Vocational Education and Training

STUDENT GUIDE

2011 Version

Metal and Engineering

Industry Curriculum Framework

Metal and Engineering Training Package (MEM05)
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Students Please Note: You must read this booklet in conjunction with other information supplied by the school

Acronyms used in this document

VET – Vocational Education and Training

SC – School Certificate
Credentiel issued by the New South Wales Board of Studies at the completion of year 10

HSC – Higher School Certificate
Credential issued by the New South Wales Board of Studies at the completion of year 12

RTO – Registered Training Organisation
Training institution that has been accredited under the Australian Quality Training Framework (AQTF) standards to deliver and issue Nationally Accredited Vocational Qualifications.

AQF – Australian Qualifications Framework
National framework for Vocational Education and Training Qualifications

ATAR – Australian Tertiary Admissions Rank
A numerical measure that is calculated from HSC results that is used by the University sector to rank students who wish to enter a university course straight after they have completed their HSC.

RPL – Recognition of Prior Learning
RPL is an assessment process that assesses an individual students informal learning to determine the extent to which that individual has achieved the competency standard through informal training, life or work experience.

Credit Transfer
Credit Transfer is a process that provides credit for a unit of competency previously achieved.
Introduction

**What is a Vocational Education and Training (VET) course?**

VET courses allow school students to gain credentials from both the NSW Board of Studies in terms of the HSC, and from an RTO, in terms of a **nationally recognised credential** while completing the SC or HSC. A VET course may be studied at School, TAFE NSW or through a Private RTO. Students must therefore be assessed under conditions satisfying both the NSW Board of Studies and the RTO requirements.

Students can study a VET course in Stage 5 (Years 9 and 10), the Preliminary year (year 11), HSC year (year 12), or all years. Students can undertake as many VET courses as they wish for the HSC within HSC guidelines.

The nationally recognised qualification varies from course to course, in some areas it may be Certificate I, most common is Certificate II or Statement of Attainment towards Certificates II or III.

Students also have the opportunity to complete a **School Based Apprenticeship or Traineeship (SBAT)** as part of their HSC. This combines paid work with a structured VET training program that will form part of the HSC program of study. Further information can be viewed at: [www.sbatinnsw.info](http://www.sbatinnsw.info/)

**HSC Requirements for VET Courses**

VET courses require adherence to two sets of rules.

1. **To be deemed to have satisfactorily completed a HSC course, students must have:**
   - followed the course developed or endorsed by the Board of Studies
   - applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course
   - achieved some or all of the course outcomes
   - made a genuine effort at assessment tasks
   - completed the specified mandatory work placement component

2. **For the AQF qualification** students must complete and be deemed competent in all compulsory and elective units of competency as required by the relevant training package. A Statement of Attainment is issued where all units of competency are not achieved for the qualification. (See further information in this document regarding competency assessment.)

It is possible that a student can achieve recognition of one qualification without the other e.g. not to be assessed as competent but still satisfy HSC requirements and have the course appear on their HSC.

As with all HSC courses **warning letters** will be issued to students who fail to submit assessment tasks or who are not applying themselves to course outcomes. This process may then lead to an **“N” determination** for this subject which may prevent the achievement of the HSC.

**Mandatory work placement** meets part of the assessment criteria for the course and is structured learning out of school in the workplace.
As the work placement is a compulsory part of the course, students who do not complete the work placement will not have the course recognised by the Board of Studies. This will affect the HSC outcome if the student fails to meet the minimum requirement of 12 units in the preliminary year and 10 units in the HSC year.

The minimum required hours of work placement is 35 hrs for each 120 hour course or 70 hrs over a 240 hour course. In general, required hours are equal to one week for each 120 hours of the course. To participate in work placement students must be deemed work place ready by the teacher.

Students must:
- complete the required work readiness program and demonstrate a thorough understanding of all aspects.
- demonstrate an understanding of, and appreciation for all safety requirements of the industry.
- present as a reliable and responsible student at all times as outlined in course expectations.

If students are working, or have recently worked, in a related casual job, that paid work may contribute to meeting some of the work placement requirement. If you believe that you may qualify for recognition, refer to details in the Recognition of Prior Learning / Credit Transfer section of this document.

Work placement is organised for you through a work placement service, a Partnership Broker or organisation set up by the region's schools and employers to coordinate the placement of students into workplaces. Your teacher and your local work placement coordinator will provide details of work placement arrangements.

For insurance reasons please note that students on work placement must not be paid.

Industry Curriculum Framework courses have an optional HSC examination. To be eligible to sit this exam students must complete the 240 course eg 2units X 2 years. Results of this examination may be used in the calculation of the Australian Tertiary Admissions Rank (ATAR) as a Category B course. (Only one Category B course can be used in the calculation of the ATAR.)

**AQF Qualifications**

AQF VET qualifications reflect levels of performance and degrees of responsibility in a workplace context. The level of a qualification thus provides an indication of the standard of achievement expected, which is comparable across industries and provides a context for assessment.

Industry curriculum frameworks relate to Certificates I to III. Brief descriptions of Certificates I, II and III, from the *Australian Qualifications Framework Implementation Handbook*, are provided below.

**AQF Certificate Level I**

Breadth, depth and complexity of knowledge and skills would prepare a person to perform a defined range of activities, most of which may be routine and predictable.

Applications may include a variety of employment related skills including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. They may also include participation in a team or work group.

An individual demonstrating competencies at this level would be able to:
• demonstrate knowledge by recall in a narrow range of areas
• demonstrate basic practical skills such as the use of relevant tools
• perform a sequence of routine tasks given clear direction
• receive and pass on messages/information.

AQF Certificate Level II

Breadth, depth and complexity of knowledge and skills would prepare a person to perform in a range of varied activities or knowledge applications where there is a clearly defined range of contexts in which the choice of actions required is usually clear and there is limited complexity in the range of options to be applied.

Performance of a prescribed range of functions involving known routines and procedures and some accountability for the quality of outcomes.

