ACACA
Report

VET in Senior Secondary
Certificates of Education

2012

ACACA REPORT

**VOCATIONAL EDUCATION AND TRAINING
IN SENIOR SECONDARY CERTIFICATES OF EDUCATION**

2012

About ACACA

The Australasian Curriculum, Assessment and Certification Authorities (ACACA) is the national body for the chief executives of the statutory bodies in the Australian states and territories and in New Zealand, responsible for certificates of senior secondary education.

In Australia, ACACA agencies all have, as part of their legislative responsibilities, the certification of student achievement in post-compulsory schooling. Since 1998, this has included recognition of achievement in Vocational Education and Training (VET) in Schools, in accordance with the Ministerial Council on Employment, Education, Training and Youth Affairs (MCEETYA) National Agreement.

The ACACA Report on VET in Senior Secondary Certificates of Education has been prepared by the ACACA VET Group that is made up of senior officers from each ACACA agency. The ACACA VET Group advises the ACACA Chief Executives on the development of curriculum, assessment and certification policy advice related to implementation of the MCEETYA National Agreement and the National Training Framework.

The ACACA VET Group has prepared the Overview of VET in Senior Secondary Certificates to inform the development of policy on the provision and recognition of VET for senior secondary students.

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INTRODUCTION

In Australia, each state and territory issues a Senior Secondary Certificate of Education to signify a student's completion of senior secondary education. Each certificate is issued in accordance with the Australian Qualifications Framework (AQF) and is known in each state or territory by the following name:

- ACT   ACT Year 12 Certificate
- New South Wales   Higher School Certificate (HSC)
- Northern Territory   Northern Territory Certificate of Education and Training (NTCET)
- Queensland   Queensland Certificate of Education (QCE)
- South Australia   South Australian Certificate of Education (SACE)
- Tasmania   Tasmanian Certificate of Education (TCE)
- Victoria   Victorian Certificate of Education (VCE)
                               Victorian Certificate of Applied Learning (VCAL)
- Western Australia   Western Australian Certificate of Education (WACE).

In all of these Senior Secondary Certificates of Education, students are able to gain credit for Vocational Education and Training (VET) in meeting the requirements of the certificate. The following ACACA VET Report outlines how VET is recognised in these senior secondary certificates.

VET in Senior Secondary Education

VET in schools occurs where learning is undertaken as part of a senior secondary certificate and its completion by the student provides credit towards both a recognised VET qualification within the AQF and a senior secondary school certificate.

VET operates through nationally endorsed training packages and nationally accredited courses. It is quality assured under the VET Quality Framework and the Australian Quality Training Framework (AQTF), a set of nationally agreed standards that ensure the quality and consistency of VET throughout Australia.

Delivery, assessment, and the issuing of VET qualifications are carried out by Registered Training Organisations (RTOs). All RTOs, and the qualifications and statements of attainment they issue, must meet the VET Quality Framework standards or the AQTF Essential Conditions and Standards. These quality assurance arrangements and requirements apply to all VET and to all qualifications issued by VET providers.

For many years, senior secondary schools have included VET as an option and pathway for students in their senior years of schooling.

There are a number of significant reasons why this has occurred. Australian and State/Territory governments are committed to the ongoing development and implementation of programs and initiatives to improve the transitions of all young people through, and from, school and post-school settings. While the majority of young people make successful transitions, research[1] shows that those young people who do not complete 12 years of schooling experience higher rates of "poor transitions" and are less likely to successfully engage with further education, training or employment. The research also shows that young people who undertake some form of work placement or vocational program while at school are more likely to make successful transitions to further education, training and work.

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1   Australian Council for educational Research, Longitudinal Studies of Australian Youth

Purposes of VET in Senior Secondary Education

Schools have recognised that VET offered within the senior secondary environment can act as a strong engagement catalyst for students, while also providing them with the knowledge, skills and career awareness to make more informed choices about their post-school pathways and to assist their satisfactory transition into further education, training and work.

For young people themselves, access to VET while at school provides them with opportunities to gain an industry recognised vocational qualification, or gain substantial progress towards gaining one, while also achieving their senior secondary certificate of education. It keeps their options open while also strengthening their pathways into a range of post-school opportunities.

Recognition of VET in Senior Secondary Certificates of Education

The Curriculum, Assessment and Certification Authority in each state or territory recognises VET in the context of its own Senior Secondary Certificate of Education.

The Curriculum, Assessment and Certification Authorities do so on the basis that the quality of VET is regulated by the VET system. The Authorities accept that the quality of VET as regulated through the VET Quality Framework or the AQTF is sufficient for the recognition of VET in their Senior Secondary Certificates.

The recognition of VET in Senior Secondary Certificates across the states and territories occurs through the following set of common and consistent practices:

- all VET given credit towards a senior secondary certificate is delivered and/or assessed by RTOs, all of whom (including schools who are RTOs) are compliant with the VET Quality Framework or the AQTF

- all VET that gains credit towards a senior secondary school certificate is assessed within a competency-based assessment framework by assessors who meet Element 15.4 of the Standards for National VET Regulator RTOs or Element 1.4 of the AQTF Essential Conditions and Standards

- students are awarded nationally recognised VET qualifications and/or Statements of Attainment by the RTO delivering and/or assessing the VET

- most states and territory certification authorities make some differentiation in the level of VET recognised in their respective senior secondary certificates. In general, although not universally, Certificate I level VET is recognised at the Year 10 or 11 stages, with higher level VET being recognised at the Year 12 stage

- some states/territories mandate work placement if the VET is to count towards the Senior Secondary Certificate of Education, while others strongly recommend it

- all ACACA agencies work with industry groups at the State/Territory level in making decisions about the recognition of VET in their secondary school certificate.

Relationship between Senior Secondary Certificates and VET in Schools Programs

The term 'VET in Schools programs' was first introduced over a decade ago to identify the ways in which schools were engaging students in vocational pathways while they were enrolled at school.

In the intervening period there has been a significant expansion in the ways that young people in their senior secondary years connect with the VET sector. Consequently the term 'VET in Schools programs' has now acquired a range of uses and expectations. It is now used to refer to:

- the formal arrangements applied by Curriculum, Assessment and Certification Authorities for the recognition of VET in Senior Secondary Certificate of Education

- the pathways of senior secondary students from Australian School-based Apprenticeships and Traineeships into post-school employment and training

- the delivery arrangements relating to vocational programs that students may be undertaking while enrolled in a school and which may or may not relate to qualifications from endorsed training packages or nationally accredited courses
- a generic term that is used to highlight issues of quality assurance arising from the operation of RTOs and their arrangements with individual schools, that can include such matters as auspicing arrangements, industry related experience of teachers etc
- a generic term that is used to highlight issues relating to VET quality overall, that can include such matters as the place of institutional delivery of VET, work placements in VET delivery and assessment.

The term serves to highlight the multiple objectives and complexities that relate to the connections between the schooling sector and the VET sector. As a result the use of the term 'VET in schools programs' should always be accompanied by a clarification of the context to which it is being applied.

The Curriculum, Assessment and Certification Authorities respect that the quality of VET delivery is the responsibility of the VET system and applies to all VET including that which is referred to as 'VET in schools'.

As Curriculum, Assessment and Certification Authorities, we have in place well-developed arrangements for the recognition of VET in our own certification requirements that are in accordance with the VET system's requirements.

We are committed to working in close collaboration with those organisations in both the VET sector and the schooling sector with a direct responsibility and interest in the quality of VET programs.

1. AUSTRALIAN CAPITAL TERRITORY

1.1 Description of the Senior Secondary Certificate of Education

Name of qualification	ACT Year 12 Certificate, Tertiary Entrance Statement
Issued by	ACT Board of Senior Secondary Studies (BSSS)
Time frame for completion	Awarded following a program of full-time study completed over Years 11 and 12, over a period of up to 5 years.
Units of credit	BSSS accredited units are generally delivered for a minimum of 55 hours over a semester to generate 1 standard unit towards the ACT Year 12 Certificate.

Minimum requirements for the award of ACT year 12 certificate	**ACT Year 12 Certificate**
	Awarded on completion of an educational program approved by the college as having a coherent pattern of study. It must include at least 17 standard units and meet the following conditions:
	• a minimum of three A, T, M, H courses from different course areas, with a maximum of one C or E course
	• a maximum of 8 standard units from any one course area.
	Tertiary Entrance Statement
	Student must complete at least 20 standard units over a minimum of 3.5 semesters, with a student intending to take longer than 2 years requiring the college principal's approval. The student must:
	• complete at least 18 standard units classified as A, T, M or H, of which at least 12.5 standard units must be T or H
	• undertake the A.C.T Scaling Test (AST)
	• the A, T, M or H units must be arranged into courses to form at least:
	  – four majors and one minor or
	  – three majors and three minors, with at least three major courses and one minor course classified T or H).
	Minimum achievement levels
	A student's achievement in A, T and M courses is reported on the Year 12 Certificate on a five-point A to E scale. Grades are awarded on the proviso that the assessment and attendance requirements have been met.

BSSS Accredited Courses	**A Courses:** Courses approved as educationally sound and appropriate for students in Years 11 and 12. **T Courses:** Courses approved as preparing students for higher education. Results can contribute to a student's ATAR. **M Courses:** Courses providing appropriate educational experiences for students who satisfy specific disability criteria. **VET:** A, T or M courses that have embedded VET competencies. **C Courses:** VET programs delivered and assessed by a college as the RTO. Assessment is competency-based only and the grades 'Pass or Participated' are awarded.
BSSS Registered Courses	**E Courses:** Courses delivered by an external RTO leading to a nationally recognised vocational qualification (Certificate or Statement of Attainment). **H Courses:** Courses accredited and delivered by an Australian university, which have been registered by the BSSS; successful completion is recognised towards an undergraduate degree and may contribute to a student's university entrance rank (ATAR). Reported on Year 12 Certificate with university grades. **R Units or Courses:** Courses or units designed to provide personal development, recreational or community service activities. Reported on Year 12 Certificate with grade "Pass".

1.2 VET Quality and the ACT Year 12 Certificate

The BSSS certificates VET qualifications and Statements of Attainment on behalf of ACT colleges that are RTOs. The Board also recognises VET qualifications delivered by external RTOs and facilitates the allocation of credit towards a Year 12 Certificate based on nominal hours of study.

The BSSS certificates VET that:

- is listed on the national training.gov.au website
- is delivered and assessed by an ACT college, which is an RTO with scope from Australian Skills Quality Authority (ASQA) to deliver specified qualifications
- is delivered and assessed by a high school partnering with an ACT college RTO with a Memorandum of Understanding (MOU)
- is delivered and assessed in accordance with relevant SNR/NVR standards and Training Package requirements.

The BSSS recognises VET that:

- is delivered externally by a private provider RTO scoped to deliver specified qualifications; and
- is substantiated by a vocational transcript, statement of attainment, or certificate issued by the RTO.

The VET is recognised:

- as direct credit when the qualification or Units of Competence relate to a VETiS course that is being studied by the student
- towards the Year 12 Certificate, providing the VET does not duplicate school based study.

In the ACT, VET is delivered through college RTOs in 20 industry areas. VET courses are developed by specialist teachers in consultation with Industry, the Canberra Institute of Technology (CIT) and universities where applicable. Private RTOs may apply to have an external VET course of study registered with the Board, giving students the option of additional pathways into industry study and work. Students may also undertake a pathway through a partnership arrangement between their home college and the CIT or other private RTO.

