

FNQ Vocational Academy

Course Guide



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Expression of Interest

Scan the QR code to submit
an **Expression of Interest Form**.



> FNQ Vocational Academy Office

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DISCLAIMER

The information contained in this guide is correct at time of printing, May 2026. For the most up-to-date information regarding qualifications registered to TAFE Queensland (RTO 0275) refer to our website at tafeqld.edu.au

In many areas of Australia it is considered offensive to publish photographs of Aboriginal and Torres Strait Islander people who are deceased. Readers are warned that this publication may inadvertently contain such photographs.

Artwork elements from TAFE Queensland's Reconciliation Action Plan artwork 'Connecting Knowledge – Connecting Cultures' by Riki Salam, we are 27 Creative. Visit tafeqld.edu.au/rap to view the Reconciliation Action Plan.

Discover your future with FNQ Vocational Academy – where education meets opportunity!

Based in Cairns, Far North Queensland, this dynamic two-year program allows Year 11 and 12 students to complete studies toward their Queensland Certificate of Education as well as nationally recognised Vocational qualifications. From hospitality and engineering, to maritime and construction, students gain hands-on experience, real-world skills, and access to apprenticeships and traineeships – all while still at school.

With expert mentoring, industry placements, and a focus on career readiness, FNQ Vocational Academy empowers students to graduate not only with academic credentials, but with a head start on their career journey.

If you're ready to turn education into opportunity, FNQ Vocational Academy is your gateway to success!

Why choose FNQ Vocational Academy?

This unique program gives young people a head start in developing the knowledge and skills needed to be successful across a broad range of industries, while also obtaining their Queensland Certificate of Education (QCE) and Vocational qualifications.

By focusing on career goals and industry pathways first, FNQ Vocational Academy can offer flexible, tailored approaches to school delivery and management of student outcomes, resulting in student's being resilient and ready as they enter the workforce or move onto further education and training opportunities.



Vocational Education and Training

Qualifications delivered by external RTOs

The following list highlights qualifications that are funded under the VET in Schools (VETiS) program supported by the Department of Trade Employment and Training (DTET). Students may still access qualifications outside of this list on a fee for service arrangement.

Qualification - General Training Pathway

Code	Program name
10935NAT	Certificate II in Autonomous Technologies (registration expires June 2026, ongoing status pending)
11054NAT	Certificate II in Plumbing Services
11305NAT	Certificate II in Performing Arts
22586VIC	Certificate II in Integrated Technologies (Pre-vocational) (registration expires December 2026, ongoing status pending)
52887WA	Certificate II in Plumbing (registration expires August 2026, ongoing status pending)
ACM20121	Certificate II in Animal Care
AHC20122	Certificate II in Agriculture
AHC20422	Certificate II in Horticulture
AHC21024	Certificate II in Conservation and Ecosystem Management
AHC21216	Certificate II in Rural Operations
AUR20420	Certificate II in Automotive Electrical Technology
AUR20720	Certificate II in Automotive Vocational Preparation
AUR20920	Certificate II in Automotive Body Repair Technology
AUR21520	Certificate II in Automotive Cylinder Head Reconditioning
CHC22015	Certificate II in Community Services
CPC20220	Certificate II in Construction Pathways
CUA20420	Certificate II in Aboriginal and/or Torres Strait Islander Cultural Arts
FBP20122	Certificate II in Food Processing
FBP20221	Certificate II in Baking
HLT20121	Certificate II in Aboriginal and/or Torres Strait Islander Primary Health Care