Applications may include some complex or non-routine activities involving individual responsibility or autonomy and/or collaboration with others as part of a group or team.

An individual demonstrating competencies at this level would be able to:
• demonstrate basic operational knowledge in a moderate range of areas
• apply a defined range of skills
• apply known solutions to a limited range of predictable problems
• perform a range of tasks where choice between a limited range of options is required
• assess and record information from varied sources
• take limited responsibility for own outputs in work and learning.

AQF Certificate Level III

Breadth, depth and complexity of knowledge and competencies would cover selecting, adapting and transferring skills and knowledge to new environments and providing technical advice and some leadership in resolution of specific problems. This would be applied across a range of roles in a variety of contexts with some complexity in the extent and choice of options available.

Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the selection of equipment, services or contingency measures and within known time constraints.

Applications may involve some responsibility for others. Participation in teams including group or team coordination may be involved.

An individual demonstrating these competencies would be able to:
• demonstrate some relevant theoretical knowledge
• apply a range of well-developed skills
• apply known solutions to a variety of predictable problems
• perform processes that require a range of well-developed skills where some discretion and judgement is required
• interpret available information, using discretion and judgement
• take responsibility for own outputs in work and learning
• take limited responsibility for the output of others.

AQF VET Statements of Attainment and Certificates are ONLY issued by RTOs on the basis of successful achievement of units of competency as determined by a qualified assessor.
Student selection, enrolment and induction/orientation procedures

Please refer to your school’s Senior Course Selection Booklet and other documentation provided to you by your teacher. The Course Entry Form (see Appendix 1: General Forms: Form A) must be completed by all students. The school will retain a copy of each of the completed and signed entry forms as audit evidence against compliance with the AQTF Standards for Registered Training Organisations.

Course Information, including content and vocational outcomes

The Metal and Engineering Curriculum Framework is based on the national Metal and Engineering Training Package (MEM05).

The Metal and Engineering Training Package incorporates six nationally recognised qualification levels ranging from AQF Certificate I in Engineering to an Advanced Diploma of Engineering.

Courses within the Metal and Engineering Curriculum Framework

An industry curriculum framework describes the units of competency that have been identified as being suitable for the purposes of the HSC.

Each course in a framework describes how the available units of competency can be grouped to gain units of credit towards the HSC.

The Metal and Engineering Curriculum Framework contains the following courses:

- Metal and Engineering (120 indicative hours)
- Metal and Engineering (240 indicative hours)
- Metal and Engineering Specialisation Study (60 or 120 indicative hours).

The maximum number of Preliminary and/or HSC units available from this Framework is six units. That is, courses can total up to 360 hours.

Compulsory units of competency are those that all students must attempt in their study of the HSC course. Mandatory units of competency are those required by the Metal and Engineering Training Package for a student to be eligible for the vocational qualification.

Allocation of HSC indicative hours of credit

Units of competency drawn from Training Packages are not defined in terms of duration. The amount of time required by individual students to achieve competency will vary according to aptitude and experience. For the purposes of the HSC, courses must be described in terms of their indicative hours. For this reason, indicative hours for unit credit towards the HSC have been assigned to each unit of competency within the Framework.

It is also expected that students will need to spend additional time practising skills in a work environment and in completing projects and assignments, in order to fulfil Training Package assessment requirements.
Unit weight

Many units of competency have an allocated weight shown as ‘unit weight’. This weighting is usually referred to as the ‘points’.

The points reflect the industrial ‘value’ placed on units of competency for classification under the Metal Engineering and Associated Industries Award 1998. Combinations of units of competency representative of a work role result in a total points weighting. This is then used to identify the correct classification level for the work.

The following detailed information relates to the 240 hour course. For details on the 120 hour and the specialisations refer to NSW Board of Studies – HSC Metal and Engineering Syllabus.

Metal and Engineering (240 indicative hours)

Purpose
The purpose of this course is to provide students with the opportunity to gain a range of skills and knowledge suitable for employment in manufacturing, engineering and related services industries.

Course structure
This course comprises 10 compulsory units of competency, the manufacturing, engineering and related services industries induction and an elective pool containing 34 units of competency. 240 indicative hour courses are accredited for a total of four units at the Preliminary and/or HSC level.

Course requirements
- Students must attempt:
  - **ALL** compulsory units of competency
  - **AND** the manufacturing, engineering and related services industries induction
  - **PLUS** a selection of units of competency from the elective pool to a minimum value of 70 indicative hours.
- Students must complete a minimum of 70 hours of mandatory work placement.
- The learning experiences for the HSC in MEM13014A *Apply principles of occupational health and safety in the work environment* must be undertaken prior to work placement.

An external written Higher School Certificate examination will be conducted for this course. This examination is optional. In the year they will complete the course, students will specify whether or not they choose to undertake the external written examination.
# Metal and Engineering (240 indicative hours)

## COMPULSORY

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Unit weight (points)</th>
<th>Prerequisites</th>
<th>HSC indicative hours of credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Manufacturing, engineering and related services industries induction</td>
<td>–</td>
<td>–</td>
<td>10</td>
</tr>
<tr>
<td>MEM09002B</td>
<td>Interpret technical drawing</td>
<td>4</td>
<td>Nil</td>
<td>30</td>
</tr>
<tr>
<td>MEM12023A</td>
<td>Perform engineering measurements</td>
<td>5</td>
<td>Nil</td>
<td>15</td>
</tr>
<tr>
<td>MEM12024A</td>
<td>Perform computations</td>
<td>3</td>
<td>Nil</td>
<td>20</td>
</tr>
<tr>
<td>MEM13014A</td>
<td>Apply principles of occupational health and safety in the work environment</td>
<td>–</td>
<td>Nil</td>
<td>15</td>
</tr>
<tr>
<td>MEM14004A</td>
<td>Plan to undertake a routine task</td>
<td>–</td>
<td>Nil</td>
<td>10</td>
</tr>
<tr>
<td>MEM15002A</td>
<td>Apply quality systems</td>
<td>2</td>
<td>Nil</td>
<td>10</td>
</tr>
<tr>
<td>MEM15024A</td>
<td>Apply quality procedures</td>
<td>–</td>
<td>Nil</td>
<td>5</td>
</tr>
<tr>
<td>MEM16007A</td>
<td>Work with others in a manufacturing, engineering or related environment</td>
<td>–</td>
<td>Nil</td>
<td>15</td>
</tr>
<tr>
<td>MEM18001C</td>
<td>Use hand tools</td>
<td>2</td>
<td>Nil</td>
<td>20</td>
</tr>
<tr>
<td>MEM18002B</td>
<td>Use power tools/hand held operations</td>
<td>2</td>
<td>Nil</td>
<td>20</td>
</tr>
</tbody>
</table>