Quality Assurance:

- **Compliance**: College VET coordinators work collaboratively and cooperatively, developing programs and tools to streamline compliance requirements for ASQA.
- **Moderation**: The ACT BSSS facilitates moderation processes between college RTOs twice a year to ensure VET training and assessment is:
  - compliant with ASQA and NVR requirements
  - consistent and equitable across the territory.

  Note: Colleges are required to present portfolios of assessment tools and student work which are peer reviewed and validated. Any issues are referred to the BSSS for independent review and action as appropriate.

- **Course Development**: Industry is consulted in the VET course writing process. Course redevelopment occurs every 5 years as a general rule, or more frequently if Training Package changes necessitate it.

  The BSSS facilitates VET course redevelopment through:
  - monitoring of Training Package changes arising from the continuous improvement process
  - identification, analysis and evaluation of any changes that impact on BSSS courses
  - providing advice to teachers relating to the implications of identified changes and the appropriate time frames to action any changes required in line with teach out periods
  - facilitating discussion with local industry to ensure courses meet their needs. *Note:* industry endorsement is a mandatory requirement for all ACT VET college based courses
  - recommending that students undertake structured workplace learning (SWL) as a component of VETiS study. SWL units with specified competencies are embedded into BSSS accredited courses.

- The BSSS only certificates VET for those colleges that are scoped to deliver the specified qualifications – this is verified through TGA.
- All other VET compliance is the responsibility of the college RTO.

1.3 Current priorities

A key feature of the ACT Year 12 Certificate is the diversity of choice that it offers students for the inclusion of VET in their study programs. Students may undertake a dual pathway that includes a nationally recognised qualification to the Certificate II level or Certificate III for some industry areas. Students may also undertake an Australian School Based Apprenticeship (ASBA).

There are two major issues on the agenda for the future:

    1.3.1 Curriculum development for Trade Training Centres

    1.3.2 National Trade Cadetships.

The ACT is in the process of upgrading its VET certification system. The capabilities of the existing system have been documented along with the business enhancements. It is anticipated that software development will be completed by the end of 2012 in time for transitioning of data in January 2013.

1.4 Recognition of VET in the ACT Year 12 Certificate

The BSSS recognises the value of VET programs and their contribution to a high-quality general education and enhanced transitions to work and further education. There are a range of policies and procedures to ensure that VET study undertaken by students during Years 11 and 12 through college RTOs or external RTOs can contribute towards the requirements for an ACT Year 12 Certificate.

1.4.1 Formalised credit arrangements

The credit for VET is based on the specific program undertaken by the student, up to a maximum of eight standard units from any one industry and/or course area.

BSSS accredited vocational programs are developed in consultation with the CIT and local industry advisers to ensure that they assist student transitions to work and further education. The programs are based on the units of competence as defined in the relevant Training Package, which are grouped into semester (55 hour) units around a work role for delivery and assessment purposes. Vocational programs currently accredited range from minor courses (minimum of 110 hours) to double major courses (minimum of 400 hours).

Currently there are 20 BSSS accredited vocational programs:

- Active Volunteering C
- Automotive Technology A/V
- Business Administration A/V
- Construction Pathways A/V/C
- Fashion Design A/T/V
- Furniture Construction A/V
- General Construction A/V
- Hospitality Studies A/V
- Information Technology A/T/V
- Library and Information Services A/V
- Media A/T/V
- Metal Engineering A/V/C

- Music Industry A/V/C
- Outdoor Education T/V
- Production for Live Theatre A/V/C
- Retail A/V
- Social and Community Work A/V
- Sport, Fitness and Administration A/T/V
- Tourism Studies A/V
- Work Education A/V.

The BSSS registers vocational programs delivered by external RTOs as E Courses. Students enrolled in these courses receive credit towards the unit and course requirements for an ACT Year 12 Certificate based on the competencies achieved.

There are currently 23 E courses registered with the BSSS and delivered through external RTOs:

- Academy of Interactive Entertainment
  - Creative Industries Media
  - Information Technology Vocational
  - Media Vocational
- Australian International Education Academy
  - Frontline Management Vocational
  - Hospitality
- Australian Vocational Training Academy
  - Fitness Vocational
- Blended Learning International Pty Ltd
  - Information Technology Vocational
- Canberra Institute of Technology
  - Automotive Vocational
  - Beauty Vocational
  - Business Vocational
  - Children's Services Vocational
  - Community Work Vocational
  - Construction Vocational
  - Design Fundamentals Vocational
  - Hairdressing Vocational
  - ICT Vocational
  - IT and Digital Media Vocational
  - Landscape Construction Vocational
  - Library Services Vocational
  - Media Vocational
  - Metals and Engineering Vocational
  - Music Vocational
  - Tourism and Events Vocational.

1.4.2 Unspecified recognition

Where a student obtains other vocational qualifications from an external RTO during years 11 and 12, recognition towards a Year 12 Certificate is given as an R unit, the value of which is determined

by the BSSS based on the competencies achieved. The vocational program must be agreed to by the principal of the college in which the student is enrolled and notified to the BSSS prior to commencement of study. The student must be enrolled in the college during the program.

1.5 Structured Workplace Learning

Structured Workplace Learning (SWL) is the workplace component of a nationally recognised industry-specific VET in school program. In consultation with industry, SWL requirements are incorporated in VET courses. Students undertake supervised learning activities, in an industry context, and these contribute to assessment of competence and achievement of the requirements for the relevant Training Package. It is highly recommended that students undertake SWL and in some instances, where a Training Package demands it, SWL units are mandatory. SWL units are reported on the Year 12 Certificate as part of the relevant industry course and contribute to associated majors or minors.

Recent BSSS policy changes relating to SWL allow greater flexibility for students. Provision has been made for recognition of paid part-time work as SWL where:

- the student is undertaking a relevant industry specific course at school

- the part-time work occurs concurrently with the VET in school program

- specific competencies within the course are identified as being addressed in the part-time work

- an agreement is made between the employer and school to provide evidence for assessment of competencies.

This extension of SWL has expanded opportunities for students to develop and demonstrate competence in the workplace.

1.6 Australian School-based Apprenticeships (ASBAs)

The on- and off-the-job components of ASBAs are recognised on the Year 12 Certificate, up to a maximum of eight standard units in a specific industry area. Many students complete the formal training component through their home college as the RTO by studying a BSSS accredited or registered VET program. Other students complete their training with an external RTO and gain credit through BSSS registered units.

1.7 Contribution of VET in the ACT to Tertiary Entrance

T courses with embedded competencies contribute to the requirements for a Tertiary Entrance Statement and Australian Tertiary Admissions Rank (ATAR) where the course has been accredited by the BSSS as preparing students for higher education. A maximum of eight standard units can be used from any one industry area. Currently there are five BSSS accredited vocational programs with a T classification. It is anticipated that a further two will be added after the current accreditation process has been completed.

1.8 Mechanisms for the delivery of VET recognised in the ACT Year 12 Certificate

1.8.1 School based RTOs

To provide accredited and/or registered vocational programs, colleges must be registered as RTOs or provide training in collaboration with an external RTO. Scope is granted to individual colleges by the ASQA on the basis of the RTO's ability to meet the Standards for NVR Registered Training Organisations 2011. Colleges must demonstrate that their VET teachers have the qualification at least to the level being delivered, industry currency and a certificate IV in Workplace Training and Assessment. In addition, colleges must meet any other requirements and have the physical resources specified in the Training Package.

Where colleges do not have the necessary infrastructure to deliver a Training Package, they may form a partnership in the form of a MOU with another RTO for the delivery of part or all of the qualification.

1.8.3 External RTOs

A number of students undertake vocational studies through the CIT and other external RTOs while enrolled in senior secondary studies at a college. These opportunities may be developed and promoted by the home college or accessed by the student through their own initiative. Any competencies achieved are given directed credit where this intersects with a VETiS course of study. Credit may also be given in the form of R-units, in accord with BSSS policies, where there is no duplication of content with school based study.

1.9 Supply of VET data to ACACA Agency

Colleges are responsible for enrolling Year 11 and 12 students into BSSS accredited A/V, T/V or C courses that have VET competencies and qualifications. The college as RTO enters enrolment details and attainment results into the BSSS ACT Certification System (ACS).

Competency based assessment results achieved through external RTOs are communicated to the BSSS directly by RTOs for E courses and through colleges for other VET recognition, for allocation of points towards the Year 12 Certificate and/or direct credit where applicable.

1.10 Certification (reporting to students)

The BSSS produces VET certificates and statements of attainment on behalf of college RTOs, based on achievement data provided by colleges. Vocational qualifications certificated by the BSSS include Certificate I, Certificate II, Certificate III and Statements of Attainment.

Vocational learning is reported on the ACT Year 12 Certificate in a variety of ways:

- BSSS accredited A, T M vocational courses with embedded competencies delivered by college RTOs are reported with A–E grades
- BSSS accredited C courses (competency assessment only) delivered by college RTOs are reported with the grade 'Pass' where at least one competency is achieved by the student; or 'Participated' where no competencies are achieved but assessment and attendance requirements are met
- BSSS registered E Courses delivered by external RTOs are reported with the grade 'Pass'
- ASBAs recognising the on and off-the-job training component are reported as R units with the grade 'Pass'
- Other vocational learning through external RTOs is given block credit for competencies achieved with a grade 'Pass'.

1.11 Other reporting

The BSSS publishes student VET achievements for Years 10, 11 and 12 annually in the BSSS Vocational Education Study. It also completes the AVETMISS VET in Schools data collection submitted through National Centre for Vocational Education Research (NCVER) for national reporting of ACT VET activity.

2. NEW SOUTH WALES

2.1 Description of the Senior Secondary Certificate of Education

Name of qualification	Higher School Certificate (HSC)
Issued by	Board of Studies NSW
Time frame for completion	May be accumulated over a period of up to five years, however, students typically complete in two years (Years 11 and 12).
Units of credit	Preliminary and HSC credit units. 1 unit = 60 indicative hours of programmed teaching time.
Minimum requirements for the award of the HSC	Students must complete a minimum of 22 credit units – 12 Preliminary and 10 HSC. Must include four units of English. Students must satisfactorily complete course requirements to be awarded credit units.
Subjects/ Courses	Board Developed Courses are developed by the Board of Studies. Board Endorsed Courses are endorsed by the Board of Studies.

2.2 VET quality and NSW Higher School Certificate (HSC)

Ensuring the quality and industry recognition of the outcomes of VET studied as part of the HSC has been at the heart of the arrangements developed in NSW by the Board of Studies in close collaboration with the school systems/sectors and TAFE NSW.

In addition to the VET sector quality assurance arrangements that apply to all VET recognised in the HSC, the quality of HSC VET is underpinned by mandatory work placement requirements and the packaging of appropriate VET qualifications and competencies into HSC VET courses.

To be counted towards the HSC, VET courses must have a component of work placement appropriate to the industry and the qualification outcomes. Mandatory work placement requirements for HSC VET courses are outlined later in this chapter in *Section 2.5 Work placement requirements and recognition of work placement for VET in the HSC*. In 2010 more than two million hours of work placement were undertaken by students studying VET industry curriculum framework courses. More than 20,000 employers were participating in the HSC VET course work placement program.