Code	Program name
HLT23221	Certificate II in Health Support Services
ICT20319	Certificate II in Telecommunications Technology
MAR20324	Certificate II in Maritime Operations (Coxswain Grade 1 Near Coastal)
MEA20518	Certificate II in Aircraft Line Maintenance
MEM20422	Certificate II in Engineering Pathways
MSF20522	Certificate II in Furniture Making Pathways
MSL20122	Certificate II in Sampling and Measurement
MST20319	Certificate II in Leather Production
MST20722	Certificate II in Apparel, Fashion and Textiles
PMA20116	Certificate II in Process Plant Operations
RII20120	Certificate II in Resources and Infrastructure Work Preparation
SFI20119	Certificate II in Aquaculture
SHB20121	Certificate II in Retail Cosmetics
SHB20216	Certificate II in Salon Assistant
SIS20122	Certificate II in Sport and Recreation
SIS20321	Certificate II in Sport Coaching
SIS20419	Certificate II in Outdoor Recreation
SIT20125	Certificate II in Tourism
SIT20322	Certificate II in Hospitality
SIT20421	Certificate II in Cookery
TLI20421	Certificate II in Supply Chain Operations
UEE22025	Certificate II in Electrotechnology (Career Start)

Applicants will be required to attend an interview, and course options will be discussed during the enrolment process. Not all qualifications listed are available in the local area. Some may only offer an online delivery option.

TAFE at School Courses

Qualifications delivered by TAFE Queensland (RTO 0275)

Cairns

Code	Program name
UEE22020 [^]	Certificate II in Electrotechnology (Career Start)
11054NAT	Certificate II in Plumbing Services
AUR20720	Certificate II in Automotive Vocational Preparation
AUR20420	Certificate II in Automotive Electrical Technology (Year 11 only)
MEM20422	Certificate II in Engineering Pathways
RII20120	Certificate II in Resources and Infrastructure
CPC20220	Certificate II in Construction Pathways
MSF20522	Certificate II in Furniture Making
SIT20421	Certificate II in Cookery
SIT20322	Certificate II in Hospitality
SHB20121	Certificate II in Retail Cosmetics
SHB20216	Certificate II in Salon Assistant
HLT23221	Certificate II in Health Support Services
MAR20324	Certificate II in Maritime Operations (Coxswain Grade 1 Near Coastal)

VETiS funded and Online Virtual Delivery

Code	Program name
SIT20122	Certificate II in Tourism
11212NAT	Certificate III in Aboriginal and Torres Strait Islander Education
SIS20321	Certificate II in Sport Coaching

[^]Qualification is currently in transition. Course code subject to change.
Applicants will be required to attend an interview and courses will only proceed if there are sufficient participants.

FNQ Vocational Academy



Course Outline

The FNQ Vocational Academy program is delivered over two years. Commencing in January of each year, the program provides students a pathway to study senior secondary subjects, participate in Vocational Training, and complete Work Experience. At the successful completion of the program, students will have obtained their Queensland Certificate of Education (QCE), completed or worked toward a vocational qualification, and have a confirmed employment or further education/training pathway. In addition, students will have gained vocational experience and developed the knowledge and skills to be successful in their chosen career. Students will also have the opportunity to gain a School-Based Apprenticeship or Traineeship. Students may be eligible to enrol throughout the year and are encouraged to submit an enrolment application if they are interested in the program.



QCE Attainment

The Queensland Certificate of Education (QCE) is Queensland's senior secondary schooling qualification. To receive a QCE, you must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements.

Credits are awarded for successful completion of subjects and other recognised study, such as certificate courses. To obtain a QCE, a minimum 20 credits are required.

FNQ Vocational Academy provides the following sample course of study to obtain a QCE.

Subject/ Course	Credits
Essential English	4 credits
Essential Mathematics	4 credits
Social and Community Studies	4 credits
FNS20210 Certificate II in Financial Services	4 credits
FSK20119 Certificate II in Skills for Work and Vocational Pathways	4 credits
Vocational Qualification	4 credits
Total	24 credits



Uniform, Workwear and PPE

Students are required to wear the FNQ Vocational Academy polo shirt, blue/black pants, and covered shoes while attending school classes. The polo shirt is included in the school fees.