## ELECTIVE POOL

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Unit weight (points)</th>
<th>Prerequisites</th>
<th>HSC indicative hours of credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assembly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEM03001B</td>
<td>Perform manual production assembly</td>
<td>4</td>
<td>Nil</td>
<td>35</td>
</tr>
<tr>
<td>MEM03003B</td>
<td>Perform sheet and plate assembly</td>
<td>4</td>
<td>MEM18001C MEM18002B</td>
<td>35</td>
</tr>
<tr>
<td>Casting and moulding</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEM04018B</td>
<td>Perform general woodworking machine operations</td>
<td>4</td>
<td>MEM12023A MEM18001C</td>
<td>15</td>
</tr>
<tr>
<td>Fabrication</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEM05003B</td>
<td>Perform soft soldering</td>
<td>2</td>
<td>Nil</td>
<td>15</td>
</tr>
<tr>
<td>MEM05004C</td>
<td>Perform routine oxy acetylene welding</td>
<td>2</td>
<td>Nil</td>
<td>15</td>
</tr>
<tr>
<td>MEM05005B</td>
<td>Carry out mechanical cutting</td>
<td>2</td>
<td>MEM12023A MEM18001C</td>
<td>5</td>
</tr>
<tr>
<td>MEM05006B</td>
<td>Perform brazing and/or silver soldering</td>
<td>2</td>
<td>Nil</td>
<td>20</td>
</tr>
<tr>
<td>Code</td>
<td>Description</td>
<td>Credits</td>
<td>Required</td>
<td>Total</td>
</tr>
<tr>
<td>--------------</td>
<td>------------------------------------------------------------------------------------------------</td>
<td>---------</td>
<td>----------</td>
<td>-------</td>
</tr>
<tr>
<td>MEM05007C</td>
<td>Perform manual heating and thermal cutting</td>
<td>2</td>
<td>Nil</td>
<td>10</td>
</tr>
<tr>
<td>MEM05012C</td>
<td>Perform routine manual metal arc welding</td>
<td>2</td>
<td>Nil</td>
<td>20</td>
</tr>
<tr>
<td>MEM05050B</td>
<td>Perform routine gas metal arc welding</td>
<td>2</td>
<td>Nil</td>
<td>20</td>
</tr>
<tr>
<td>MEM05051A</td>
<td>Select welding processes</td>
<td>2</td>
<td>Nil</td>
<td>10</td>
</tr>
<tr>
<td>MEM05052A</td>
<td>Apply safe welding practices</td>
<td>4</td>
<td>Nil</td>
<td>10</td>
</tr>
<tr>
<td>MEM05001B</td>
<td>Perform manual soldering / desoldering – electrical/electronic components</td>
<td>4</td>
<td>Nil</td>
<td>20</td>
</tr>
</tbody>
</table>

**Machine and process operations**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Credits</th>
<th>Required</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEM07032B</td>
<td>Use workshop machines for basic operations</td>
<td>2</td>
<td>MEM18001C</td>
<td>25</td>
</tr>
<tr>
<td>MEM07005C</td>
<td>Perform general machining</td>
<td>8</td>
<td>MEM09002B, MEM12023A, MEM18001C</td>
<td>50</td>
</tr>
</tbody>
</table>

**Materials handling**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Credits</th>
<th>Required</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEM11011B</td>
<td>Undertake manual handling</td>
<td>2</td>
<td>Nil</td>
<td>5</td>
</tr>
</tbody>
</table>

**Measurement**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Credits</th>
<th>Required</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEM12001B</td>
<td>Use comparison and basic measuring devices</td>
<td>2</td>
<td>Nil</td>
<td>10</td>
</tr>
<tr>
<td>MEM12006C</td>
<td>Mark off/out (general engineering)</td>
<td>4</td>
<td>MEM09002B, MEM12023A</td>
<td>25</td>
</tr>
</tbody>
</table>

**Occupational health and safety**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Credits</th>
<th>Required</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEM13001B</td>
<td>Perform emergency first aid</td>
<td>1</td>
<td>Nil</td>
<td>10</td>
</tr>
</tbody>
</table>

**Communication**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Credits</th>
<th>Required</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEM16005A</td>
<td>Operate as a team member to conduct manufacturing, engineering or related activities</td>
<td>2</td>
<td>Nil</td>
<td>10</td>
</tr>
<tr>
<td>MEM16006A</td>
<td>Organise and communicate information</td>
<td>2</td>
<td>Nil</td>
<td>15</td>
</tr>
<tr>
<td>MEM16008A</td>
<td>Interact with computing technology</td>
<td>2</td>
<td>Nil</td>
<td>10</td>
</tr>
</tbody>
</table>

**Quality**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Credits</th>
<th>Required</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEM15001B</td>
<td>Perform basic statistical control</td>
<td>2</td>
<td>Nil</td>
<td>30</td>
</tr>
<tr>
<td>MEM15003B</td>
<td>Use improvement processes in team activities</td>
<td>4</td>
<td>MEM16007A</td>
<td>15</td>
</tr>
</tbody>
</table>

**Drawing drafting and design**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Credits</th>
<th>Required</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEM09003B</td>
<td>Prepare basic engineering drawing</td>
<td>8</td>
<td>MEM09002B</td>
<td>30</td>
</tr>
</tbody>
</table>

Depending on the selection and achievement of units of competency, the possible qualification outcome is:

- Certificate I in Engineering (MEM10105)
- Certificate II in Engineering (MEM20105)
- Statement of Attainment towards Certificate II in Engineering (MEM20105)
AQF VET qualifications
To receive AQF VET qualifications, students must meet the assessment requirements of the Metal and Engineering Training Package (MEM05). A qualified assessor must conduct the assessment.

