |                                  |
| 22                      | Credential            | 4                      | 1 = Entrance  
                                2 = Approved  
                                3 = Registered by Accreditation Authority  
                                4 = Other  |                          |                                  |
| 23                      | Career Pathways       |                        | θ = Name of the major occupational designation(s) aimed at by the program  |                          |                                  |
| 24                      | Educational Pathways  |                        | θ = Name of the institution(s) and course(s) to which program leads  |                          |                                  |
| 25                      | Program Initiation    | 3                      | 1 = Initiated  
                                2 = Initiated at School/College level  
                                3 = Initiated at regional level  
                                4 = Other  |                          |                                  |
| 26                      | Year level of students in Program | 4 | 1 = Year 11  
                                2 = Year 12  
                                3 = Both years 11 & 12  
                                4 = Other  |                          |                                  |
| 27                      | Total Student Enrolment |                  | X₁ = Total no. of year 11 students enrolled in program  
                                X₂ = Total no. of year 12 students enrolled in program  
                                X₃ = Total no. of all students recorded at item 26.  | 50                       |                                  |
| 28                      | Gender Distribution   |                        | X₁ = No. of females enrolled in program  
                                X₂ = No. of males enrolled in program  |                          |                                  |
| 29                      | Program History       | 3                      | 1 = Program  
                                2 = Program offered in 1986  
                                3 = Program offered in 1985 pre-1985  |                          |                                  |
| 30                      | Curriculum Documentation | 6          | 1 = Documentation includes aims/ objectives of content  
                                2 = Documentation includes teaching methodology  
                                3 = Documentation includes guide for statement of content  
                                4 = Documentation includes assessment required procedures  
                                5 = Documentation includes statement student resources procedures assessment  
                                6 = No curriculum documentation exists  |                          |                                  |
| 31                      | Program Evaluation    | 2                      | 1 = There is an evaluation mechanism  
                                2 = There is not an evaluation mechanism  |                          |                                  |
<table>
<thead>
<tr>
<th>Program Variable Number</th>
<th>Program Variable Name</th>
<th>No. of Variable Values</th>
<th>Program Variable Values</th>
<th>Additional Numerical Data</th>
<th>Additional Qualitative/Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>Student Access</td>
<td>2</td>
<td>1 = Program open to all students only (specify which students)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>In-service</td>
<td>4</td>
<td>1 = In-service is provided for TAFE teachers on program (specify)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2 = In-service is provided for School teachers on program (specify)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3 = Joint in-service is provided for TAFE and School teachers on program (specify)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4 = No in-service provision for teachers on program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Variable Number</td>
<td>Comments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td>----------</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CO-OPERATIVE PROGRAMME

TAFE SECONDARY

SOUTH BRISBANE COLLEGE OF TAFE
CO-OPERATIVE PROGRAMMES OFFERED

AT

SOUTH BRISBANE COLLEGE OF TAFE

RATIONALE

Co-operative education describes an educational framework where students progressing through years 11 & 12 at a high school are exposed to the wide variety of vocational experiences as offered by Technical and Further Education Colleges.

Within the broad P.E.P. objectives of equalizing educational opportunities for young students, schools and TAFE Colleges were asked to develop strategies that would increase the relevance of school curricula, to increase the retention rates of schools and to encourage increased participation in future TAFE courses.

PHILOSOPHY

The philosophy of TAFE Co-operative Courses is to introduce students to the TAFE system of learning and to complement their work at school. Many high schools are equipped to guide students through a general exposure to technical trade areas. However; the role of TAFE is invaluable in terms of its capacity to offer students a "real" vocational education and to assist them in adapting to the work related environment.

AIMS

To offer students in high schools:

- a general introduction into the TAFE system of learning;
- a variety of learning experiences which may assist them in making an educated career choice;
- the opportunity to work in a realistic work environment where good work habits and safety practices can be developed;
- support to their high school curricula by utilizing TAFE's varied resources.

IMPLEMENTATION OF COURSE

Due to the limited resources and time restrictions at South Brisbane College (e.g. 4 hours per week), the backup support to the practical lessons would take place at the home school. TAFE trade specialist teachers are to supply content material which will then be delivered to the students by the appropriate high school staff, e.g. Trade Science - Science Teacher
Trade Drawing - Technical Drawing Teacher.