For Vocational Training, work wear will vary depending on the type of industry. Requirements will generally be outlined in induction sessions and information packs distributed by individual Registered Training Organisations (RTOs). As an example, Vocational Training in Construction, Engineering, Plumbing, Electrical, and Automotive, students are required to wear long sleeve work shirts, long navy pants, and steel capped boots.

Personal Protective Equipment (PPE) is also required for Vocational Training and Work and must be purchased prior to the commencement of the training. RTOs and Employers will indicate requirements through the induction process and the school will also provide information on PPE through the enrolment process.

Technology

FNQ Vocational Academy is a Bring Your Own Device (BYOX) school. Students will require a laptop to access learning material, complete in class tasks and submit required assessment. Vocational training may also require the use of a device. BYOX options can be discussed with school staff.



Training locations

The program is managed out of G Block, TAFE Queensland Cairns Campus (corner of Gatton, Newton, Eureka and Wilkinson Streets, Manunda) with all school staff and the school's administration also located here. All school delivered subjects and courses also delivered from this location.

Vocational Training locations will vary depending on the chosen qualification and may include various locations in the Cairns area or Online.

Work will be offsite as negotiated with employers, staff, parents and students.

FNQ Vocational Academy

Timetables and Daily Structure

Students will attend a combination of School, Vocational Training, and Work. School subjects are structured around Vocational Training, and Work, delivered over 2 days each week on either Monday/Tuesday or Thursday/Friday. Each core school subject will be delivered over approximately 3 hours per week, Vocational Training components (theory and practical) may vary however are typically delivered over approximately 6 hours a week.

The school day starts at 8:30am and finishes at 2:30pm. Students will have 2 lunch breaks allocated throughout the day. Vocational Training and Work start, and finish, times will vary. Below is a sample timetable.

Monday	Tuesday	Wednesday	Thursday	Friday
Period 1 Essential Maths	Period 1 Essential English	Vocational Training	Work	Work
Period 2 Social and Community Studies	Period 2 Essential Maths	Vocational Training	Work	Work
Lunch 1	Lunch 1	Vocational Training	Work	Work
Period 3 Essential English	Period 3 Social and Community Studies	Vocational Training	Work	Work
Lunch 2	Lunch 2	Vocational Training	Work	Work
Period 4 Certificate II in Skills for Work and Vocational Pathways	Period 4 Certificate II in Financial Services	Vocational Training	Work	Work



Fees and Funding

School Fees and Funding
The following fees apply to access the program.

Year 11 > \$300

Year 12 > \$300

The fees cover the cost for the majority of the school delivered program including digital and print resources, and polo shirt.

The VET in Schools (VETiS) program is managed and funded by the Department of Trade, Employment and Training (DTET) aligning school-based training with industry priorities creating career opportunities. Students can access one fully funded VETiS qualification through approved Skills assured Suppliers (SAS). If further Vocational Training is undertaken, or the desired qualification is not on the eligible funding list, fee for service will apply.

Students are ineligible to undertake a School-Based Apprenticeship or Traineeship at the same time as a funded qualification, and the school will work with students and families to maximise opportunities and outcomes that will place students on the best possible career pathway.

More information on the VETiS program can be found on the DTET website at dtet.qld.gov.au.



Support

During the schooling component, students will participate in a variety of programs to support their personal development, and professional knowledge and skills. These include mentoring and workshops in areas such as mental health, career education, drug and alcohol awareness, and financial literacy. FNQ Vocational Academy is committed to ongoing mentoring and pastoral care and the school provides access to Guidance Officers, School Nurse, and Community Education Counsellors to assist students in navigating the world of work.



How to Enrol

Applications for FNQ Vocational Academy are open now! To apply, submit an Expression of Interest (EOI) via the links provided.

Interviews will be conducted throughout the year and will be arranged by our administration team. During this process the school will discuss career goals and preferred industries and will provide details on the programs policies and procedures, including next steps after the enrolment interview. Successful applicants will be notified as early as possible. FNQ Vocational Academy commences Semester 1 in line with Education Queensland commencement dates.

For more information visit us online at fnqvocationalacademy.eq.edu.au.

Essential English

Applied Senior Subject

Assessments

UNIT 1

Formative internal assessment 1 (FIA1)

- > external response - spoken/
signed response

Formative internal assessment 2 (FCIA)

- > common internal assessment
(examination)

UNIT 2

Formative internal assessment 3 (FIA3)

- > external response - Multimodal response

Formative internal assessment 2 (FCI4)

- > extended response - written response

Summative Assessments

UNIT 3

Summative internal assessment 1 (IA1):

- > extended response – spoken/
signed response.

Summative internal assessment 2 (IA2):

- > common internal assessment (CIA).

UNIT 4

Summative internal assessment 3 (IA3):

- > extended response –
multimodal response.

Summative internal assessment 4 (IA4):

- > extended response – written response.

Overview

Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. Students recognise language and texts as relevant in their lives now and in the future and learn to understand, accept or challenge the values and attitudes in these texts. Students engage with language and texts to foster skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including every day, social, community, further education and work-related contexts. They choose generic structures, language, language features and technologies to best convey meaning. They develop skills to read for meaning and purpose, and to use critique and appreciate a range of contemporary literary and non-literary texts. Students use language effectively to produce texts for a variety of purposes and audiences and engage creative and imaginative thinking to explore their own world and the worlds of others. They actively and critically interact with a range of texts, developing an awareness of how the language they engage with positions them and others.

Pathways

A course of study in Essential English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts. Essential English is a workforce pathway subject.

Objectives

By the conclusion of the course of study, students will:

- > use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- > use appropriate roles and relationships with audiences
- > construct and explain representations of identities, places, events and concepts
- > make use of and explain the ways cultural assumptions, attitudes, values and beliefs underpin texts and influence meaning
- > explain how language features and text structures shape meaning and invite particular responses
- > select and use subject matter to support perspectives
- > sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts
- > make mode-appropriate language choices according to register informed by purpose, audience and context
- > use language features to achieve particular purposes across modes.

Structure

Unit 1	Language That Works	Unit 3	Language That Influences
> Responding to a variety of texts used in and developed for a work context	> Creating multimodal and written texts.	> Creating and shaping perspectives on community, local and global issues in texts	> Responding to texts that seek to influence audiences.
Unit 2	Texts and Human Experiences	Unit 4	Representations and Popular Culture Texts
> Responding to reflective and nonfiction texts that explore human experiences	> Creating spoken and written texts.	> Responding to popular culture texts	> Creating representations of Australian identities, places, events and concepts.

Essential Mathematics

Applied Senior Subject

Overview

Essential Mathematics' major domains are Number, Data, Location and time, Measurement and Finance. Essential Mathematics benefits students because they develop skills that go beyond the traditional ideas of numeracy. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes. Students interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. This is achieved through an emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens.

Pathways

A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services. Students learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

Objectives

By the conclusion of the course of study, students will:

- > select, recall and use facts, rules, definitions and procedures drawn from Number, Data, Location and Time, Measurement and Finance
- > comprehend mathematical concepts and techniques drawn from Number, Data, Location and Time, Measurement and Finance
- > communicate using mathematical, statistical and everyday language and conventions
- > evaluate the reasonableness of solutions
- > justify procedures and decisions by explaining mathematical reasoning
- > solve problems by applying mathematical concepts and techniques drawn from Number, Data, Location and Time, Measurement and Finance citizens.

Structure

Unit 1	Number, Data and Graphs	Unit 3	Measurement, Scales and Data
<ul style="list-style-type: none"> > Fundamental topic: Calculations > Number > Representing data > Graphs. 		<ul style="list-style-type: none"> > Fundamental topic: Calculations > Measurement > Scales, plans and models > Summarising and comparing data. 	
Unit 2	Money, Travel and Data	Unit 4	Graphs, Chance and Loans
<ul style="list-style-type: none"> > Fundamental topic: Calculations > Managing money > Time and motion > Data collection. 		<ul style="list-style-type: none"> > Fundamental topic: Calculations > Bivariate graphs > Probability and relative frequencies > Loans and compound interes. 	

Assessments

UNIT 1

- > Mock problem solving and modelling task.
- > Examination - All objectives

UNIT 2

- > Problem-solving and modelling task
- > Examination - all objectives

Summative Assessments

UNIT 3

- Summative internal assessment 1 (IA1):
- > problem-solving and modelling task.

- Summative internal assessment 2 (IA2):
- > common internal assessment (CIA).

UNIT 4

- Summative internal assessment 3 (IA3):
- > problem-solving and modelling task.

- Summative internal assessment 4 (IA4):
- > examination.

Social and Community Studies

Applied Senior Subject

Overview

Social & Community Studies focuses on personal development and social skills which lead to self-reliance, self-management and concern for others. It fosters appreciation of, and respect for, cultural diversity and encourages responsible attitudes and behaviours required for effective participation in the community and for thinking critically, creatively and constructively about their future. Students develop personal, interpersonal, and citizenship skills, encompassing social skills, communication skills, respect for and interaction with others, building rapport, problem solving and decision making, self-esteem, self-confidence and resilience, workplace skills, learning and study skills. Students use an inquiry approach in collaborative learning environments to investigate the dynamics of society and the benefits of working with others in the community. They are provided with opportunities to explore and refine personal values and lifestyle choices and to practise, develop and value social, community and workplace participation skills.

Pathways

A course of study in Social & Community Studies can establish a basis for further education and employment, as it helps students develop the skills and attributes necessary in all workplaces.

Objectives

By the conclusion of the course of study, students will:

- > recognise and describe concepts and ideas related to the development of personal, interpersonal and citizenship skills
- > recognise and explain the ways life skills relate to social contexts
- > explain issues and viewpoints related to social investigations
- > organise information and material related to social contexts and issues
- > analyse and compare viewpoints about social contexts and issues
- > apply concepts and ideas to make decisions about social investigations
- > use language conventions and features to communicate ideas and information, according to purposes
- > plan and undertake social investigations
- > communicate the outcomes of social investigations, to suit audiences
- > appraise inquiry processes and the outcomes of social investigations.

Structure

The Social and Community Studies course is designed around three core life skills areas which must be covered within every elective topic studied, and be integrated throughout the course.

Unit 1	Lifestyle and financial choice	Unit 3	Relationships and work environments
> income streams		> pathways into work	
> sources of finance		> ongoing learning	
> Different lending sources		> different types of employment	
		> workplace organisation processes	
Unit 2	Healthy choices for mind and body	Unit 4	Arts and identity
> recreation, leisure, food and nutrition as markers of cultural identity and expression		> knowledge, cultures and beliefs	
> dietary practices, sport and recreation as a link to cultural communities		> how the arts can challenge	
> recreation, leisure, food and nutrition as social and cultural activities		> building relationships through the arts	
> the changing nature of recreation and leisure			

Assessments

For Social and Community Studies, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments from at least three different assessment techniques, including:

- > one project or investigation
- > one examination
- > no more than two assessments from each technique.

Project

- > A response to a single task, situation and/or scenario.
- > At least two different components from the following:
 - written: up to 600 words
 - spoken: up to 4 minutes or signed equivalent
 - multimodal: at least 2 different components; up to 5 minutes; up to 6 A4 pages or equivalent digital media

Investigation

- > A response that includes locating and using information beyond students' own knowledge and the data they have been given.
- > Presented in one of the following modes:
 - written: 600-1000 words
 - spoken: up to 7 minutes or signed equivalent
 - multimodal: at least 2 modes delivered at the same time; up to 7 minutes; 10 A4 pages or equivalent digital media

Extended response

- > A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.
- > Presented in one of the following modes:
 - written: 600-1000 words
 - spoken: up to 7 minutes or signed equivalent
 - multimodal: at least 2 modes delivered at the same time; up to 7 minutes; 10 A4 pages or equivalent digital media

Certificate II in Financial Services

FNS20120

Qualification delivered by Trinity Bay State High School (RTO 30446)

Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face instruction
- simulated workplace
- guided learning
- online training.