Metal and Engineering Specialisation Study (60 or 120 indicative hours)

Purpose
The purpose of the Specialisation Study is to provide students with the opportunity to gain further credit towards Certificate II and III qualifications within manufacturing, engineering and related services industries. It is available to all students undertaking the Metal and Engineering (240 indicative hours) course but is intended specifically for students with particular interest in, and aptitude for, the industry.

For more details on the specialisations refer to:

Outcomes and Content

Units of Competency
The units of competency determine both the content and outcomes of learning for courses within the framework.

The text for each unit included is identical to that in the Metal and Engineering Training Package. For each unit of competency, the:

- elements of competency
- performance criteria
- range of variables and
- evidence guide
are transcribed directly from the training package.

Accompanying each unit of competency is an additional section entitled ‘HSC Requirements and Advice’. This section:

- prescribes the scope of learning that is expected of Stage 6 students
- identifies key terms and concepts that contribute to the questions in the optional HSC examination.

Assessment

Courses within Industry Curriculum Frameworks are competency based courses.

- In a competency based course, your performance is judged against a prescribed standard determined by industry – not against the performance of other students.

- The purpose of assessment is to judge competence on the basis your performance against the performance criteria set out under each element of the unit of competency.
• Competence incorporates all aspects of work performance, including problem solving and the capacity to apply knowledge and skills in both familiar and new situations. Assessment involves the integration of skills and knowledge and attitudes.

• You will be judged either competent or not yet competent. There is no pass / fail. This judgement is made on the basis of evidence that may be in a variety of forms e.g. written tests, practical demonstration, portfolio or assignment.

• If you are judged as not yet competent then your teacher will tell you how you can improve and will negotiate another opportunity for you to demonstrate your competence. However Schools cannot provide unlimited opportunity for reassessment.

• Assessment tasks are validated by a panel prior to assessment to ensure that your assessment will be fair, valid, consistent and to industry standard.

• Students have access to an appeals process if they feel in any way dissatisfied with the assessment process.

• Your competence can only be assessed by a qualified teacher or assessor. Wherever practicable, your teacher will gather evidence of your knowledge and skills in each competency on a number of occasions and in a variety of ways.

• Students will be informed where an assessment is critical to a competency determination and must ensure they make every effort to meet the requirements of that assessment.

• If a student requires any reasonable / allowable adjustment to be made so that assessment of a task is possible, students should discuss this provision with their teacher.

• You will receive an Australian Qualifications Framework Certificate or Statement of Attainment if you successfully demonstrate competence in the units of competency.

Competency Records

A competency record will be kept by your teacher and this record forms a permanent record of all units of competency demonstrated. Achievement of elements within units of competency may also be progressively recorded by your teacher. Students may request to see this record at any time to determine their progress and seek advice about options for further training and assessment if deemed not yet competent for any unit of competency.

HSC Examination

The HSC examination in Metal and Engineering is optional. Only students who have completed the Metal and Engineering (240 indicative hours) course are eligible to sit for the HSC examination. Students who undertake the examination can have their HSC mark contribute to their Australian Tertiary Admission Rank (ATAR).
The examination is independent of the competency-based assessment undertaken during the course and has no impact on student eligibility for AQF VET qualifications.

The examination in Metal and Engineering is a two-hour written paper. The paper is marked out of 80. The total marks gained are then converted to a final mark out of 100.

Examinable units of competency:

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Manufacturing, engineering and related services industries induction</td>
</tr>
<tr>
<td>MEM09002B</td>
<td>Interpret technical drawing</td>
</tr>
<tr>
<td>MEM12023A</td>
<td>Perform engineering measurements</td>
</tr>
<tr>
<td>MEM12024A</td>
<td>Perform computations</td>
</tr>
<tr>
<td>MEM13014A</td>
<td>Apply principles of occupational health and safety in the work environment</td>
</tr>
<tr>
<td>MEM14004A</td>
<td>Plan to undertake a routine task</td>
</tr>
<tr>
<td>MEM15002A</td>
<td>Apply quality systems</td>
</tr>
<tr>
<td>MEM15024A</td>
<td>Apply quality procedures</td>
</tr>
<tr>
<td>MEM16007A</td>
<td>Work with others in a manufacturing, engineering or related environment</td>
</tr>
<tr>
<td>MEM18001C</td>
<td>Use hand tools</td>
</tr>
<tr>
<td>MEM18002B</td>
<td>Use power tools/hand held operations</td>
</tr>
</tbody>
</table>

The HSC examination is based on all components of each examinable unit of competency as outlined in Part B of the syllabus, found on the NSW Board of Studies web site: http://www.boardofstudies.nsw.edu.au/syllabus_hsc/metal-engineering-2006-partb.html

The paper will consist of FOUR sections:

**Section I (15 marks)**

- Objective response questions.

**Section II (35 marks)**

- There will be approximately five short-answer questions.
- Questions may contain parts.
- There will be approximately 12 items in total.
- At least two items will be worth from 4 to 8 marks.

**Section III (15 marks)**

- There will be one extended response question.
- The question will have an expected length of response of around four pages of an examination writing booklet (approximately 600 words).
Section IV (15 marks)

- There will be one structured extended response question.
- The question will have two or three parts, with one part worth at least 8 marks.
- The question will have an expected response of around four pages of an examination writing booklet (approximately 600 words) in total.