In each trade area, relevant teaching material should be shared between the College and the High School. Where appropriate, lesson plans, objectives, glossary and question sheets will be supplied from TAFE to the high school.
# COURSE OPTIONS AND OBJECTIVES

<table>
<thead>
<tr>
<th>Course</th>
<th>Duration</th>
<th>Type</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fitting</td>
<td>4 hours/week for 4 weeks</td>
<td>Type A</td>
<td>To provide an opportunity to experience a workshop environment and to develop responsibility towards equipment and time usage. To be able to identify basic hand tools and be aware of their correct usage. To produce a simple article of a satisfactory standard.</td>
</tr>
<tr>
<td>Turning (Machining)</td>
<td>4 hours/week for 4 weeks</td>
<td>Type A</td>
<td>To enable students to identify the various basic machines used for machining of metals (lathes, shaper, offhand grinder). To develop an understanding of each of their basic operations and be able to produce some items, with a minimum amount of further instruction.</td>
</tr>
<tr>
<td>Welding</td>
<td>4 hours/week for 4 weeks</td>
<td>Type A</td>
<td>To provide students with the opportunity to experience the techniques of oxy-acetylene welding and cutting, brazing, and arc-welding. To provide an insight into the metal fabrication trades.</td>
</tr>
<tr>
<td>Motor Mechanics</td>
<td>4 hours/week for 4 weeks</td>
<td>Type A</td>
<td>To provide students with the opportunity to gain some understanding of the basic workings of the motor vehicle and how to perform some simple maintenance procedures. To provide an insight into the motor mechanic vocation.</td>
</tr>
</tbody>
</table>
Bricklaying

Duration: 4 hours/week for 6 weeks

Objectives: To develop basic skills in bricklaying and to gain understanding of the materials used. Students will be given the opportunity to participate in practical exercises.

Plumbing

Duration: 4 hours/week for 4 weeks

Objectives: To provide the opportunity for students to acquire basic understanding of the Plumbing Trade and the role of a plumber in the community. Emphasis will be on the following trade aspects: water supply, sanitary plumbing, rainwater goods.

Glazing

Duration: 4 hours/week for 3 weeks

Objectives: To gain an insight into the Glazing Trade and become familiar with workshop conditions and procedures. Students will be given practical experience in holding a glass cutter, cutting glass, arranging glass edges, cutting circles and drilling glass.

Painting & Decorating

Duration: 4 hours/week for 6 weeks

Objectives: To develop students' awareness of the Painting and Decorating trade and to give them practical experience in the following areas: handing wallpaper, brush and roller application, airbrushing, use of hand and power tools.
<table>
<thead>
<tr>
<th>Course</th>
<th>Duration</th>
<th>Type</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drafting</td>
<td>4 hours/week for 4 weeks</td>
<td>A</td>
<td>To provide Technical Drawing students with an opportunity to appreciate future study requirements. To complement the School's Technical Drawing program.</td>
</tr>
<tr>
<td>Microprocessor</td>
<td>4 hours/week for 7 weeks</td>
<td>B</td>
<td>To enable students to investigate the capabilities of a typical microprocessor system, by completing a series of programming labs based on the popular Z80.</td>
</tr>
<tr>
<td>Electronics</td>
<td>4 hours/week for N weeks</td>
<td>B</td>
<td>The objective of this component is to give the student a basic understanding of the various aspects of the electronic trades. The work covered will include use of hand skills and tools - test equipment - calibration procedures - electronic math calculations - basic circuit analysis and fault diagnosis (including computer assisted) - printed circuit board design, construction and assembly. This course will give an insight into the diversity of occupations within the electronics industry.</td>
</tr>
</tbody>
</table>
ACCREDITATION

The course hours and structure fit Category C framework in which students are offered a variety of courses not exceeding 150 hours in total.

On completion of the course, students will receive a "Statement of Attendance" (See appendix A) which will outline successful completion of subject areas.

ASSESSMENT

Students are required to display a general understanding of the subject area. Testing methods will be developed that relate directly to the subject area and to teaching strategies employed.

Full time attendance is a primary consideration.

It is suggested that wherever possible, a criterion reference be developed for each subject area. This will allow for assessment to be positive in nature and will indicate each student's success in acquiring appropriate skills.

ENTRY ADVICE

Type A - Completion of Grade 10

Type B - Students should be familiar with the electrical units ohms, volts, amps, and must have mathematical ability to transpose the equation \( V = I \cdot R \).

WORKSHOP CLOTHING

| Fitting/Machining/Welding/   | Leather shoes, preferably boots with steel caps. |
| Motor Mechanics/Bricklaying/ | Full overall (long pants/long sleeves)           |
| Glazing                     | Safety glasses                                    |
|                            | Hair protection (safety cap)                      |
| Plumbing                    | Soft shoes for roof work                          |
| Painting & Decorating       | Soft shoes                                       |
|                            | Full overall                                     |
| Microprocessor             | Soft shoes                                       |
| Electronics                 | Soft shoes                                        |
|                            | Apron                                            |
REPORT ON LINK COURSE
LOCAL LEA HIGH/SOUTH BRISBANE TAFE

1984
Link education describes an educational framework where students progressing through years 11 and 12 at a high school, are exposed to the wide variety of vocational experiences as offered by Technical and Further Education Colleges.