Fees

Student Resource Scheme costs apply.

A Laptop would support the student's learning in the subject.

Assessment

Assessment is competency based and therefore no levels of achievement are awarded.

Competency means the consistent application of knowledge and skill to the standard of performance required in the workplace.

Competency based assessment is a purposeful process of systematically gathering, interpreting, recording and communicating information on a student's performance against industry competency standards and/or learning outcomes.

Work placement

Not applicable

Pathways

This qualification provides learners with the basic skills and knowledge to pursue further learning in a variety of sectors in the financial services industry

This qualification is intended to address the need for increased financial literacy and basic financial skills of entrants wishing to build potential pathways into the industry. Upon completion of this course, students will earn 4 points towards their Queensland Certificate of Education. Refer to training.gov.au for specific information about the qualification.

Entry requirements

Completion of Year 9 English.

Duration and location

This is a one-year course delivered on site at FNQ Vocational Academy.

Course units

Students will complete a total of 8 units over the year long course of study.

Unit code	Title
FNSFLT211	Develop and use a personal budget
FNSFLT212	Develop and use a savings plans
FNSFLT214	Develop knowledge of superannuation
FNSFLT216	Develop knowledge of taxation
FNSINC311	Work together in the financial services
BSBCMM211	Apply communication skills
BSBWHS211	Contribute to the health and safety of self and others
BSBTEC201	Use business software applications



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Certificate II in Skills for Work and Vocational Pathways FSK20119

Qualification delivered by Trinity Bay State High School (RTO 30446)

Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face instruction
- simulated workplace
- guided learning
- online training.

Fees

Student Resource Scheme costs apply.

A laptop would support the student's learning in the subject.

Assessment

Assessments are completed in a series of assessment projects. Assessment is competency based and therefore no levels of achievement are awarded.

Competency means the consistent application of knowledge and skill to the standard of performance required in the workplace.

Competency based assessment is a purposeful process of systematically gathering, interpreting, recording and communicating information on a student's performance against industry competency standards and/or learning outcomes.

Work placement

Is required for FSKLRG006. An alternative can be provided if this is not possible.

Pathways

General preparation for the workforce – casual employment, school-based apprenticeships and traineeships. This course will give the student confidence to apply for any entry level position in the industry of their choice.

This course is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways. It is for students who require:

- A pathway to employment or vocational training
- Entry level digital literacy and employability skills
- A vocational training and employment plan.

Refer to training.gov.au for specific information about the qualification.

Entry requirements

There are no entry requirements for this qualification.

Duration and location

This is a two-year course delivered in Years 11 and 12 on site at FNQ Vocational Academy.

Course units

Students will complete a total of 8 units over the year long course of study.

Unit code	Title
FSKRDG010	Read and respond to routine workplace information
FSKOCM007	Interact effectively with others at work
FSKLRG011	Use routine strategies for work related learning
FSKLRG007	Use strategies to identify job opportunities
FSKLRG010	Use routine strategies for career planning
FSKNUM014	Calculate with whole numbers and familiar fractions, decimals and percentages for work
FSKNUM015	Estimate, measure and calculate with routine metric measurements for work
BSBWHS211	Contribute to health and safety of self and others
FSKOCM005	Use oral communication skills for effective workplace presentations
FSKLRG006	Participate in work placement
FSKLRG009	Use strategies to respond to routine workplace problems
BSBCMM211	Apply communication skills
BSBTEC201	Use business software applications
FSKWTG009	Write routine workplace texts



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