Nearly all VET recognised in the HSC is through HSC VET courses. These courses are developed by packaging appropriate VET qualifications and units of competency for study as part of the HSC. The Board has extensive consultative processes, including industry and employer representation, to ensure that the course accords with industry training needs and is appropriate for school-aged students.

The quality of VET studied as part of the HSC is also underpinned by the delivery arrangements used in NSW where RTOs have direct responsibility for the quality of delivery and assessment. There is virtually no use of partnership (or auspicing) arrangements for VET delivered in schools. NSW schools are generally part of school system/sector RTOs with direct responsibility and accountability for compliance with the VET Quality Framework. School system/sector RTOs ensure that all school teachers delivering and assessing VET qualifications as part of the HSC hold both the industry specific (vocational) VET qualifications to at least the same level as that being delivered and assessed, and the current VET sector trainer qualification in addition to their school sector teaching qualification.

All these arrangements and strategies are implemented in partnership with NSW industry representatives, particularly the NSW Industry Training Advisory Bodies (ITABs).

2.3 Current priorities

Current priorities for the further development of VET arrangements within the NSW HSC include:

- undertaking a review of HSC VET curriculum development and endorsement processes to accommodate the volume of changes resulting from the continuous improvement of national Training Packages

- major revisions of the Information Technology, Retail Services, Electrotechnology and Automotive Curriculum Frameworks based on new versions of the underpinning Training Packages

- the introduction of a new Human Services Curriculum Framework based on Certificate III qualifications in aged care and health and a new Financial Services Curriculum Framework based on Certificate III qualifications from the FNS10 Training Package

- using a new syllabus design for specifying HSC outcomes and content in industry curriculum frameworks for the purpose of the specifying expected scope and depth of learning required for the HSC and the HSC examination.

2.4 Recognition of VET in the HSC

Nearly all VET recognised in the HSC is through formal credit arrangements (HSC VET courses); however, provision also exists for unspecified recognition through HSC credit transfer arrangements.

2.4.1 Formalised credit arrangements

HSC VET courses provide credit units towards the HSC.

Units of competency and qualifications are 'packaged' into HSC VET courses. Each HSC VET course has an indicative hours value that translates into HSC credit units. For example, a 120 indicative hour HSC VET course provides 2 credit units towards the HSC.

Each unit of competency is given an HSC credit weighting called 'HSC indicative hours' which is reflective of the relative level of complexity and volume of learning in the unit of competency.

HSC VET courses have certain requirements which may include:

- mandatory units of competency that must be studied for the HSC

- elective units of competency that can be chosen to lead to particular AQF VET qualifications

- HSC indicative hour requirements, for example, to complete a 120 indicative hour VET course, students must study units of competency whose HSC indicative hours total to a minimum value of 120 HSC indicative hours

- work placement requirements, for example a student completing a 240 indicative hour course may have to complete a minimum of 70 hours of mandatory work placement

- HSC Content or HSC Requirements and Advice for associated mandatory units of competency that set out the scope and depth of study required for the purposes of the HSC and the HSC examination.

Assessment for all HSC VET courses is competency based.

HSC VET courses can be of two types – Board Developed Courses or Board Endorsed Courses.

Board Developed HSC VET courses

- **Industry Curriculum Framework Courses**

Industry curriculum frameworks are suites of HSC VET courses in a specific industry area made up of qualifications and units of competency from national training packages.

Typically each industry curriculum framework includes:

- a 120 indicative hour course (2 HSC credit units)

- a 240 indicative hour course (4 HSC credit units) – the 'standard' course in each framework

- specialisation courses allowing more HSC recognition for study at the same AQF VET qualification level

- extension courses allowing more HSC recognition for study at higher AQF qualification levels.

Industry curriculum frameworks in trade areas also include school-based apprenticeship courses that allow access to Certificate III units of competency not generally available in the 'regular' framework courses.

Each industry curriculum framework course has mandatory work placement requirements.

In addition to the competency based assessment, an optional HSC examination is available in each industry curriculum framework. Only students who have completed the 'standard' course in the framework are eligible to sit for the HSC examination.

Students who sit for the optional examination receive an HSC mark from the examination which can be used in university entrance calculations.

The HSC VET examination is independent of the competency-based assessment undertaken during the course and has no impact on student eligibility for AQF VET qualifications.

In 2012, there were 13 industry curriculum frameworks:

- Automotive
- Business Services
- Construction
- Electrotechnology
- Entertainment Industry
- Financial Services
- Hospitality
- Human Services
- Information Technology
- Metal and Engineering
- Primary Industries
- Retail Services
- Tourism and Events.

Board Endorsed HSC VET Courses

Board Endorsed HSC VET Courses exist in a wide range industry areas not covered by industry curriculum frameworks. Board Endorsed HSC VET Courses are also generally structured as 120, 240 or 360 indicative hour courses.

Assessment for all VET courses is competency based.

2.4.2 Unspecified recognition – Credit transfer

Students who have completed VET qualifications through a RTO within the last five years may gain up to 10 credit units towards the HSC by applying for credit transfer. Units are counted as Board Endorsed Courses and are listed as 'credit transfer' on HSC documentation. This currently accounts for a very small proportion of VET recognised in the HSC.

2.5 Work placement requirements and recognition of work placement for VET in the HSC

All industry curriculum framework VET courses have a mandatory work placement requirement. Generally, 120 indicative hour framework courses require 35 hours of work placement and 240 indicative hour courses 70 hours of work placement.

Some Board Endorsed VET Courses (for example Fitness) also have mandatory work placement requirements while others have recommended work placement requirements.

Under certain conditions, students can use their part-time work to fulfil work placement requirements.

Students do not gain additional credit towards the HSC for work placement undertaken as part of HSC VET courses.

For school-based apprentices and trainees, HSC VET course work placement requirements are met through the on-the-job component of the apprenticeship/traineeship.

School-based apprentices or trainees may also elect to complete the Board Endorsed *Industry-based Learning* course, to gain up to 4 additional HSC credit units for evidence of learning from their employment in the work place. The *Industry-based Learning* course has generic course outcomes based around employability skills. It is not an HSC VET course.

2.6 School-based Apprenticeships and Traineeships

In NSW, apprenticeships and traineeships are employment-based training arrangements approved under the Apprenticeship and Traineeship Act 2001. Apprenticeships are established in recognised trade vocations and traineeships in other industry areas or qualifications.

For School-based Apprenticeships and Traineeships, the formal training component must contribute credit units towards the HSC.

Access to the appropriate qualifications and units of competency for School-based Apprenticeships and Traineeships is available through either industry curriculum framework VET courses or Board Endorsed VET courses.

In 2012, school-based apprenticeships were available in 13 industry areas and school-based traineeships in over 40 industry areas.

2.7 Contribution of HSC VET to tertiary entrance

NSW universities use the marks achieved by a student in their best 10 HSC credit units from Board Developed Courses to calculate an ATAR. The ATAR is the main mechanism for selection to university direct from Year 12. Board Endorsed Courses do not contribute to the ATAR.

For 240 indicative hour industry curriculum framework courses, the mark awarded for the optional HSC examination can contribute to the ATAR.

NSW universities have, however, currently designated Board Developed HSC VET Courses and HSC VET examinations as 'Category B' and will only include a maximum of 2 units from Board Developed VET Courses in the "best ten" units on which the ATAR is based.

The HSC (or equivalent) is an entry requirement for many TAFE NSW courses at higher AQF levels.

2.8 Mechanisms for the delivery of VET recognised in the HSC

2.8.1 School-based RTOs

In NSW, secondary schools or colleges are designated delivery sites of school sector RTOs. School sector RTOs include NSW Department of Education and Communities (DEC) regions, Catholic Dioceses and the Association of Independent Schools. There are several individual schools or colleges with their own RTO status – generally specialised trade or vocational colleges.

All school teachers delivering/assessing HSC VET are selected on the basis of their qualifications and experience and undergo additional training/work placement to meet VET Quality Framework and training package requirements for trainers/assessors.

2.8.2 TAFE NSW institutes

Approximately one third of HSC VET is delivered by TAFE NSW institute RTOs. In most of these cases, students undertake the HSC VET course wholly through TAFE NSW with the TAFE college/campus undertaking the responsibilities of the school for the purposes of the HSC. In some cases, a VET is delivered through a combination of school RTO and TAFE NSW RTO delivery.

2.8.3 Other RTOs

A small proportion of HSC VET courses are delivered by private/community RTOs under contractual arrangements with individual schools or colleges/school systems or through the NSW Training Market Approved Provider List for School-based Apprenticeships or Traineeships.

2.9 Supply of VET data to ACACA agency

School system RTOs enrol students in VET qualifications and units of competencies as part of the HSC course entry process managed through the Board's Schools Online system. The unit of competency outcomes are also managed through Schools Online. The Board of Studies issues the VET credentials for school system RTOs from this data in conjunction with the HSC credentials.

Students doing their HSC VET courses through TAFE NSW are enrolled directly into the TAFE NSW student management system. The data on VET qualifications and unit of competency participation and achievement is transferred electronically to the Board of Studies in the following year as part of the national AVETMISS reporting processes.

RTOs other than school system RTOs and TAFE NSW Institutes can enter VET qualification and unit of competency participation and achievement data directly to the Board's *RTOs Online* system.

2.10 Certification (reporting to students)

The Board of Studies NSW provides the following documentation to students who complete an HSC which includes a VET course:

*   NSW Higher School Certificate
*   HSC Record of Achievement.

This shows the course name, unit value and results achieved for all courses satisfactorily completed. For all VET courses the statement 'Refer to Vocational documentation' appears next to the course name and unit value. Credit transfer appears only as 'Credit Transfer' with the number of units of credit granted.

*   **AQF VET Certificate (and transcript) or Statement of Attainment**

Students who have undertaken their VET course through a school sector RTO and have met the requirements of an AQF VET Certificate receive their AQF VET Certificate as part of the HSC documentation. The Certificate is accompanied by a Transcript of Competencies Achieved. Those who do not qualify for a full VET Certificate receive an AQF VET Statement of Attainment in partial completion of the relevant Certificate which lists the units of competency achieved.

The AQF VET Certificates and Statements of Attainment (the 'vocational documentation' referred to on the HSC Record of Achievement) are issued by the Board of Studies on behalf of school sector RTOs.

For students who have undertaken their VET course through TAFE NSW or another non-school sector RTO, the reference to vocational documentation appears on the HSC Record of Achievement but students receive their AQF VET Certificate or Statement of Attainment directly from the RTO.

- **Course Report**

This describes the standards of achievement in a particular course. For VET courses it is issued only to students who have undertaken the optional HSC exam for an industry curriculum framework course.

2.11 Other reporting

The Board of Studies NSW reports directly to schools on the HSC results of their students and provides results to the Universities Admissions Centre NSW and ACT (UAC) for use in selection for university entrance.

The Board also reports to the NSW school sectors on enrolments and qualifications in HSC VET courses and compiles with the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) for submission to the NCVER.

3. NORTHERN TERRITORY

3.1 Description of the Senior Secondary Certificate of Education

Name of Qualification	Northern Territory Certificate of Education and Training (NTCET)
Issued by	Northern Territory Board of Studies
Time frame for completion	Most students complete their NTCET over three years – Year 10 (Personal Learning Plan), Year 11, and Year 12. There is no time limit within which students must complete their NTCET. Stage 1 level subjects are usually studied in Year 10 and 11; Stage 2 subjects are usually studied in Year 12.
Units of credit	1 unit (10 credits) = approximately 60 hours of teaching and learning time and generally considered to be equivalent to one semester course. 1 unit (10 credits) = 70 nominal hours of VET delivery.
Minimum requirements for the award of the SSCE	A student is required to gain 200 credits to complete the NTCET. This comprises of compulsory elements awarded 100 credits and non-compulsory elements awarded a total of 100 credits. Compulsory elements: students must complete at a grade of C or better (or equivalent for courses) all of the following requirements: • Personal Learning Plan – at Stage 1, awarded 10 credits • literacy requirement – at Stage 1 or 2, awarded 20 credits • numeracy requirement – at Stage 1 or 2, awarded 10 credits • other Board-accredited subjects and/or Board-recognised course at Stage 2 awarded 60 credits. Non-compulsory elements: students must complete 100 credits from Board-accredited subjects and/or Board-accredited courses (e.g. VET qualifications, University Studies, interstate and overseas courses or other recognised learning). Student must complete 140 credits at a C or better.
Subjects/ Courses	• Board-accredited curriculum statements (subjects) at Stage 1 and Stage 2 • VET qualifications and units of competencies towards qualifications • Subject or courses from interstate or overseas senior secondary certificates of education • University Studies • Community Learning.

3.2 VET quality and the Northern Territory Certificate of Education and Training (NTCET)

The NT Board of Studies recognises completion of VET qualifications or units of competencies from partly completed qualifications towards the NTCET.

The Board will only recognise VET that:

- is on the National Training Register and is listed on the training.gov.au website and is delivered and assessed by a RTO

- is delivered and assessed in accordance with relevant VET Quality Framework

- can be certified on a transcript, statement of attainment, or qualification issued by an RTO.

Thus in the Northern Territory, the VET that is recognised, is that which forms part of the AQF and is quality assured using processes in line with the VQF.

In Northern Territory, a majority of the VET that is undertaken by school students is delivered by, or under the auspices of public and private RTOs. Schools can also be registered RTOs.

Schools and RTOs are committed to working in partnership, to ensure students seeking to commence VET qualifications have clear pathways and opportunities to complete both the NTCET and VET qualifications while at school and to establish meaningful post-school pathways.

ASQA is the national regulator for Australia's VET sector. It is the body with responsibility for quality assurance of VET. ASQA is committed to ensuring the quality of VET in NTCET arrangements.

The SACE Board VET Recognition Register has details for each VET qualification and the NTCET stage assigned to it.

3.3 Current priorities

A key feature of the NTCET is the capacity it offers students to include vocational education and training in their study programs.

The SACE VET Recognition Policy:

The recognition arrangements for VET in the NTCET, have the following strategic purposes:

- to increase the responsiveness of the NTCET and senior secondary schooling to the needs and interests of individual students
- to enable students to plan and undertake study programs consistent with their post-school ambitions and aspirations
- to encourage more students to complete the NTCET
- to support students who seek to achieve other nationally recognised qualifications at the same time as they are studying for the NTCET.

3.4 Recognition of VET in the NTCET

The SACE Board of SA's policy on the recognition of VET towards the NTCET is outlined in *Recognition Arrangements for Vocational Education and Training (VET) in the SACE* policy, available at www.sace.sa.edu.au/about/policies

The purpose of the recognition arrangements for VET in the NTCET is to help students build coherent and meaningful pathways in the NTCET through VET. These arrangements encourage students to complete, or make significant progress towards completion of VET qualifications while completing the NTCET.

VET that is recognised for NTCET purposes

The Recognition Arrangements for VET in the NTCET include recognition of:

- completed qualifications
- completed one or more units of competency.

The Board will only recognise qualifications or partly completed qualifications that are on the National Training Register (http://training.gov.au).

Alignment of VET with Compulsory and Non-compulsory Elements of the NTCET

To complete the NTCET, students must achieve 200 NTCET credits, 190 of which can be gained through the recognition arrangements for VET in NTCET. Within these 190 VET-based credits, students must also fulfil the literacy and numeracy requirements of the NTCET.

Students can use a maximum of two qualifications at Certificate I level to gain credits towards the completion of the NTCET. There is no limit to the number of qualifications at Certificate II level or higher that students can use to gain credits towards the completion of the NTCET.

VET contributes towards the NTCET in the following ways:

3.4.1 Unspecified recognition

Students earn 10 NTCET credits for the successful completion of 70 nominal hours of VET, up to the maximum number of credits allocated for each qualification.

The SACE Board determines whether the NTCET credits earned for a particular VET qualification will be recognised at Stage 1 or at Stage 2 level.

In most cases a VET qualification (i.e. all the units of competency that make up the qualification) are recognised at Stage 1 or at Stage 2 level. However, specific units of competency from some Certificate II or Certificate III qualifications are recognised at Stage 1 whereas other units of competency from the same qualification are recognised at Stage 2.

The levels that the Board assigns to qualifications are recorded on the Board's VET Recognition Register. The SACE Board publishes the VET Recognition Register to show, for each VET qualification, the:

- maximum and minimum number of NTCET credits that students could expect to earn by completing the qualification
- NTCET level (Stage 1 and/or Stage 2) at which credits earned for the qualification will be recognised for NTCET purposes.

The VET Recognition Register does not show every VET qualification available through the VET sector. However, the SACE Board recognises any VET that is listed on the National Training Register (*training.gov.au*) website. For a qualification that is not listed on the VET Recognition Register, schools and other providers can contact the SACE Board for details of the number of NTCET credits that the completed qualification, or units of competency from the qualification, can earn and the NTCET Stage(s) to which it has been assigned. Completed VET qualifications at Certificate III level or above can be used as recognised study towards an ATAR.

3.4.2 Formalised credit arrangements

Students can undertake units of competency that can contribute towards the assessment of the Board-accredited subject, Workplace Practices. Students can study this subject at Stage 1 and Stage 2 of the NTCET.

3.5 Structured work placement requirements and recognition of work placement for VET in the NTCET

Structured work placement is encouraged as an opportunity to reinforce the development of practical skills. RTOs, through their VET delivery arrangements, are required to refer to the appropriate training package for the conditions in which competency is to be assessed.

For NTCET completion purposes, a structured work placement is not mandated as part of the recognition of VET in the NTCET.

3.6 Australian School-based Apprenticeships

The employer, student and parent/guardian are all signatories to the Contract of Training, with the chosen RTO and the Australian Apprenticeship Centre nominated on the contract. A Training Plan is negotiated by these parties, with school involvement in negotiating and agreeing on the school, work and training components.

3.7 Contribution of VET in the NTCET to tertiary entrance

An NTCET student can count the completion of a Certificate III or above as the equivalent of one subject (in a total of four subjects) in the calculation of the university aggregate and its associated ATAR.

To obtain a university aggregate and an ATAR based on a completed NTCET, the student:

- must qualify for the NTCET

- comply with the rules regarding precluded combinations

- comply with the rules regarding counting restrictions

- complete at least 80 credits of study at Stage 2 of which 60 credits of study must be 20 credit Tertiary Admissions Subjects from a maximum of three attempts which need not be in consecutive years. 20 credits, which may be from 'recognised studies', can contribute to the calculation of the ATAR. VET is considered a 'recognised study'. For the completion of a VET Certificate III or above, the student receives a scaled score that is equivalent to the average scaled scores for the 60 credits from Board-accredited subjects.

3.8 Mechanisms for the delivery of VET recognised in the NTCET

The SACE Board's policy recognises that the partnerships developed between schools, industry and RTOs provide opportunities for students to undertake VET and complete the NTCET, and promote successful transitions from school to work and/or further education and training. The policy acknowledges that an RTO is responsible for conducting, or authorising the delivery and assessment procedures of a training program.

Schools can provide VET for its students in the following ways:

3.8.1 In conjunction with an RTO

Schools that are not RTOs enter into an agreement with RTOs for the delivery and assessment of components of a training program. This may comprise formats where:

- the school delivers training and assessment of students in qualifications or units of competencies in agreement with an RTO

- the RTO delivers training and assessment of students in qualifications or units of competencies

- a combination of the two approaches described above is used.

The school is responsible for:

- enrolling its students with the SACE Board

- enrolling its students with the RTO

- submitting its students' results to the SACE Board and the RTO.

The RTO is responsible for:

- providing students with transcripts (e.g. student academic record); and/or

- awarding the AQF qualifications or statements of attainment to students.

3.8.2 As an RTO

In the Northern Territory, ASQA registers training providers as RTOs. A RTO must ensure it delivers quality training and assessment for individual students, industry and the VET sector. A RTO must ensure it complies with the conditions of its registration throughout the period of its registration. These conditions can include those that apply to all RTOs and are described within the **National Vocational Education and Training Regulator Act 2011**, and those imposed by ASQA on the registration of a particular RTO.

The RTO accepts responsibility for ensuring the organisation complies with the **VET Quality Framework** and all other applicable conditions of registration. The RTO is responsible for aspects of training, delivery, assessment, quality assurance, record management and issuing transcripts (e.g. student academic record) in accordance with the AQF qualifications and/or statements of attainment. The school is responsible for enrolling its students with the SACE Board and for submitting students' results to the SACE Board.

3.9 Supply of VET data to ACACA agency

The schools supply the SACE Board with VET enrolment and outcome data using the DATEX Online System.

Data is returned to CTPoL for validation and is then forwarded to ACARA for inclusion on the MySchool website.

3.10 Certification (reporting to students)

Reporting of completed VET activity towards the NTCET by the SACE Board of SA is undertaken against the relevant VET qualification.

The NT Board of Studies provides students with the following documentation of their achievements:

• Record of Achievement

• NTCET.

Students' VET achievements are formally certified by transcripts, statements of attainment, and/or national recognised qualifications (for completed qualifications) awarded by the RTOs.

The NT Board of Studies recognises VET achievement that contributes to the NTCET and reports it on the NTCET:

• Record of Achievement.

For each qualification for which a student has recorded completed units of competency, the NT Board of Studies will report, on the student's Record of Achievement, the:

• name of the qualification

• number of NTCET credits earned for the units of competency, reported against each qualification

• NTCET stage at which the credits will be recognised

• year in which the NTCET credits were gained.

3.11 Other reporting

The SACE Board of South Australia collects and reports the VET that students use to meet the requirements of the NTCET. This data is collected at the student level and includes the VET unit being undertaken, the nominal hours attached to that VET unit, and the AQF certificate to which that VET unit is attached. The data is supplied to DBE using AVETMISS and forwarded to NCVER once a year.

4. QUEENSLAND

4.1 Description of the Senior Secondary Certificate of Education

4.1.1 Queensland Certificate of Education

The Queensland Certificate of Education (QCE) is Queensland's senior school qualification, which is awarded to eligible students usually at the end of Year 12. The QCE recognises broad learning options and offers flexibility in what, where and when learning occurs. Only eligible students receive a QCE. In 2011, about 84% of exiting Year 12 students received a QCE.

Name of qualification	Queensland Certificate of Education (QCE)
Issued by	Queensland Studies Authority (QSA)
Time frame for completion	Credit towards a QCE can be accumulated over a nine year banking period but generally three years: Years 10–12. Students who do not achieve the required credit in the required pattern to quality for a QCE by the end of Year 12 can add to their learning account for a further seven years after leaving school. Once they achieve 20 credits and meet all the QCE requirements, the QSA will award their QCE in the following July or December.
Units of credit	Not applicable – see below.
Minimum requirements for the award of the QCE	To be awarded a QCE, a student must demonstrate a significant amount of learning, to a set standard and in a set pattern and meet literacy and numeracy requirements. The QCE recognises four areas of learning. These requirements are measured in terms of credits. Credits are banked when the set standard has been met. These areas of learning are: • Core: At least 12 credits must come from completed Core courses • Preparatory: A maximum of 6 credits can come from Preparatory courses • Enrichment: A maximum of 8 credits can come from Enrichment courses • Advanced: A maximum of 8 credits can come from Advanced courses. In addition to 20 credits, in the required pattern, students must also meet literacy and numeracy requirements. Options to meet this requirements can be found at: www.qsa.qld.edu.au/3054.html
Subjects/ Courses	Core courses are usually undertaken by students during the senior phase of learning and include Authority and Authority-registered subjects. Preparatory courses are generally used as stepping stones to further study or training. Enrichment courses provide learners with opportunities to develop their skills and knowledge at a higher level. Advanced courses go beyond the scope and depth of typical senior secondary schooling.

Further details on the QCE can be found at www.qsa.qld.edu.au/569.html

4.1.2 Description of the Queensland Certificate of Individual Achievement (QCIA)

Name of qualification	Queensland Certificate of Individual Achievement (QCIA) (formerly the Certificate of Post-Compulsory School Education)
Issued by	Queensland Studies Authority (QSA)
Time frame for completion	The QCIA recognises the achievements of students who undertake individualised learning programs while enrolled at a school.
Units of credit	
Minimum requirements for the award of the QCE	To be eligible, students must have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural or linguistic factors.
Subjects/ Courses	The QCIA records the student's educational achievement in two areas: • The Statement of Achievement provides descriptions of the student's demonstrated knowledge and skills in areas of study and learning; communication and technologies; community, citizenship and the environment; leisure and recreation; personal and living dimensions; and vocational and transition activities. • The Statement of Participation lists activities that a student has undertaken, for example, community-based learning, work placement or work experience, extra-curricular activities, community access programs or mentor programs with employers. Completed modules or competencies in vocational education and training are recorded on the student's Senior Statement and can contribute towards the QCE.

4.1.3 Senior Statement

The Senior Statement is a transcript of the learning account for students completing Year 12 at a Queensland School. It shows all studies and the results achieved that may contribute to the award of a QCE.

Note: If a student has a **Senior Statement**, they have satisfied the completion requirements for Year 12 in Queensland.

4.1.4 Senior Education Profile

Students exiting Year 12 receive a Senior Education Profile (SEP). The SEP contains a Senior Statement and may contain one or more of the following documents, if the student is eligible:

• Queensland Certificate of Education (QCE)

• Queensland Certificate of Individual Achievement (QCIA)

• Tertiary Entrance Statement. The Tertiary Entrance Statement reports the student's Overall Position (OP) and Field Positions (FPs).

4.1.5 Statement of Results

The Statement of Results is a transcript of the learning account issued to eligible non-school students. It shows all studies and the results achieved that may contribute to the award of a QCE.

4.2 VET quality and the Queensland Certificate of Education (QCE)

VET reported on Senior Statements and Statements of Results and contributing to the QCE must be delivered by RTOs complying with the VET Quality Framework, using nationally endorsed training packages or nationally accredited courses.

4.3 Current priorities

The QSA is implementing the outcomes of a periodic review of the QCE.

4.4 Recognition of VET in the QCE

4.4.1 Formalised credit arrangements

VET Certificates I – IV and Diploma units of competency contribute credit towards the QCE. There is no 'packaging' of VET into subject-sized units of credit in the QCE.

All VET qualifications at AQF Certificate I level and above may contribute to the achievement of a QCE.

Certificate	Credits towards a QCE	Maximum VET contribution to the QCE
Certificate I	**Preparatory courses** 2 credits or 3 credits for Certificate I > 199 nominal hours	2 Certificate I qualifications may count towards the QCE
Certificates II, III and IV	**Core courses** Certificate II – 4 credits Most Certificates III and IV – 8 credits (Partial credit arrangements apply for incomplete Certificates II, III and IV)	No limit
Diplomas	**Advanced courses** 1 credit for each unit of competency	8 credits
School-based Apprenticeships	**Core courses** Off-the-job component: Credit arrangements as outlined above. (Most students can expect to complete 30% of the competencies whilst at school, which gives 2 credits) On-the-job component: 1 credit per 20 days of training	2 credits 4 credits

4.5 Work placement requirements and recognition of work placement for VET in the QCE

The QSA strongly recommends work placement for students undertaking VET certificates. However, there is no credit towards the QCE for work placement.

Students may undertake Workplace Learning projects as part of their QCE. Credit may be given for these in the Enrichment category.

Students undertaking a School-based Apprenticeship may have their on-the-job training recognised for the QCE (see table in *Section 4.4.1 Formalised credit arrangements*).

4.6 Australian School-based Apprenticeships

In Queensland, Australian School-based Apprenticeships are known as School-based Apprenticeships and Traineeships (SATs).

Queensland continues to recognise the difference between a traineeship and an apprenticeship. The latter leads to trade qualification.

Students may undertake any traineeship or apprenticeship under school-based arrangements. Recognition for these is described in *Section 4.4.1 Formalised credit arrangements*.

Students undertaking a School-based Apprenticeship may have their on-the-job training recognised for the QCE (see table in *Section 4.4.1 Formalised credit arrangements*).

4.7 Contribution of VET in the Senior Education Profile to tertiary entrance

The QCE and Tertiary Entrance in Queensland are separate processes. A student may receive the QCE and not an Overall Position (OP) and Field Positions (FPs), and vice versa.

Students exiting Year 12 may be OP eligible or non-OP eligible. Non-OP eligible students may be eligible for tertiary entrance using Selection Ranks. Details of Selection Ranks may be found at www.qtac.edu.au/Applying-CurrentYr12/2010NonOP.html

Information on the calculation of OPs and FPs may be found at www.qsa.qld.edu.au/630.html

4.8 Mechanisms for the delivery of VET recognised in the Senior Education Profile

The QSA has a delegation from the relevant registering body, to register Queensland schools as RTOs to AQF Certificate IV level (except Trade Certificates III) for delivery to school students in Years 10, 11 and 12. About 370 schools are RTOs.

Students may undertake any VET qualification for contribution to the SEP. This can be through school RTOs, TAFE institutes or private providers. Delivery methods can include institutional, apprenticeship/traineeship or online, or a mixture of these modes.

4.9 Supply of VET data to ACACA agency

Schools registered by the QSA under a delegation report enrolment and outcome data to the QSA using Senior Data Capture System (SDCS) software. Data from SDCS is transferred to the QSA's database, Queensland Student Information System (QSIS). Data from the QSIS is transferred to Student Learner Information Management System (SLIMS) which holds students Learning Accounts.

The SDCS and QSIS are not AVETMISS compliant. However, AVETMISS compliant data can be extracted from QSIS.

Non-school RTOs report enrolments and outcomes for eligible learners to the QSA (SLIMS) through the State Training Agency Clearinghouse (STAC). They may do this through AVETMISS-compliant software or paper records.

Learning Providers (including RTOs) may also bank learner enrolment and outcome information into SLIMS directly via the QSA's Registration and Banking System (RABS).

Students are able view their enrolments and outcomes in SLIMS via the QSA's website. Information in SLIMS is used to generate QCEs and Senior Statements.

4.10 Certification and reporting VET in the Senior Education Profile

In the SEP, Learning Providers are responsible for banking students' achievements into Learning Accounts in the SLIMS.

Senior Statements or Statement of Results contain information in Learning Accounts including details of contributing units of competency achieved and their parent qualification, and the learning provider.

RTOs are responsible for issuing VET Certificates and Statements of Attainment.

4.11 Other reporting

4.11.1 School reports on Year 12 outcomes

Each year the Minister for Education publishes a *Year 12 Outcomes Report* in the *Courier Mail* newspaper, as a public accountability measure. The *Year 12 Outcomes* report is compiled from data provided by Queensland schools and the Queensland Tertiary Admissions Centre (QTAC). For each school, the report includes information on the number of students awarded VET qualifications. The report can be found at www.qsa.qld.edu.au/617.html

4.11.2 National reporting

Data from school RTOs and collected by QSA is combined with data from non-school RTOs collected by the State Training Agency Clearinghouse (STAC). STAC forwards all Queensland data to the NCVER, from which various national reports are generated. School RTO data supplied in this way is used to populate the Competency Completion Online Software (CCOS) used for RTO Quality Indicators.

The Queensland Student Information System (QSIS) holds registration data for schools registered by QSA as RTOs under the delegation from ASQA. This data is transferred monthly to STAC for inclusion in training.gov.au (TGA).

Enrolment and outcome data from the QSIS is transferred quarterly to the STAC for inclusion in Queensland's reports to the NCVER.

5. SOUTH AUSTRALIA

5.1 Description of the Senior Secondary Certificate of Education

Name of qualification	South Australian Certificate of Education (SACE)
Issued by	SACE Board of South Australia
Time frame for completion	Most students complete their SACE over three years – Year 10 (Personal Learning Plan), Year 11, and Year 12. There is no time limit within which students must complete their SACE. Stage 1 level subjects are usually studied in Year 10 and 11; Stage 2 subjects are usually studied in Year 12.
Units of credit	10 credits = 50–60 hours of teaching and learning time
Minimum requirements for the award of the SSCE	A student is required to gain 200 credits to complete the SACE. This comprises of compulsory elements awarded 110 credits and non-compulsory elements awarded a total of 90 credits. Compulsory elements: students must complete at a grade of C or better (or equivalent for courses) all of the following requirements: • Personal Learning Plan – at Stage 1, awarded 10 credits • literacy requirement – at Stage 1 or 2, awarded 20 credits • numeracy requirement – at Stage 1 or 2, awarded 10 credits • Research Project at Stage 2, awarded 10 credits • Other Board-accredited subjects and/or Board-recognised courses at Stage 2, awarded 60 credits. Non-compulsory elements: students must complete 90 credits at Stage 1 and/or 2 from Board-accredited subjects and/or Board-accredited courses (e.g. VET qualifications, University Studies, interstate and overseas courses).
Subjects/ Courses	• Board-accredited subject outlines (subjects) at Stage 1 and Stage 2 • Vocational education and training (VET) qualifications and units of competencies towards qualifications • Community Learning programs • Subjects or courses from interstate or overseas senior secondary certificates of education • University Studies • International Baccalaureate Diploma Programme • Intensive English Learning Programs • languages courses delivered by the School of Languages, South Australian Department of Education and Child Development (DECD).

5.2 VET quality and the South Australian Certificate of Education (SACE)

The SACE Board of SA recognises completion of VET qualifications or units of competencies from partly completed qualifications towards the SACE.

The Board will only recognise VET that:

- is listed on the www.training.gov.au website as the national register of information on VET in Australia

- is delivered and assessed by, or under the auspices of, RTOs which are registered to deliver and/or assess the VET that is to be recognised

- is delivered and assessed in accordance with ASQA's AQTF and training package requirements

- can be certified on a transcript, statement of attainment, or qualification issued by an RTO.

Thus in South Australia, the VET that is recognised is that which forms part of the AQF and that which is quality assured using processes in line with the AQTF.

In South Australia, the large majority of the VET that is undertaken by school students is delivered by, or under the auspices of, a public and private RTO. In the main, schools are not RTOs.

The ASQA, as the national regulator for the VET sector, is the legislated body responsible for the regulation of VET in South Australia. ASQA regulates courses and training providers to ensure nationally approved quality standards are met.

The South Australian Training and Skills Commission provides independent advice to the South Australian Government about the State's skills and workforce development priorities. The Training and Skills Commission and the SACE Board of South Australia are committed to working in partnership to ensure students seeking to commence VET qualifications have clear pathways and opportunities to complete both the SACE and VET qualifications while at school and to establish meaningful post-school pathways. The SACE Board and the Training and Skills Commission work collaboratively with Industry Skills Boards, RTOs, and the schooling sectors to achieve this.

The SACE Board of SA has compiled a VET Recognition Register (see *Section 5.4.1 Unspecified VET recognition*). The Register provides information about how the various VET qualifications are aligned to the SACE. This Register was compiled following a series of consultations with respective Industry Skills Boards, TAFE SA, private RTOs, and the three schooling sectors representatives.

5.3 Current priorities

A new SACE was introduced in 2009. Year 12 students in 2011 were the first to graduate with the new SACE.

A key feature of the SACE is the capacity it offers students to include VET in their study programs.

A new recognition policy, outlined in *Section 5.4 Recognition of VET in the SACE*, commenced on 1 January 2011.

The new recognition arrangements for VET in the SACE, as set out in the policy, have the following strategic purposes:

- to increase the responsiveness of the SACE and senior secondary schooling to the needs and interests of individual students

- to enable students to plan and undertake study programs consistent with their post-school ambitions and aspirations

- to encourage more students to complete the SACE

- to support students who seek to achieve other nationally recognised qualifications at the same time as they are studying for the SACE.

5.4 Recognition of VET in the SACE

The SACE Board of SA's policy on the recognition of VET towards the SACE is outlined in *Recognition Arrangements for Vocational Education and Training (VET) in the SACE* policy, available at: www.sace.sa.edu.au/subjects/recognised-learning/vet-in-the-sace

The purpose of the recognition arrangements for VET in the SACE is to help students to build coherent and meaningful pathways in the SACE through VET. These arrangements encourage students to complete, or make significant progress towards completion, VET qualifications.

The qualification is thus the key means of organising recognition of VET in the SACE and helping students to plan and purse their pathways.

VET that is recognised for SACE purposes

The Recognition Arrangements for VET in the SACE include recognition of:

• completed qualifications

• partly completed qualification (for which a student has completed one or more units of competency).

The Board will only recognise qualifications or partly completed qualifications that are listed on the http://training.gov.au website as the national register of information on VET in Australia.

Alignment of VET with Compulsory and Non-compulsory Elements of the SACE

To complete the SACE, students must achieve 200 SACE credits, 180 of which can be gained through the recognition arrangements for VET in SACE. Within these 180 VET-based credits, students must also fulfil the literacy and numeracy requirements of the SACE.

Students can use a maximum of two qualifications at Certificate I level to gain credits towards the completion of the SACE. There is no limit to the number of qualifications at Certificate II level or higher that students can use to gain credits towards the completion of the SACE.

VET contributes towards the SACE in the following ways:

5.4.1 Unspecified recognition

Students earn 10 SACE credits for the successful completion of 70 nominal hours of VET towards qualifications, up to the maximum credit allocation for a qualification, for:

• completed qualifications

• partly completed qualifications (for which a student has completed one or more units of competency).

The SACE Board determines whether the SACE credits earned for a particular VET qualification will be recognised at Stage 1 or at Stage 2 level.

In most cases a VET qualification (i.e. all the units of competency that make up the qualification) are recognised at Stage 1 or at Stage 2 level. However, specific units of competency from some Certificate II or Certificate III qualifications are recognised at Stage 1 whereas other units of competency from the same qualification are recognised at Stage 2.

The levels that the Board assigns to qualifications are recorded on the Board's VET Recognition Register.

The SACE Board publishes the VET Recognition Register to show, for each VET qualification listed on the Register, the:

• maximum and minimum number of SACE credits that students could expect to earn by completing the qualification

• SACE level (Stage 1 and/or Stage 2) at which credits earned for the qualification will be recognised for SACE purposes.

The VET Recognition Register details the translation of completed units of competency towards VET qualifications into SACE credits. The SACE Board bases this translation on VET Training Package Qualification Rules and details within Training Package Implementation and Purchasing Guides used by the South Australian Department for Further Education, Employment, Science and Technology (DFEEST). Implementation and Purchasing Guides provide information on how to implement a Training Package and detail nominal hours for qualifications and units of competency as an estimate of time taken for structured training and assessment.

The SACE Board uses the units of competency and the associated nominal hours, as outlined in the Implementation and Purchasing Guides, to determine the number of SACE credits a student can gain towards the SACE.

The VET Recognition Register does not show every VET qualification available through the VET sector, as it is a list of qualifications students commonly undertake as part of their SACE. However, the SACE Board recognises any VET that is listed on the www.training.gov.au website. For a qualification that is not listed on the VET Recognition Register, schools and other providers contact the SACE Board for details of the number of SACE credits that the completed qualification, or units of competency from the qualification, earns, and the SACE Stage(s) to which it has been assigned.

5.4.2 Formalised credit arrangements

Students can undertake units of competency that can contribute towards the assessment of the Board-accredit subject, Workplace Practices. Students can study this subject at Stage 1 and Stage 2 of the SACE.

5.5 Work placement requirements and recognition of work placement for VET in the SACE

Work placement is encouraged as an opportunity to reinforce the development of practical skills. Schools, through their VET delivery arrangements, are required to refer to the appropriate training package for the conditions in which competency is to be assessed.

For SACE completion purposes, a work placement is not mandated as part of the recognition of VET in the SACE.

Generally, students in years 10, 11 and/or 12 may undertake work experience and/or structured workplace learning, as facilitated by schools for individual students. Schools in each of the three schooling sectors use the South Australian Workplace Learning Guidelines to enable students to accomplish industry-specific skills in a real workplace, prepare to actively seek job opportunities as well as learn generic work skills that are transferable to any job. The basis for Workplace Learning Programs for all eligible South Australian students is documented in the 'Workplace Learning Guidelines' Booklet available at:

www.decd.sa.gov.au/learningandwork/pages/Preparing_for_transitions/Learning_guidelines/?reFlag=1

Opportunities within the SACE are available for students to have their work placement and/or structured workplace learning recognised through:

- the SACE subject 'Personal Learning Plan', at Stage 1
- the SACE subject 'Workplace Practices', at Stage 1 and/or Stage 2
- the processes for the Recognition of Community Learning in the SACE, at Stage 1 and/or Stage 2.

5.6 Australian School-based Apprenticeships

The employer, student and parent/guardian are all signatories to the Contract of Training, with the chosen RTO and the Australian Apprenticeship Centre nominated on the contract. A Training Plan is negotiated by these parties, with school involvement in negotiating and agreeing on the school, work and training components. Schools complete an 'ASBA Endorsement Checklist' with the school Principal endorsing the special section of the Training Plan.

ASBAs are not recognised distinctly from the strategies for recognising VET in the SACE described in *Sections 5.4 Recognition of VET in the SACE* and *5.5 Work placement requirements and recognition of work placement for VET in the SACE*.

5.7 Contribution of VET in the SACE to tertiary entrance

A SACE student can count the completion of a Certificate III or above as the equivalent of one subject in the calculation of the university aggregate and/or TAFE SA aggregate and its associated ATAR and/or TAFE SA Selection Score.

To obtain a university aggregate and an ATAR based on a completed SACE, the student:

- must qualify for the SACE

- comply with the rules regarding precluded combinations

- comply with the rules regarding counting restrictions

- complete at least 80 credits of study at Stage 2 of which 60 credits of study must be 20-credit Tertiary Admissions Subjects from a maximum of three attempts which need not be in consecutive years. The remaining 20 credits is referred to as the 'Flexible option', which may be a fourth Tertiary Admission Subject or a 'Recognised Study'. Completion of a VET Certificate III or above is considered a 'Recognised Study'. For the completion of a VET Certificate III or above as a Recognised Study, the student receives a scaled score that is equivalent to the average scaled scores for the 60 credits from Board-accredited subjects.

To obtain a TAFE SA aggregate and a TAFE SA Selection Score based on a completed SACE, the student:

- must qualify for the SACE

- comply with the rules regarding precluded combinations

- comply with the rules regarding counting restrictions

- complete at least 60 credits of study at Stage 2 of which 40 credits of study must be 20-credit Tertiary Admissions Subjects from a maximum of three attempts which need not be in consecutive years. The remaining 20 credits is referred to as the 'Flexible option', which may be a third Tertiary Admission Subject or a 'Recognised Study'. Completion of a VET Certificate III or above is considered a 'Recognised Study'. For the completion of a VET Certificate III or above as a Recognised Study, the student receives a scaled score that is equivalent to the average scaled scores for the 40 credits from Board-accredited subjects.

5.8 Mechanisms for the delivery of VET recognised in the SACE

The SACE Board's policy recognises that the partnerships developed between schools, industry and RTOs provide opportunities for students to undertake VET and complete the SACE, and promote successful transitions from school to work and/or further education and training. The policy acknowledges that an RTO is responsible for conducting, or authorising the delivery and assessment procedures of, a training program.

Schools can provide VET for its students in the following ways:

5.8.1 In conjunction with an RTO

Schools that are not RTOs enter into partnerships with RTOs for the delivery and assessment of components of a training program. This may comprise formats where:

- the school delivers training and assessment of students' in qualifications or units of competencies in partnership with an RTO

- the RTO delivers training and assessment of students' in qualifications or units of competencies

- a combination of the two approaches described above is used.

The school is responsible for:

- enrolling its students with the SACE Board

- registering its students with the RTO

- ensuring transcripts (e.g. student academic record) issued by the RTO are submitted to the SACE Board.

The RTO is responsible for:

- providing students with transcripts; and/or

- awarding the AQF qualifications or statements of attainment to students.

5.8.2 As an RTO

A school that is registered as an RTO is responsible for all aspects of training, delivery, assessment, quality assurance, record management procedures and issuing transcripts (e.g. student academic record), AQF qualifications, and/or Statements of Attainment. The school is also responsible for enrolling its students with the SACE Board and for submitting students' results to the SACE Board.

SACE Students can undertake accredited VET training through a variety of formats that are principally based on the mechanisms for the delivery of VET described above in 1.8.1 and 1.8.2, namely:

* School-based Apprenticeships and Traineeships
* Industry Pathways Programs – refer:
  www.decd.sa.gov.au/teachingandlearning/pages/Years1012/, then 'Industry Skills'
* Training Guarantee for SACE Students – refer:
  www.skills.sa.gov.au/training-learning/training-for-school-students
* Purchased
* Auspiced.

5.9 Supply of VET data to ACACA agency

The RTO responsible for accrediting VET qualifications and/or units of competencies within qualifications that have been successfully completed, provides the school/student with a transcript (e.g. Student Academic Record, Statement of Attainment etc.).

The school reports to the SACE Board the VET outcome data to be recognised (according to the Statement of Attainment) using the SACE's DATEX Online System.

5.10 Certification (reporting to students)

Reporting of completed VET activity towards the SACE by the SACE Board of SA is undertaken against the relevant VET qualification.

The SACE Board provides students with the following documentation of their achievements:

* Record of Achievement
* SACE.

Students' VET achievements are formally certified by transcripts, statements of attainment, and/or national recognised qualifications (for completed qualifications) awarded by the RTOs.

The SACE Board recognises VET achievement that contributes to the SACE and reports it on the SACE Record of Achievement.

For each qualification for which a student has recorded completed units of competency, the SACE Board will report, on the student's Record of Achievement, the:

* name of the qualification
* number of SACE credits earned for the units of competency, reported against each qualification
* SACE stage at which the credits will be recognised
* year in which the SACE credits were gained.

5.11 Other reporting

The SACE Board of South Australia collects and reports the VET that students use to meet the requirements of the SACE:

- this data is collected at the student level and includes the VET unit being undertaken, the nominal hours attached to that VET unit, and the AQF certificate to which that VET unit is attached.

- VET data is supplied to the South Australian Department of Further Education, Employment, Science and Technology (DFEEST) for the purposes of reporting VET in schools data for the MCEETYA report.

- this data is supplied to DFEEST using the AVETMISS validation software.

- the data supplied is at the student level for those students that have enrolled in any VET units for that particular year.

- this data set is forwarded from DFESST to NCVER who then manipulate the data for inclusion in the MCEETYA report.

- this data is provided once a year.

6. TASMANIA

6.1 Description of the Senior Secondary Certificate of Education

6.1.1 Tasmanian Certificate of Education (TCE)

Name of Qualification	Tasmanian Certificate of Education (TCE)
Issued by	Tasmanian Qualifications Authority (TQA)
Time frame for Completion	The TCE can be completed over an unspecified period of time. Generally students complete the certificate in two to three years.
Units of Credit	Each TQA accredited senior secondary course, VET competency or qualification and each unit in TQA recognised learning (for example, AMEB music qualifications) is located within a framework of: • size ('how large'), expressed in units where 1 unit represents the equivalent of 10 nominal hours • complexity ('how difficult/demanding), expressed in levels that align with the levels of the AQF (1 to 10) • robustness ('how confident can we be in the quality assurance of these results'), expressed in one of five levels. (see www.tqa.tas.gov.au/2720) To gain credit, a learner must record a minimum level of attainment in a course : preliminary achievement in a TQA accredited course; competent or RPL in a VET competency; awarded in a VET qualification; pass or equivalent in TQA recognised learning. The learner is then credited with a number of units of credit equal to the recorded size value at the recorded complexity level.
Minimum Requirements for the award of the TCE	To be awarded the TCE, a learner must • have at least 120 units of credit at TQA level 1 or above, with at least 80 units of credit at TQA level 2 or above • have met standards for: – everyday adult reading and writing in English – everyday adult mathematics – everyday adult use of computers and the internet. These standards can be met through satisfactory completion of approved courses or the completion of a safety net test. There are procedures whereby adult learners can receive recognition of informal learning.
Courses	The TQA accredits a range of senior secondary courses. VET competencies and VET qualifications can contribute to meeting the requirements of the TCE, a qualification recognised under the AQF. A range of other educational qualifications at TQA level 1 or above are recognised by the TQA (www.tqa.tas.gov.au/1689) and can contribute to meeting the requirements of the TCE. Students transferring from other states can have their achievement in any completed courses recognised.

6.2 VET quality and the Tasmanian Certificate of Education (TCE)

The TQA recognises any nationally endorsed VET qualifications and/or units of competency and nationally recognised accredited courses towards the achievement of a TCE. This includes VET achievement outside of a school arrangement.

VET competencies and qualifications are determined only by the RTO, whether schools, other RTOs (publicly funding, privately funded or enterprise-based).

6.3 Current priorities

The VET regulatory function of the TQA was transferred to ASQA at the start of 2012. The Authority is now able to enhance its role as a qualifications authority in the areas of senior secondary, VET, higher education and other education. The Authority has determined that:

The effectiveness of the qualifications system (courses, assessment, certificates, data, report) lies primarily in its capacity to drive excellence in the learning of all. Such excellence is characterised by:

- *people learning the most important and central of the skills and knowledge required to achieve a socially and economically prosperous future for all*

- *high rates of learner participation and achievement in coherent and worthwhile learning programs with clear outcomes providing a sound basis for lifelong learning, labour market entry and career progression*

- *delivery practices (teaching, instruction, assessment) that develop this learning, participation and achievement.*

The Authority's statement of its strategic outcome is

Tasmanians' qualifications in post-year 10 education and training have levels of integrity and credibility matched with their importance to the requirements of the learners who have these qualifications, the people and organisations who rely on these qualifications as indicators of standards and the community's expectations of excellence in learning for all.

6.4 Recognition of VET in the TCE

Nationally recognised VET qualifications and/or units of competency from training packages attained by any person can contribute towards the achievement of a TCE.

6.5 Contribution of VET to tertiary entrance

The Authority works in partnership with the University of Tasmania in the determination of tertiary entrance results. This includes the development of equivalent tertiary entrance ranks for those learners who have not met the requirements for direct determination of an ATAR. All results at TQA level 1 or above (including VET) are assigned a notional score that is used to determine an equivalent entrance rank (currently capped at 65).

6.6 Mechanisms for the delivery of VET

6.6.1 School based RTOs

Some non-government schools are registered training organisations. A group of senior colleges has also formed an RTO.

6.6.2 State training providers

The Tasmanian Polytechnic and the Tasmanian Skills Institute are the major government providers of VET. These two organisations are to be merged as from 2013.

The Tasmanian Polytechnic provides VET to students in some schools under auspiced arrangements.

6.6.3 Other RTOs

There are many private training providers delivering VET in Tasmania.

6.7 Supply of VET data to ACACA agency

The TQA collects data electronically from schools, colleges and RTOs. RTOs (whether publicly or privately funded) delivering in Tasmania provide quarterly updates of competencies attained and qualifications issued to persons in Tasmania. The data returns from RTOs are collected in AVETMISS format.

6.8 Certification (reporting to students)

At the end of their second or subsequent year since completing year 10 or on request, learners who have completed one or more units of credit are issued with a Tasmanian Qualifications Certificate.

The Qualifications Certificate is an official certificate of the Authority's current consolidated record of a person's complete attainments (senior secondary, VET, higher education or other education).

The Qualifications Certificate bears a unique verification number that can be used by, for example, an employer to verify the information that it records. Entering this number into a website query (www.tqa.tas.gov.au/2453) displays the information that should appear on the certificate.

Persons needing official certification of qualifications issued by Tasmanian RTOs, for example where the original certificate has been lost or the RTO has ceased operating, are issued on request with a qualifications certificate that includes these.

For VET, the qualifications certificate shows the relevant RTO, units, qualifications, size and level.

A learner who meets the requirements for the issue of the TCE receives a certificate. The award of this qualification also appears on the learner's qualifications certificate.

6.9 Other reporting

Each year, the Authority provides detailed profiles of attainment to schools, colleges and government RTOs operating in Tasmania (www.tqa.tas.gov.au/1324).

The Authority determines ATAR and equivalent tertiary entrance ranks and reports these to the University of Tasmania along with individual course results.

The Authority provides AVETMISS data to the NCVER for the VET in schools collection.

The Authority also reports school enrolment and achievement data to ACARA for reporting on the *My School* website.

7. VICTORIA

7.1 Description of the Senior Secondary Certificates of Education

7.1.1 Victorian Certificate of Education (VCE)

Name of Qualification	Victorian Certificate of Education (VCE)
Issued by	Victorian Curriculum and Assessment Authority (VCAA)
Time frame for Completion	The VCE can be completed over an unspecified period of time. Generally students complete the certificate in two to three years – years 10, 11 and 12
Units of Credit	A 'study' is broken up into four units. Each VCE study unit is numbered 1, 2, 3 or 4. Most students undertake a study in the following sequence: • Units 1 and 2 (normally Year 11) • Units 3 and 4 (normally Year 12).
Minimum Requirements for the award of the VCE	16 units are required for satisfactory completion of the VCE. Students must have at least three units from the English group of studies with at least one of the units from the Unit 3 or 4 level. Students must also have three sequences of Unit 3 and 4 studies in addition to the sequence chosen from the English group. These sequences can be from VCE studies and/or VCE VET programs or other VET qualifications that provide a Unit 3 and 4 sequence through Block Credit Recognition.
Subjects/ Courses	The VCAA develops courses that enable VCE students to acquire skills and knowledge in a wide range of studies. VCE Studies and VCE VET programs contribute to the successful completion of the VCE, an accredited Senior Secondary Certificate.

7.1.2 Victorian Certificate of Applied Learning (VCAL)

Name of Qualification	Victorian Certificate of Applied Learning (VCAL)
Issued by	Victorian Curriculum and Assessment Authority (VCAA)
Time frame for completion	The VCAL is designed to be undertaken in years 11 and 12.
Units of Credit	The VCAL is completed at one or more of 3 levels - Foundation, Intermediate and Senior. Units are selected from the four compulsory VCAL strands, VCE units and VET. 1 unit credit = 100 nominal hours.
Minimum Requirements for the award of the VCE	Students must complete a learning program which contains a minimum of 10 credits at any of the 3 levels. Students may be awarded multiple VCAL certificates.
Subjects/ Courses	VCAL learning programs must be designed to meet the VCAL course requirements. Each student should be enrolled in a learning program that includes curriculum that develops literacy and numeracy skills, industry specific skills, work related skills and personal development skills.

7.2 VET quality and the Victorian Certificate of Education (VCE) and Victorian Certificate of Applied Learning (VCAL)

The VCAA recognises completion of VET units of competency or modules towards the VCE or VCAL.

The VCAA will only recognise VET that:

- is listed on the www.training.gov.au website as the national register of information on VET in Australia

- is delivered and assessed by or delivered under the auspices of RTOs which are registered to deliver and/or assess the VET

- is delivered and assessed in accordance with the VET Quality Framework standards or the relevant AQTF standards and training package requirements

- can be certified on a transcript, statement of attainment, or qualification issued by an RTO.

Thus in Victoria, the VET that is recognised is that which forms part of the AQF and that which is quality assured using processes in line with the AQTF.

In Victoria, VET that is undertaken by students enrolled in the VCE or VCAL is delivered by, or under the auspices of school, public or private RTOs. Less than 20% of registered schools who are senior secondary providers are RTO's.

In determining the structure of VCE VET programs which are drawn from Training Packages or Victorian Accredited Curriculum the VCAA seeks input from Industry, teachers and trainers from TAFE, private RTO's and schools. Characteristics of VCE VET programs are that they enable the completion of VET certificates and they provide credit within the VCE Units 1–4 structure.

The Victorian Registration and Qualifications Authority (VRQA) is the body with responsibility for quality assurance of VET for Victorian registered RTO's which includes school based RTO's. The ASQA, as the national regulator for the vocational education and training sector, is the legislated body responsible for the regulation of vocational education and training for RTO's registered to deliver in multiple jurisdictions, including all Victorian TAFEs.

The VCAA is responsible for the curriculum, assessment and reporting of the VCE and VCAL. Schools report on the enrolment and results for VET undertaken by their students to the VCAA. The VCAA provides support to schools and training providers, conducts professional development for teachers and trainers and conducts audits of school assessed coursework of scored VCE VET programs.

7.3 Current priorities

Current priorities for the VCAA in relation to VET within the VCE and VCAL include:

- ensuring the currency of qualifications available to senior secondary students through the communication of changes to training providers. In a time where continuous improvement is impacting on qualification structures, VCE VET programs need to remain flexible enough to satisfy industry requirements whilst reflecting the most current versions of Training Packages

- maintaining a broad range of VCE VET programs that meet the needs of students in schools. Recent additions to the VCE VET suite include Health and Animal Studies with Financial Services and Desktop Publishing being discontinued

- ensuring schools have the knowledge and capacity to identify quality training. This is particularly the case where schools are impacted upon through a larger number of training providers being prepared to enter the marketplace for provision of VET to students as part of their VCE or VCAL

- monitoring and supporting schools who deliver scored assessment in VCE VET programs.

7.4 Recognition of VET in the VCE and VCAL

The VCAA develops, approves, and manages a suite of 23 VCE VET programs (comprising 31 individual VET certificates) and 11 School-based Apprenticeship and Traineeship programs.

In consultation with industry, RTO's and schools, the VCAA develops VCE VET programs with a VET qualification outcome within the rules of the relevant training package or curriculum. Each VCE VET program is stand-alone.

The VCAA constructs VCE recognition arrangements around the VET qualification so that the VCE VET program reflects the VCE structure. Students choose a VCE VET program as they would a VCE study.

VET is a mandatory component of the student's VCAL learning program at Intermediate and Senior levels; all national and state recognised VET can contribute to the VCAL.

VCAL students may choose to complete full or partial VET qualifications. They may complete individual units of competency/modules from a range of VET certificates that is consistent with their learning program.

7.4.1 Formalised credit arrangements

VCE

VCE VET programs provide unit credit towards the VCE, with the majority of programs providing credit for Units 1–2 and Units 3–4.

Where possible, the same recognition arrangements are made available for a School-based Apprenticeship or Traineeship where the industry area is included in the suite of approved VCE VET programs.

Of the minimum 16 units required for satisfactory completion of the VCE, up to 13 may come from VET. These VET credits may be achieved in the suite of VCAA managed VCE VET and School-based Apprenticeship or Traineeship programs and through Block Credit Recognition.

There are 14 VCE VET programs which offer Scored Assessment, allowing students to gain a study score. A study score can contribute directly to the ATAR as one of the students primary four scaled studies or as the fifth or sixth study.

VCAL

VET qualifications provide credit towards the VCAL in the Industry Skills and Work Related Skills strands. At the Intermediate and Senior VCAL levels students are required to achieve a minimum of 90 hours of competencies/modules to gain 1 credit. Additional VET training contributes towards the Industry Skills strand of VCAL.

7.4.2 Unspecified recognition

VCE

The VCAA makes Block Credit Recognition available within the VCE for students who have completed or partially completed nationally recognised VET qualifications and for which the enrolment was not under VCE VET program arrangements.

Block Credit Recognition does not replace the approved VCE VET programs and their corresponding School-based Apprenticeship or Traineeships, but complements them. Its flexibility allows students to undertake training in specialised or local industry training programs. It is particularly useful where the cohort of students likely to undertake a particular certificate is very small and access to the training is very specific to a locality.

The amount and level of credit in the VCE available through Block Credit Recognition is determined by a formula. Any training at AQF level 2 and above, with successfully completed units of competency totalling a minimum of 90 hours, will provide credit in the VCE. This includes school based or part time apprenticeships or traineeships where credit is not formalised.

VCAL

Students can draw credits for VCAL from any VET undertaken. The VET can be selected from a range of occupational areas as a means to develop an informed choice of education or employment pathway.

As previously outlined students are required to complete VET units of competency in multiples of 90 hours to gain credit towards the VCAL (1 VCAL unit = 90 hours).

7.5 Work placement requirements and recognition of work placement for VET in the VCE and VCAL

VCE VET

Within VCE VET programs SWL is strongly recommended. Each program outlines a minimum recommended time to be spread across the duration of the program. Where assessment within the unit of competency is required in an employment context a period of SWL is mandated.

SWL contributes to students understanding of their VET studies and the industry area related to their vocational training. While the SWL can contribute to successful completion of the VCE VET program, students do not gain additional credit towards the VCE.

Please see *Section 7.6 School-based Apprenticeships* for on-the-job requirements for students undertaking a School-based Apprenticeship.

VCAL

SWL is strongly recommended to meet the requirements of both the Work Related Skill and Industry Specific Skill strands as part of the VCAL.

SWL and part time work may be undertaken within these strands provided they link to the VCAL learning program and/or the accredited curriculum contained within the learning program.

7.6 School-based Apprenticeships

In Victoria, School-based Apprenticeships or Traineeships can be undertaken as part of the VCE and VCAL. Students must complete a minimum of 13 hours per week incorporating:

- at least 6 hours of training to be undertaken during the regular school week and
- at least 7 hours of employment, averaged over three periods of four months in each year of the program.

Additional requirements include the signing-off of training plans by the school-based apprentice/trainee's school representative. This plan needs to be completed within two months of starting the training contract.

Apprenticeships or traineeships that are undertaken by school students that do not comply with the arrangements above are regarded as part-time apprenticeships or traineeships. Contribution to the VCE or VCAL is based on the guidelines for unspecified recognition.

7.7 Contribution of VET in the VCE to tertiary entrance

VCE VET programs fall into two categories: those with a scored Units 3 and 4 sequence and those with an unscored Units 3 and 4 sequence.

Scored programs

There are 14 VCE VET programs which provide students with the option of undertaking scored assessment of the designated Units 3 and 4 sequence. For scored VCE VET programs, the study score is calculated through performance judgments on 3 school-assessed coursework tasks and an external examination at the end of the year.

The score allows the students to use their VCE VET program for direct contribution to the ATAR, that is, as one of the 'primary four' scores. Students may count up to three VCE VET programs in the primary four.

The VCE VET programs for which a study score is available are:

- Certificate II in Business and selected units of competency from Certificate III contained within the VCE VET program
- Certificate II in Community Services and selected units of competency from Certificate III contained within the VCE VET program
- Certificate II in Dance
- Certificate II in Engineering Studies
- Certificate II in Equine Industry
- Certificate II in Furnishing
- Certificate III in Financial Services
- Certificate II in Hospitality and selected units of competency from Certificate III contained within the VCE VET program
- Certificate II in Hospitality (Kitchen Operations)
- Certificate III in Information Technology
- Certificate II in Integrated Technologies
- Certificate III in Laboratory Skills
- Certificate III in Media
- Certificate III in Music
- Certificate III in Technical Production
- Certificate II in Community Recreation or Certificate II in Outdoor Recreation and selected units of competency from Certificate III contained within the VCE VET program (Certificate III in Sport and Recreation from 2013).

Unscored programs

For students who undertake a VCE VET program that does not include scored assessment but does contain a designated Units 3–4 sequence or who receive Block Credit Recognition for a Units 3–4 sequence in a VET program, Victorian Tertiary Admission Centre (VTAC) may award a 10% increment towards their ATAR. The contribution towards the ATAR is subject to VTAC rules around the contribution by VCE studies or VET programs in specified industry areas. Up to two 10% increments may be used in the ATAR calculation.

7.8 Mechanisms for the delivery of VET recognised in the VCE

VET in the VCE or VCAL is delivered via a number of mechanisms as outlined below:

7.8.1 School based RTOs

The VCE VET and VET program delivered in schools where the school is the RTO generally tend to be VET qualifications which are less resource intensive e.g. Business, Information Technology, Interactive Digital Media, Sport and Recreation. School-based RTOs are also used where cluster

arrangements exists with a group of schools co-located within a region. The increasing number of Trade Training Centres in schools have provided physical facilities to support the delivery of VET, much of it through partnership arrangements.

7.8.2 TAFE institutes

TAFEs provide a broad range of VCE VET and VET programs to students. These programs are either auspiced or delivered in TAFE facilities.

Where auspicing takes place, TAFEs act as the RTO and schools conduct the delivery and assessment of the program. School staff are required to comply with element 1.4 of the AQTF to enable them to deliver this training and design and report assessment outcomes to the RTO. Within this arrangement schools must also agree to be compliant with all other AQTF requirements required by the RTO.

As with School based RTOs, the programs auspiced by schools are more likely to be less resource reliant.

Alternatively, where TAFEs act as the RTO, programs are delivered by the TAFEs with students attending the TAFE campuses for training and assessment. Attendance and assessment reports are communicated directly to school.

7.8.3 Other RTOs

Non TAFE/School RTOs make up an increasing proportion of VET in the VCE/VCAL delivery. As with school based RTOs, the qualifications delivered are largely programs which are less resource intensive, as outlined above. The most common mechanism for non TAFE/School RTO's is through auspicing arrangements.

7.9 Supply of VET data to ACACA agency

Schools are responsible for enrolling VCE or VCAL students into VET certificates and the units of competency/modules expected to be completed in the current year on the Victorian Assessment Software System (VASS) administered by the VCAA. The enrolment details and results are communicated to the home school by the assessing school or RTO and are then recorded by the home school on to VASS.

7.10 Certification (reporting to students)

The VCAA issues a Statement of Results at the end of the calendar year to all students who have obtained results in the VCE and VCAL and VET units of competency/modules.

Units of competency and modules that have been satisfactorily completed are reported on the student's VET Statement of Results. Units of competency and modules not yet completed will not appear on the student's Statement of Results.

VCE and VCAL Certificates are issued at the end of the calendar year to eligible students.

All VET Certificates and Statements of Attainment are awarded by the student's RTO.

7.11 Other reporting

The VCAA reports directly to schools on the VCE and VCAL results of their students. Results are provided to the VTAC for use in selection for university entrance.

Reports are provided to the Government, Catholic and Independent school sectors on enrolments and qualifications in VET courses. The Victorian VET in Schools data report ("AVETMISS data") is prepared for submission to the NCVER.

8. WESTERN AUSTRALIA

8.1 Description of the Senior Secondary Certificate of Education

Name of qualification	Western Australian Certificate of Education (WACE)
Issued by	School Curriculum and Standards Authority
Time frame for completion	Generally, students complete two years (Years 11 and 12) of senior secondary study to achieve the WACE although the School Curriculum and Standards Authority provisions enable students to meet the WACE requirements over a lifetime.
Units of credit	1 course unit = 55 notional class contact hours for each WACE course unit. 1 unit equivalent = 55 nominal hours of VET or 5 points for Authority endorsed programs.
Minimum requirements for the award of the WACE 2012	Achievement of a WACE signifies that a student has successfully met the breadth and depth requirements, the achievement standards and English language competence requirements in their senior secondary schooling. These are: *Breadth and depth* Complete a minimum of 20 course units or the equivalent. The 20 course units must include at least: • four course units from English, Literature and/or English as an Additional Language or Dialect, studied during Year 11 and Year 12 (at least two of these units must be completed in Year 12) • one pair of course units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology) completed in Year 12. *Achievement standard* • Achieve a C grade average or better across the best 16 course units of which at least eight must be completed in Year 12 • P Stage units, endorsed programs and/or VET credit transfer can reduce the required number of course units by up to six units. *English language competence* • Achieve a C grade or better in any Stage 1 or higher course unit from English, