



# TAFE NSW Schools Launchpad FAQs.

Virtually delivered courses that launch students into an exciting future.

## The overview

- In-demand and future-focused courses for all NSW high schools (including independent and Catholic Schools) to offer students skills for the future as part of their HSC (years 11 and 12).
- Combines real world, practical skills with academic knowledge through teacher-led, virtually delivered courses.
- Program partners are Department of Education (DoE) and NSW Education Standards Authority (NESA).

## The benefits

- Create meaningful pathways for years 11 and 12 students who want in-demand, future focused skills for 21st century jobs.
- Focuses on skills needed to support and grow current and future industry sectors.
- Get a head start on a student's career while studying a VET qualification at a Certificate II or III level.
- Contributes towards a student's HSC and ATAR\*.
- Connects students to virtual learning that enhances soft skills such as critical thinking, problem solving and communication with peers.

## The learning

Combining practical skills with academic knowledge in a virtual environment, students will learn via:

- Teacher-led virtually delivered classes in real time
- Digitally-enabled and interactive lessons
- 24/7 access to content – anywhere, anytime
- Collaboration with peers across the state via surveys, chat pods and small group learning
- Scheduled workshops to get practical skills (where applicable)
- Independent learning outside the classroom
- Work placement.



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## The courses

### Automotive:

- + **Automotive Technology** - AUR20720 Certificate II in Automotive Vocational Preparation

### Business Services:

- + **Big Data** - BSB30120 Certificate III in Business
- + **Business Operations** - BSB30120 Certificate III in Business
- + **Entrepreneurship** - BSB30120 Certificate III in Business
- + **Medical Administration** - BSB30120 Certificate III in Business (Medical Administration)
- + **Real Estate** - BSB30120 Certificate III in Business + Statement of Attainment in Real Estate Practice<sup>^</sup>

### Construction:

- + **Construction & Virtual Design** - CPC20220 Certificate II in Construction Pathways

### Electrotechnology:

- + **Robotics** - UEE22020 Certificate II in Electrotechnology (Career Start)

### Financial Services:

- + **Accounting** - FNS30322 Certificate III in Accounts Administration

### Human Services:

- + **Allied Health Assistant** - HLT33015 Certificate III in Allied Health Assistance
- + **Pathway to Nursing** - CHC33015 Certificate III in Individual Support

### Information & Digital Technology:

- + **Cloud Computing & Networking** - ICT30120 Certificate III in Information Technology
- + **Cyber Security** - ICT30120 Certificate III in Information Technology
- + **Game Design** - ICT30120 Certificate III in Information Technology
- + **Web Design & Development** - ICT30120 Certificate III in Information Technology

### Primary Industries:

- + **Conservation & Ecosystem Management** - AHC21020 Certificate II in Conservation and Ecosystem Management
- + **Horticulture** - AHC20416 Certificate II in Horticulture

### Retail Services:

- + **Social Media** - SIR30216 Certificate III in Retail
- + **Supply Chain** - SIR30216 Certificate III in Retail

### Tourism, Travel & Events:

- + **Events & Virtual Experiences** - SIT30522 Certificate III in Events

## About the courses

### How are TAFE NSW virtual courses delivered?

The virtually delivered TVET courses will be a blend of weekly teacher-led structured learning in real time, digitally-enabled interactive lessons, 24/7 access to content, and tutorials to connect with other students, and mandatory work placement. Some courses will include face-to-face workshops to develop real world skills. These workshops may be delivered delivered at a TAFE NSW campus, or using a Mobile Training Unit (MTU).

### Schools Launchpad courses are virtually delivered, how is this different to an online course?

The virtual TVET course option is delivered via a virtual classroom in real time, similar to traditional classroom delivery, with set homework, peers in the class, a teacher and an established weekly timetable. Whereas, online courses provide students with a self-paced option that is well suited to independent learners.

### How are these courses different to other TVET courses?

These courses have been designed specifically to focus on emerging industries of employment growth. They allow for students from across the State to create a class when lack of student numbers in a particular location would normally preclude the establishment of a class. These courses are accessible to schools via the EVET system, as are all TVET programs.

### How do virtual TVET courses contribute towards a student's HSC and ATAR?

All VET courses in Stage 6 contribute to a student's pattern of study for the HSC. Students who successfully complete course requirements of a 240-hour virtual TVET course through an Industry Curriculum Framework will have access to a HSC exam. The result of this exam may be included in the calculation of an ATAR. Careers Advisers can provide advice on patterns of study.

### Who is responsible for HSC exam preparation?

TAFE NSW will provide students with HSC examination preparation as part of the course delivery program, including provision of the HSC trial examination, marking of the HSC trial, and submitting estimates to NESA.

### How do virtually delivered courses contribute towards future study and career goals?

These courses may provide direct access to employment or pathways to further training or education. Completing a virtually delivered TVET course may provide opportunities to gain credit in other vocational education and training (VET) courses post-school.

### How do virtually delivered courses ensure students have the practical skills required by industries and future employers?

Course materials have been developed in consultation with industries to incorporate the necessary learning, practice and assessment. The virtual classroom will include simulations, and some courses will include face-to-face practical workshops.

### Is there industry acceptance of the qualification outcomes associated with these courses?

All courses have been developed in association with industry and have the potential to achieve a full Vocational Education and Training (VET) qualification outcome.

## Application and enrolment

### How to apply?

Students will need to speak to their school's VET coordinator or Careers Adviser. Students who engage with their school about their interests and ambitions (as early as possible) will have the greatest chance to pursue a TVET virtually delivered course as part of their school program.

Expressions of Interest (EOIs) open in Term 2 of the year prior to study and close toward the end of Term 3. It is recommended that students start conversations with their VET coordinator or Careers Adviser as early as possible.

### When will students know whether they have been offered a place in the course of their choice?

Students who have submitted an Expression of Interest (EOI) prior to the end of Term 3 will be notified of an offer of placement by the end of November.

### Who is responsible for enrolment?

School sectors/schools are responsible for the provision of student details to enable enrolments. Where the school sector provides data for electronic upload, no Student Detail Form is required. Schools can access Student Detail Forms via the EVET System Dashboard.



Speak to your school Careers Adviser or scan the code for more information.

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## Course delivery

### When will virtually delivered classes be timetabled?

Virtually delivered classrooms will occur weekly in real time, and a range of options are available for each course in the EVET System to enable selections based on school programming. The actual times and days that virtual TVET courses will run will be dependent on the course, the number of students enrolled and their geographic location. When considering Schools Launchpad courses, discuss with your school and how to avoid timetabling conflicts.

### How will students know when the virtual classes are to be scheduled?

Details of the days and times of virtually delivered classes will be specified in a student's letter of offer. Should any variation be required after the date of offer, this would be communicated via the school in advance.

### How will students know if a course will require attendance at a face-to-face workshops and where the workshops will be located?

The course information provided via the EVET system will identify if a course has a workshop component, and will provide an indication of the number of workshops and/or locations. This may be adjusted based on demand. Schools, students and parents or carers will need to assess the student's ability to attend workshops before submitting an Expression of Interest (EOI) in the course, and before accepting an offer of placement. Student letters of offer will detail the actual timing and location of workshops. Should any variation be required after the date of offer, this would be communicated via the school in advance.

### Who is responsible for transport, accommodation and overnight supervision of the student when attending a face-to-face workshop?

Any costs associated with travel, accommodation and overnight supervision of students is the responsibility of the parents or carers. Virtually delivered classes provide opportunities for students to revisit their lessons, assessments and study.

### Can students access their teacher outside of scheduled class time?

Students will be able to contact their teacher outside of scheduled class time. Information about how to contact their teacher will be provided as part of their induction to the course.

### If there is a change in teacher, how will students be notified?

Planned and unplanned changes will be communicated as soon as practical, in the case of an injury/illness this may be at the commencement of class. Students may have a number of teachers co-delivering a course, and if so will be provided with information about these teachers and their role in the delivery.

## Student progress and attendance

### What if students miss a face-to-face workshop?

The impact of missing workshops will need to be assessed on a case-by-case basis. Missing workshops may mean students are unable to achieve competency in one or more units. This may mean the student does not receive their qualification.

### Who is responsible, and what is the process, for notifying the school if students have missed classes or not completed work or assignments?

TAFE NSW reports attendance details to schools and provides progress reports. Where students are at risk of not meeting the course requirements they will be sent a warning letter.

### Who is responsible for chasing up students who have become disengaged?

TAFE NSW and the school have a joint duty of care to the students. TAFE NSW will work collaboratively with the school to engage students.

### How will I know if a student is at risk of not achieving the school outcome?

If a student appears at risk of not meeting their HSC course requirements, the principal provides written warning, advising actions required to correct the problem. At the end of the course, the principal may determine that a student has not satisfactorily completed a course. A non-completion ('N') determination indicates a student has not satisfactorily met course requirements and the course will not be listed on the Record of School Achievement (RoSA) or contribute to the pattern of study for the Higher School Certificate (HSC).

TAFE NSW has the responsibility for issuing the warnings and N determination in accordance with NESA's published processes and timelines. Collaboration with the Principal in monitoring course completion is essential, as an 'N' determination in a VET course may result in a shortfall in a student's pattern of study, and ineligibility for the HSC.



Speak to your school Careers Adviser or scan the code for more information.

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### **When will schools be notified of students' absences?**

Weekly attendance reports will be distributed to the designated school contact via email.

### **Who does a student contact if they are unable to attend a structured learning session?**

Students should contact the teacher via the learning platform or email in the event of illness or misadventure. Schools should contact TAFE NSW regarding a prolonged absence or other issues that may affect a student's ability to participate (e.g. school-based disciplinary action).

### **When will students receive their credentials?**

When a student's enrolment period ends, either at the course end date or if a student withdraws, the teacher will finalise the student's results. The system then generates credentials for distribution within thirty (30) days.

## **Supporting students**

### **What support is there to identify whether a student possesses the pre-requisite capabilities for successful course completion?**

As with all curriculum offerings the school is in the best place to determine whether the course, and the way it is delivered, is appropriate for the student. Resources will be provided to support careers advisers, parents or carers, and students in making an informed decision about the skills required to successfully participate in and complete the course.

### **What support are schools expected to provide when a student is undertaking a virtual course?**

Where the school determines that a virtual course is appropriate for a student, schools will need to provide a range of additional wrap-around supports. The level of support will be based on the needs of the students, and how many students from the school are participating in the course. Possible supports include supervision during virtual lessons, provision of a location and equipment for students to participate in these lessons, and appropriate technology support to facilitate engagement in the learning.

### **How will a school know the technical requirements to participate in the course?**

TAFE NSW will provide details about the minimum technological requirements for participation in the learning.

### **Who provides IT support to students?**

The school will need to support students in accessing the learning environment, and troubleshooting any technical issues. Once a student can access the learning environment, TAFE NSW will provide helpdesk support.

## **Work placement**

### **Do the courses include mandatory work placement?**

All Industry Curriculum Framework courses include a mandatory work placement, giving students the opportunity to use their learning in a real workplace, and assess their own interest in and suitability to a career in their chosen industry. Students may have the opportunity to apply for Recognition of Prior Learning (RPL) for knowledge and skills developed through part-time work or other aspects of their daily life. In some industry areas, a simulated work environment may provide students with their first experience of a 'work placement'.

### **Who is responsible for organising mandatory work placements, communication about work placements, and the necessary paperwork?**

Work Placement Service Providers, contracted by the school sector, will be engaged to source work placements. They will support the process, including preparation of the Student Placement Record. All work placements will follow the Department of Education's Workplace Learning Policy. TAFE NSW will work with Work Placement Service Providers, schools, students and parents/carers to ensure all parties are aware of the placement and paperwork is completed and stored in accordance with regulatory requirements.

### **Who is responsible for costs associated with transport for work placements?**

Any costs associated with travel and accommodation, is the responsibility of the student's parents or carers.

### **Does the school have to offer these courses?**

No. The curriculum that is made available to students at a school is the responsibility of the school principal. These courses provide the school principal with additional options to meet the curriculum needs of students in their schools.



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