Within the broad P.E.P. objectives of equalizing education opportunities for young students, a link was established between Loganlea High School and South Brisbane College of Technical and Further Education.

Following the initial contact from Loganlea to South Brisbane, the features of the new school were outlined. Loganlea was at that time a new school with a year 10 number of 130. The school had determined that approximately 90 would return in 1984 and of this number, approximately 50 had indicated an interest in the proposed Link Course. After discussion, a common philosophy evolved between these two learning bodies. A pilot scheme was developed where a group of students would be taken into a technical environment with a bias to engineering/construction subjects.

It is decided that a four hour per week time commitment would give students a reasonable involvement in a variety of trade areas.

The original plan was to pilot a programme for one semester (18 weeks). The trade variety offered was in the following areas:

- Motor Mechanics
- Welding
- Fitting and Turning
- Painting and Decorating
- Plumbing

This plan was later modified to fit in with a rearrangement of TAPE College resources. The Painting and Decorating and Plumbing time-slots were replaced by two (2) Bricklaying segments.

As the course progressed, it seemed appropriate to extend the learning experience of the existing client group to a wider range of trade skills. The trade areas of Plumbing, Painting and Decorating, and Glazing were now included.
Due to the limited resources and time restrictions at South Brisbane College (e.g. 4 hours per week), the back up support would take place at the home school. TAFE trade specialist teachers supplied content material which was then delivered to the students by the appropriate high school staff, e.g.:

- Trade Science - Science teacher
- Trade Drawing - Technical Drawing teacher

In each trade area relevant teaching material was shared between the college and the high school. Where appropriate, lesson plans, objectives, glossary and question sheets were supplied from TAFE to the high school.

Students were required to adapt to the work related environment of the TAFE College. In all instances, the student response was very positive. Of significant importance was the fact that students adapted to the varied requirements of their high school and College. Students arrived on time at the College at 8.00a.m. after commuting by train from Loganlea.

The overall student behaviour was of a high standard. Teachers reported that students worked well in their trade areas and seemed eager to learn. Their attitude to their practical areas was positive. Some teachers felt the time available for each trade area could be increased while others felt the ratios of 7:1 may have been more beneficial for those students not used to an industrial setting.

On completion of their TAFE classes at 12noon, the students then returned to their school for further lessons. There appeared to be no problems with students adapting to the different learning environments.

The major aim of TAFE was to give the students an introduction to the TAFE system of learning and complement their work at school. While many high schools are equipped to guide students through a general exposure to technical trade areas, the role of TAFE is invaluable in terms of its capacity to offer students a real vocational education.

The final outcome was that of a smorgasboard of vocational experiences. The link between Loganlea High School and South Brisbane College of TAFE was firmly established and a variety of extensions are considered for the 1985 Link programme.
FUTURE PROPOSALS:

At the completion of the 1984 Link programme, there was a general feeling from both the high school and the college that the course was very successful. Encouraged by this response and the ongoing emphasis of the Participation and Equity Programme, there was a need to place the existing Link Course into a more reasonable framework.

In the TAFE environment, Link students were exposed to the following trades:

<table>
<thead>
<tr>
<th>TRADE</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motor Mechanics</td>
<td>16 hours</td>
</tr>
<tr>
<td>Welding</td>
<td>16 hours</td>
</tr>
<tr>
<td>Fitting and Turning</td>
<td>12 hours</td>
</tr>
<tr>
<td>Bricklaying</td>
<td>24 hours</td>
</tr>
<tr>
<td>Plumbing</td>
<td>16 hours</td>
</tr>
<tr>
<td>Glazing</td>
<td>16 hours</td>
</tr>
<tr>
<td>Painting and Decorating</td>
<td>16 hours</td>
</tr>
<tr>
<td>Paper Hanging</td>
<td>8 hours</td>
</tr>
</tbody>
</table>

Accepting that the high school contribution is reinforcing the practical experiences with relevant theory, the learning experiences of the Link students may be extended and incorporated into the Prevocation model.

South Brisbane College of TAFE offers the Prevocational Engineering/Construction Course CN007. Students enrolled in this course are guided through two modules of learning in the engineering and construction trades in both practical and theory areas. The student then makes an educated decision and enters into a final module where the trade group is more specific. In the final module, the student is exposed to learning experiences equivalent to the first year of apprenticeship training. After successful completion, the student receives the entitlement of 1st year of college and 6 months remission off the front end of the apprenticeship.
In 1984, South Brisbane College of TAFE piloted a mid year intake of CN007 students as well as the Semester I intake. Our model of the Pre-vocation CN007 course is as follows:

**SEMESTER 1**

**1985**

**SEMESTER 2**
If Year 11 students completing a Link course were considering an apprenticeship in any of the CN007 trade areas, the following model is offered for consideration:

YEAR 11

Motor Mechanics
Welding
Fitting and Turning
Bricklaying
Painting & Decorating
Glazing
Carpentry and Joinery covered at High School.

YEAR 12

A1 Fitting Diesel & H.E.E.
A2 Fitting & Turning
B Mech. (Cycles & Marine)
C Boilermaking
D Carpentry & Joinery
E Bricklaying
F Glazing
G Plumbing

A1 Fitting Diesel & H.E.E.
A2 Fitting & Turning
B Mech. (Cycles & Marine)
C Boilermaking
D Carpentry & Joinery
E Bricklaying
F Glazing
G Plumbing
For implementation, the following factors will need to be considered:

- The link student learning time will have to broadened in:
  (a) practical area - e.g. 1 day per week;
  (b) theory backup - catered by TAFE
      - catered by high school.
- Life Skills subjects may need to be reviewed so that the link
  student on entry into Module 3 has developed skills in those
  areas. In each case the time commitment to all relevant
  areas must be carefully considered.

- A full assessment of student progress would have to be conducted
  prior to their entry into Module 3. The Industry and Commerce
  Training Commission and relevant Advisory Committees would need
  to have input into the learning model at this point if full
  exemptions are to apply.

- Student allowances would require review because the target group
  are in a PEP programme, the D.E.I.R. may consider waiving the
  4 month unemployment criteria.

**ACTION:**
Establish a committee to further review this proposal.

**SUGGESTED MEMBERS:**
High School staff
TAFE staff - College and Operations
Student Representatives
I.C.T.C. and relevant Advisory Committees
State PEP representatives
D.E.I.R. (C.E.S.)
D.E.Y.A.
Members of community.
4.14 Profile and Commentary on the Minor Case Study of South Brisbane Pre-Vocational Program (with comparative comments on the Yeronga Pre-Vocational Flexi-Mode Program)

This profile and commentary were written by the project team for the TAFE/Schools Programs and Credentials Project. These would not have been possible without the contribution of Colin Marsh, Principal of South Brisbane College of TAFE, and Harry Ruddy, Principal of Yeronga College of TAFE, in Queensland. We would like to acknowledge their contribution and thank them for the information provided for our national study.

The commentary below is based upon the contents of the South Brisbane case study, but also draws on other data collected in our study. The views expressed are those of the project team.
**4.14.1 Profile of the South Brisbane Pre-Vocational Program**

**Program Title:** South Brisbane Pre-Vocational Program

**Program Location:** South Brisbane, Queensland

**Participating Colleges/Schools:**
- South Brisbane TAFE College/
- Loganlea, Camp Hill, and Balmoral State High Schools

This Commonwealth PEP funded program was pilotted in 1984, and run again in 1985 at South Brisbane College of TAFE. Initially it was offered to Year 11 students who chose to enrol in the pre-vocational program rather than to pursue studies accredited by the Board of Secondary School Studies (BSSS) in Queensland. As such, it was an alternative Year 11 program. (Students in Year 12 subsequently undertook a specially designed Electronics program, also recorded in the case study document — our remaining comments refer only to the pre-vocational program.) Approximately 50 students undertook the program, which required TAFE college attendance for 4 hours per week — the remaining time was spent studying school subjects and support subjects for the TAFE pre-vocational studies.

The pre-vocational program was derived from the existing Queensland TAFE Engineering/Construction Pre-Vocational Course which has been offered successfully in Queensland for a number of years. This state-wide accredited course is depicted in Figure 1 below.
The South Brisbane pre-vocational program focussed on modules 1 and 2 of this course structure, and incorporated studies in
* motor mechanics  
* welding  
* fitting and turning  
* bricklaying  
* painting and decorating  
* glazing  
* carpentry and joinery.

Of these, carpentry and joinery were delivered by the school; the school was also responsible for delivering the trade science and drawing components of the studies. The pre-vocational program was thus intended as both a 'link' to further TAFE studies, and as an 'extension' to secondary school studies already selected by students as part of their school program. Completion of the pre-vocational program earned a 'statement of attendance' from the TAFE college. This means that the student does not receive credit in TAFE for the studies completed. Nor is the pre-vocational program accredited by the BSSS.

4.14.2 Commentary on the South Brisbane Pre-Vocational Program (with comparative comments on the Yeronga Pre-Vocational Fleximode Program)

The South Brisbane pre-vocational program is essentially a 'link (awareness)' program. As such it is a type of program that has not been part of the focus for our study — the working definition of cooperative program adopted for the study tended to exclude such programs due to the absence of accreditation for the program. It has been included in the study, however, because it has a number of interesting features, and importantly, because it allows us to compare some of its features with the Yeronga program, which is a cooperative program in the sense defined for...
our study. Some of the elements of the South Brisbane program, in combination with the Yeronga program, provide the basis for a model of Schools/TAFE cooperation which could be useful.

The Yeronga pre-vocational flexi-mode program is, like the South Brisbane pre-vocational program, derived from the Engineering/Construction Pre-Vocational Course. The Yeronga program differs from the South Brisbane program, however, in its structure. The Yeronga program has been designed to provide students with the opportunity to study the entire TAFE accredited Engineering/Construction pre-vocational course, or modules of that course in combination with secondary school studies. Figure 2 shows some of the range of flexible study patterns potentially available to students in the Yeronga program.

Figure 2

Examples of flexible patterns are:

<table>
<thead>
<tr>
<th>Pre-program</th>
<th>School</th>
<th>Program</th>
<th>Pre-voc</th>
<th>Post-Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 10</td>
<td>1 Year</td>
<td>1 Year</td>
<td></td>
<td>Apprenticeship</td>
</tr>
<tr>
<td>Year 10</td>
<td>1.5 Years</td>
<td>0.5 Year</td>
<td></td>
<td>Balance of pre-voc-Apprenticeship</td>
</tr>
<tr>
<td>Year 10</td>
<td>0.5 Year</td>
<td>1 Year</td>
<td></td>
<td>Apprenticeship</td>
</tr>
<tr>
<td>Year 10</td>
<td>0.5 Year</td>
<td>0.5 Year</td>
<td></td>
<td>Balance of pre-voc-Apprenticeship</td>
</tr>
<tr>
<td>Work</td>
<td>0.5 Year</td>
<td>1 Year</td>
<td></td>
<td>Apprenticeship</td>
</tr>
<tr>
<td>Unemployment</td>
<td>1 Year</td>
<td>0.5 Year</td>
<td></td>
<td>Balance of pre-voc-Apprenticeship</td>
</tr>
</tbody>
</table>

Note: While students attend the TAFE pre-vocational component of the program, attendance at the college is full-time.
Students from Year 10, or ex-school, are able to select a combination of school and pre-vocational studies, which lead directly to an apprenticeship, or to TAFE studies to complete the pre-vocational course and then to an apprenticeship. The program requires that students are permitted entry mid-year. Some advantages to this approach would seem to be

1. The program incorporates TAFE accredited study
2. The program can lead to the award of a senior secondary certificate
3. Students may begin one combination and change to another during the program.

The prime benefit of this approach would be that it earns students credits in the Engineering/Construction pre-vocational course. A disadvantage may be that some students may tend to feel locked into the apprenticeship pathway. This same difficulty arises with pre-vocational courses in general. The Yeronga program, however, does not close off other work or educational options.

Another feature of the design of the Yeronga program is that it enables students to 'bridge' into TAFE studies without the commitment of continuation. This is also a feature of the South Brisbane program, but in the case of the Yeronga program, the bridging experience also accrues credits to further TAFE study. The notion of bridging is not new to these two programs -- it has been one of the goals of a number of PEP initiatives for some years. It would seem to be particularly suitable to students at school who are not 'ready' to choose between senior school studies, work,
and vocational studies.

The flexibility of the Yeronga program would also seem to have more universal application. Figure 2 illustrates the potential for students who have left school to begin the program. As well, students who have undertaken Board accredited studies in Year 11, have the option to discontinue or vary these mid-year or end-year, while remaining in the organised environment of the cooperative program.

Our observation of the two programs suggests that at least two aspects of the South Brisbane program could be built into the design of the Yeronga program — and contribute to the achievement of a more integrated study program. Secondary teachers delivering appropriate components of the program in the school would relieve TAFE of this demand on its resources; further it could reinforce the extension studies concept — TAFE studies extending, in a practical sense, secondary studies.

We consider a Schools/TAFE cooperative program approach, along the lines described above, has considerable potential for many students. It has a capacity to provide educational options for young people in and out of school which lead to work, and further education (in school or in TAFE). It also appears relatively easy to design — this being contingent on the existence of a well established TAFE pre-vocational course.