Fees and Charges / Refunds

Students will be asked to comply with the following policy for Vocational Education and Training Frameworks:

- Students will be informed prior to choosing subjects of the required fees.
- Students will be given payment options to comply with fee requirements.

Because VET courses are designed to train you for employment in industry, you will be expected to conform to industry standards with regard to uniform and other safety equipment. Your teacher will give you more information about uniforms and safety equipment and requirements for your particular VET course.

Materials for practical lessons can be purchased as the course progresses. Teachers will give students notice of the need to cover material costs.

Students are responsible for the:

- cost of travel and accommodation during work placement
- first $6.50 of travel costs for each trip to course delivery at another school or TAFE

Students in hardship situations will be encouraged to access the Student Assistance Scheme by application to the School Principal.

Policy: Please refer to the DET Subject Contributions Policy.

Refunds:

Students will be able to apply for the refund of any charge that has been paid to cover materials which are not expended.

Rights and Responsibilities

You have the right to be accurately informed by being provided with:

- a course outline
- information on possible employment outcomes
- information on how, when and where assessment will take place
- information on progress within the course.

To be treated fairly by being:

- allowed equal access to a relevant and appropriate course of study;
- appropriately supported in your learning and assessment; (refer to next section)
- able to work, and be assessed, without discrimination;
To have competencies recognised by being:
- able to claim recognition for units of competence achieved with other training providers. (refer to section on RPL and Credit Transfer)
- able to claim recognition for competencies developed in work or life experiences. (refer to section on RPL and Credit Transfer)
- given the opportunity to demonstrate competence in a variety of ways and be reassessed if deemed not yet competent

To have the opportunity to evaluate the learning experience by being:
- encouraged to provide information and opinion on the effectiveness of the training and assessment provided.

If you believe your rights have not been met you should firstly discuss it with your teacher. If you are not satisfied discuss it with the VET Coordinator or Head Teacher. If still not satisfied discuss it with the school Principal. If your issue is still not resolved your Principal will provide you with the DET Complaints Handling Policy https://www.det.nsw.edu.au/policies/general_man/complaints/resp_sugg/PD20020051.shtml

Support for students with special needs

Eligibility for AQF VET qualifications is the same for all students. To receive AQF VET qualifications, students with special education needs must meet the assessment requirements of the Training Package.

Students with special education needs may access:
- all VET courses under regular course arrangements
  OR
- units of competency selected through the collaborative curriculum planning process

Students with special education needs may require adjustments to learning and assessment strategies as well as additional time to demonstrate the required level of competence. Reasonable/allowable adjustments to delivery and assessment are appropriate provided they conform to the industry competency standards as expressed in the Training Package.

An adjustment is any measure or action that a student requires because of their disability, and which has the effect of assisting the student to access and participate in education and training on the same basis as students without a disability.

An adjustment is reasonable / allowable if it achieves this purpose while taking into account factors such as the nature of the student’s disability, the views of the student, the potential effect of the adjustment on the student and others who might be affected, and the costs and benefits of making the adjustment.

The RTO must maintain the integrity of a course and consider the requirements and components that are inherent or essential to its nature when assessing whether an adjustment is reasonable.

Reasonable / allowable adjustments should be based upon the individual student’s needs and abilities.
The appropriate units of competency should be selected through the collaborative curriculum planning process to work towards the achievement of an AQF VET Certificate and an occupational outcome.

It is recommended that the collaborative curriculum planning should prioritise units of competency that provide essential foundation skills for employment in the industry.

To develop skills and knowledge to industry standard, students with special education needs may require extended time and additional support, both off the job and in the workplace.

Students with special education needs must undertake the minimum work placement requirements for Industry Curriculum Framework courses.

Successful participation in Industry Curriculum Framework courses for students with special education needs will require:

- collaborative curriculum planning to meet individual needs
- appropriate learning and assessment strategies
- appropriate consultation on strategies to support the mandatory work placement
- ongoing partnerships between schools, students, parents, teachers, employers and others in the community.

Learning Support

Learning will be supported by:

- specialist support staff, facilities and learning materials for students with disabilities
- links developed with industry to provide you with the opportunity to develop skills in a real industry setting.
- providing a safe and healthy learning environment - both within the school and in work placement
- counselling and careers advisory services.
- specialist staff to assist with literacy, language and numeracy skills.
- specialist support staff for Aboriginal and Torres Strait Islander students and students from non-English speaking backgrounds.

If you need additional support to successfully complete the course, please talk to your teacher or school Principal about support needs and reasonable / allowable adjustments.

Appeals, complaints and grievances

Assessment Appeals

Students have access to an appeals process if they feel in any way dissatisfied with the assessment process. Difficulties over assessment should be approached formally at first with a view to resolving them through discussion between student and teacher/assessor(s). Both views can be shared and any misunderstandings clarified. If not resolved by discussion, between teacher and student, the teacher’s direct supervisor will mediate a further informal meeting.

However, if the informal approach fails to resolve the concerns, a formal appeals process should be initiated. Formal appeals need to be based on identified problems with the assessment process rather than an unsuccessful assessment result. The student lodges
a formal appeal in writing (Form C, Appendix 1) to the Principal clearly stating their grounds for appeal. Appeals must be lodged within 5 days from the date of assessment result.

All appeal submissions must be recorded by the school. At the request of the school an appeals panel is convened to review the assessment process and to decide whether or not there are justifiable grounds for appeal. The panel may call for the student and the assessor to present their views in person before reaching a decision.

If the student’s appeal is upheld, a re-assessment process is arranged. The student has the right to request a different assessor(s) be involved in the alternative assessment to avoid any fears of recrimination.

If the appeal is rejected, the student has the right to lodge a further appeal with the School Education Director, Riverina South, Riverina Regional Office – Albury 521 Macauley Street, ALBURY 2640. When this next course of action is taken all assessment records and details of the appeal process need to be made available to assist deliberations.

**General Appeals, Complaints and Grievances**
Where you are not satisfied with the service provided by the RTO please discuss in the first instance with your teacher or VET Coordinator. If still not satisfied discuss it with the school Principal. If your issue is still not resolved your Principal will provide you with the DET Complaints Handling Policy


**Recognition of Prior Learning (RPL) and Credit Transfer**

Recognition of Prior Learning (RPL) and credit transfer refer to the acknowledgement of evidence of a student’s achievement of competencies or learning outcomes. They are processes that allow students to have their previous learning – both formal and informal – count towards their HSC VET courses and AQF VET qualifications.

**RPL** is an assessment process that assesses the individual student’s non-formal and informal learning to determine the extent to which that individual has achieved the competency standards. Where the outcomes of this process indicate that the student is competent, structured training is not required.

**Credit transfer** is a process that provides credit for a unit of competency previously achieved. Students should be given recognition for units of competency already held. Structured training or assessment for these units is not required.

If you already hold units of competency or have current knowledge, skills and experience relevant to the units of competency within the course you can be granted recognition of prior learning or credit transfer for:

- Units of competency within AQF VET qualifications
- HSC VET course outcomes and content as defined by the indicative hour requirements of the HSC VET course
- Mandatory work placement requirements. Under some circumstances, students’ part-time work in an appropriate workplace may be used to fulfill work placement requirements.
Further information about the arrangements for RPL and credit transfer within VET courses, including processes, application forms and examples of possible scenarios, is available on the Board's website at [www.boardofstudies.nsw.edu.au/voc_ed/rpl.html](http://www.boardofstudies.nsw.edu.au/voc_ed/rpl.html). The RPL requirements of the AQTF and the Board of Studies must be met.

**Applying for Recognition of Prior Learning (RPL) and Credit Transfer**

- It is the responsibility of the student to initiate applications to the School / RTO delivering the SC / HSC VET course.

- You may apply for recognition by filling out the Application for Recognition of Prior Learning (RPL) and/or Credit Transfer Form (Appendix 2) and attaching supporting documentation to provide sufficient evidence that you have the required knowledge and skill level to industry standard for that unit of competency. Your evidence may include:
  1. Transcripts, records and reports from other Registered Training Organisations
  2. Records of employment
  3. Life skills mapped against units of competency
  4. Letters of verification from employers

- Your VET Teacher will provide support, including guided access to the list of units of competency in your course.

- Your VET teacher will decide if there is sufficient evidence to support your claim for Recognition of Prior Learning or Credit Transfer

- The outcomes of that assessment will be recorded in your Competency Record / or equivalent record.

Please refer to the Appendix 2 for the relevant forms and process flow charts.
APPENDICES

APPENDIX 1:

GENERAL FORMS

Form A: Student Course Entry Form – Completed at course commencement

Form B: Student feedback form – Completed end of Year 11

Form C: Appeal an assessment Determination – Completed as required

APPENDIX 2:

RECOGNITION OF PRIOR LEARNING and /or CREDIT TRANSFER FORM

The following sections are contained in Appendix 2:

- Section 1 – Student, school or college, and RTO details
- Section 2 – HSC VET course/ AQF VET qualification details
- Section 3 – Optional HSC examination
- Section 4 – Evidence for Recognition of Prior Learning (RPL) and/or credit transfer
  - Section 5 – HSC VET course requirements
    (a) Compulsory and elective units of competency to meet the HSC Indicative hour requirements of the course
    (b) HSC Requirements and Advice
    (c) Work placement
- Section 6 – Optional HSC examination
- Section 7 – Student /school or college / RTO sign-off
- SCHOOL OR COLLEGE/ RTO USE ONLY
- Flow Charts
  - RPL/Credit Transfer for unit/s of Competency and SC/HSC Indicative hour requirements
  - RPL for work placement requirements
FORM A: Course Entry Form for Registered Training Organisation 90455 Department of Education and Training – Riverina Region

Course Name: 

Delivery Site (School): 

BOS Course Entry Code: 

Student’s Name: 

STUDENT’S DECLARATION

I have read and understood the information contained in the RTO Student Guide, including:

- Course information and fees schedule
- Assessment procedure and rights to appeal
- Support services available to do this course
- Recognition of Prior Learning / Credit Transfer Guidelines

Signature: __________________________ Date   /   / 

Do you require any further information about the course and its requirements?  □ Yes  □ No

Do you wish to apply for recognition for any parts of this course?  □ Yes  □ No
(If “Yes”, you need to talk to your teacher and complete a Recognition of Prior Learning or Credit Transfer Application Form.)

The following questions are optional. You may wish to provide your teacher with the following information:

Aboriginal or Torres Strait Islander descent? (✓)  □ Yes  □ No

Non English Speaking Background (✓)  □ Yes  □ No

Do you have a disability that requires additional support or alternative teaching resources in order for you to have a fair chance to complete this course? (✓)

SCHOOLS TO RETAIN COPIES OF THE COMPLETED AND SIGNED ENTRY FORMS AS AUDIT EVIDENCE AGAINST COMPLIANCE WITH AQTF STANDARDS FOR RTOs.
FORM B: Riverina Region – RTO 90455
Vocational Education and Training Student Feedback
(To be administered at the end of year 11)

This questionnaire seeks your help in further improve the information about VET courses available to students. This is a confidential questionnaire. Please answer honestly as we are very interested in hearing your views and responding to your needs.

Course Name: ........................................................................................................................................
School:................................................................................................Evaluation date:..............................

1. Before selecting the course were you given information on:
   - What the course was about  □ Yes □ No □
   - Career and educational pathways.  □ Yes □ No □
   - Course requirements  □ Yes □ No □
   - How you would be assessed  □ Yes □ No □
   - Optional exam  □ Yes □ No □
   - Work placement  □ Yes □ No □

2. Do you feel that you have been given all the advice that you needed to make an informed decision about your course selection?  □ Yes □ No □
   Maybe □

   What else would you like to know? ........................................................................................................

3. What were the 2 things that most influenced you to choose a VET course?
   □ Year 10 information session  □ Career Adviser  □ VET Teacher
   □ Brochures  □ Family advice  □ Career Expo
   □ Involvement in the industry area through work experience  □ Friends
   □ Newspapers / Television / Radio
   □ Other (please specify) ........................................................................................................................

4. Why did you select this VET course?
   □ It is relevant to career goals
   □ I think it will be easier than other course options
   □ Dual accreditation & credit transfer
   □ To develop job specific skills and to gain a head start in my chosen industry
   □ I enjoy practical hands-on subjects
   □ To become more familiar with the work environment
   □ To develop contacts for future work opportunities
   □ To test a career option
   □ To gain some skills for part time work
   □ There was nothing else on the line
   □ Other (please specify) ........................................................................................................................

5. What do you expect to do in the first year after you finish school?
   □ Get a job in a related area  □ Go to university within the region
   □ Get a job in an unrelated area  □ Go to university somewhere else
   □ Get an apprenticeship or traineeship  □ Go to TAFE somewhere else
   □ Have not decided as yet.  □ Go to TAFE within the region

   Thank you for completing this survey. Your feedback is valued.
FORM C:

APPEAL
AN ASSESSMENT OR RECOGNITION DETERMINATION

Name: ________________________________________________________________

School: __________________________________________________________________

VET Course: __________________________________________________________________

VET Competency: __________________________________________________________________

State the reasons for your appeal in the space below

Attach any supporting evidence.

Signed: __________________________ ____________ Date: __________________________

Appeal outcome: __________________________________________________________________

Principals Signature: __________________________ ____________ Date: __________________________
Appendix 2

APPLICATION FORMS for RECOGNITION OF PRIOR LEARNING (RPL) and/or CREDIT TRANSFER within the Metal and Engineering (240 indicative hours) Course

The following sections are contained in Appendix 2:

- **Section 1** – Student / school or college / RTO details
- **Section 2** – HSC VET course/ AQF VET qualification details
- **Section 3** – Optional HSC examination
- **Section 4** – Evidence for Recognition of Prior Learning (RPL) and/or credit transfer
- **Section 5** – HSC VET course requirements
  (a) Compulsory and elective units of competency to meet the HSC Indicative hour requirements of the course
  (b) HSC Requirements and Advice
  (c) Work placement
- **Section 6** – Optional HSC examination
- **Section 7** – Student / school or college / RTO sign-off
- **School or College/ RTO USE ONLY**
- **Flow Charts**
  - RPL/Credit Transfer for unit(s) of Competency and SC/HSC Indicative hour requirements
  - RPL for work placement requirements
Application for Recognition of Prior Learning (RPL) and/or Credit Transfer within the Metal and Engineering (240 indicative hours) course

This application has been developed to help schools, colleges and Registered Training Organisations (RTOs) to manage the determination of Recognition of Prior Learning (RPL) and credit transfer within the Metal and Engineering (240 indicative hours) course.

The RTO involved in determining RPL/credit transfer must have the intended AQF VET qualification nominated in this application on their scope of registration.

Principals are delegated the authority to assess and approve applications for RPL or credit transfer for HSC VET course outcomes and content as defined by the indicative hour requirements for the HSC VET course and the mandatory work placement requirements.

Once processed this application should be retained on record by the school or college and the RTO.

SECTION 1 – Student, school or college, and RTO details

<table>
<thead>
<tr>
<th>Student’s name:</th>
<th>BOS student number:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School or college:</td>
<td>School Year/Grade:</td>
</tr>
<tr>
<td>RTO responsible for VET course delivery and assessment:</td>
<td></td>
</tr>
</tbody>
</table>

SECTION 2 – HSC VET course/AQF VET qualification details

Indicate the HSC VET course that RPL/credit transfer is being applied for:

- [ ] Metal and Engineering (240 indicative hours) – 4 units x 1 years (BOS VET course number 26702)
- [ ] Metal and Engineering (240 indicative hours) – 2 units x 2 years (BOS VET course number 26701)

Indicate the AQF VET qualification that RPL/credit transfer is being applied for:

- [ ] Certificate I in Engineering (MEM10105)
- [ ] Certificate I in Boating Services (MEM10205)
- [ ] Certificate II in Engineering (MEM20105)
- [ ] Certificate II in Engineering – Production Technology (MEM20205)
- [ ] Certificate II in Boating Services (MEM20305)
- [ ] Certificate III in Engineering – Mechanical Trade (MEM30205)
## SECTION 2 cont/d
- Certificate III in Engineering – Fabrication Trade (MEM30305)
- Certificate III in Engineering – Electrical/Electronic Trade (MEM30405)
- Certificate III in Jewellery Manufacture (MEM30605)
- Certificate III in Marine Craft Construction (MEM30705)

## SECTION 3 – Optional HSC examination
Indicate whether the student intends to sit the Metal and Engineering HSC examination (BOS course number 26799)
- yes – indicate the calendar year the student will sit the exam: 
- no
- unsure

Note: To be eligible to sit the optional HSC examination, students must meet the requirements of the Metal and Engineering (240 indicative hours) course from the syllabus that applies to the year that the HSC examination will be undertaken.

## SECTION 4 – Evidence for Recognition of Prior Learning (RPL) and/or credit transfer
It is the student’s responsibility to provide evidence to the school or college and the RTO for processing their request for RPL/credit transfer. Evidence must be submitted with this application – see below.

Examples of evidence for RPL include:
- course outlines, reports and result transcripts
- references from industry/employers
- outline of experiences including times/dates, places and contacts
- outline of skills and knowledge
- other ______________________________________________________________________

Forms of evidence for credit transfer are:
- formal AQF VET Certificate and Transcript of Competencies achieved
- AQF VET Statement of Attainment showing competencies achieved.

## SECTION 5 – HSC VET course requirements
To gain HSC unit credit from the Metal and Engineering (240 indicative hours) course the student must meet ALL HSC course requirements including:

a) compulsory and elective units of competency to meet the HSC indicative hour requirements of the course
b) HSC requirements and advice for examinable units of competency
c) mandatory work placement requirements.

These requirements may be met through credit transfer, RPL or further study as a part of the HSC program.

The RTO delivering the HSC VET course is responsible for determining RPL or credit transfer for unit(s) of competency outcomes. This is to be done in accordance with the RTO’s policies which comply with AQTF standards for RTOs.
### SECTION 5 (a) – compulsory and elective units of competency to meet the HSC indicative hour requirements of the course

This worksheet should be used to record details of how the HSC course requirements for the Metal and Engineering (240 indicative hours) course will be addressed (either by credit transfer, RPL or through further study as a part of the HSC program).

<table>
<thead>
<tr>
<th>HSC course requirements – compulsory and elective unit(s) of competency</th>
<th>HSC course requirements will be met through: (indicate the HSC indicative hours in the relevant column)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit code</td>
<td>Unit title</td>
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</tbody>
</table>

#### Metal and Engineering (240 indicative hours) – compulsory units of competency

N/A Manufacturing, engineering and related services industries induction 10
MEM09002B Interpret technical drawing 30
MEM12023A Perform engineering measurements 15
MEM12024A Perform computations 20
MEM13014A Apply principles of occupational health and safely in the work environment 15
MEM14004A Plan to undertake a routine task 10
MEM15002A Apply quality systems 10
MEM15024A Apply quality procedures 5
MEM16007A Work with others in a manufacturing, engineering or related environment 15
MEM18001C Use hand tools 20
MEM18002B Use power tools/hand held operations 20

**HSC indicative hours sub-total:** 170

#### Metal and Engineering (240 indicative hours) – elective units of competency

(list the elective units of competency to be included in the HSC course – a minimum of 70 HSC indicative hours of elective units are required - refer to Section 8.6 of Part A of the Metal and Engineering Curriculum Framework syllabus)

<table>
<thead>
<tr>
<th>Total HSC indicative hours:</th>
<th></th>
</tr>
</thead>
</table>
### SECTION 5 (b) – HSC Requirements and Advice

Where a unit of competency has been awarded through RPL or credit transfer the RTO delivering the HSC course is responsible for determining any gaps in learning for the HSC Requirements and Advice and for providing a program that enables the student to address the identified gaps.

**HSC Requirements and Advice gap program**

Outline the learning opportunities/program that will be provided to the student to enable them to address identified gaps.

---

### SECTION 5 (c) – Work placement

<table>
<thead>
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<th>Mandatory work placement requirements for Metal and Engineering (240 indicative hours):</th>
<th>70 hours</th>
</tr>
</thead>
</table>

| Quantity of credit awarded by RPL: | ____ hours |

| Gap to meet HSC course work placement requirements (minimum work placement hours minus hours awarded by RPL): | ____ hours |

**Work placement gap planning**

Outline the planning to ensure that the student will be able to complete the remaining work placement requirements in accordance with timelines in the Preliminary/HSC Event Timetable.
SECTION 6 – Optional HSC examination

It is the responsibility of the school or college/RTO delivering the HSC course to determine an appropriate estimated examination mark and manage HSC examination preparation for students who intend to undertake the Metal and Engineering HSC examination and who have been awarded RPL/credit transfer for examinable units of competency.*

☐ An appropriate procedure to determine an estimated examination mark for the student has been identified.
☐ A program to support the student’s HSC examination preparation is available.

Outline the learning opportunities/program that will be provided to the student to support their HSC examination preparation.

* Note – Students may elect to undertake the optional HSC examination until the day of the examination. It is advisable to plan for the examination for all the students who are eligible to undertake it.

SECTION 7 – Student/school or college/RTO sign-off

The outcome of the application for RPL/credit transfer within the Metal and Engineering Curriculum Framework as detailed above, and any programs identified to address gaps in the HSC course and/or HSC examination preparation have been agreed to by all parties involved.

Student’s name: ___________________________ Date: ______________
Student’s signature: ___________________________ Date: ______________
Principal’s name: ___________________________ Date: ______________
Principal’s signature: ___________________________ Date: ______________
RTO representative’s name: ___________________________ Date: ______________
RTO representative’s signature: ___________________________ Date: ______________

SCHOOL OR COLLEGE/RTO USE ONLY

<table>
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<tr>
<th>Action</th>
<th>Initial</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>RPL/credit transfer determinations have been documented in Section 5a of this document.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RPL/credit transfer outcomes have been reported through Schools Online or the RTO’s processes for TAFE NSW.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This application, along with the evidence for RPL/credit transfer as noted in Section 4 has been filed at the school or college/RTO.</td>
<td></td>
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</table>
RPL/Credit Transfer for Unit(s) of Competency and SC/HSC indicative hour requirements

Student applies for RPL/credit transfer for unit(s) of competency & SC/HSC unit credit

determine if application is for RPL and/or credit transfer

Recognition of Prior Learning

RTO reviews evidence and conducts assessment

not yet competent

RPL recorded as outcome for unit of competency enrolment

SC/HSC indicative hour credit calculated
Gaps for SC/HSC indicative hour course requirements and HSC Requirements and Advice determined
Program to address gaps developed and implemented

Student informed of outcome of application

Credit transfer

RTO reviews and validates evidence

valid

Credit transfer recorded as outcome for unit of competency enrolment

End of process

not valid
RPL for work placement requirements

Student applies for Recognition of Prior Learning (RPL) for work placement requirements

School/RTO delivering the SC/HSC VET course reviews evidence

RPL awarded

RPL declined

Proportion of work placement requirement that RPL granted for is determined by school/RTO delivering the SC/HSC VET course

Gap for work placement requirements determined

Student informed of outcome of application

Total work placement hours reported to BOS – number of work placement hours awarded through RPL plus actual hours completed

End of process
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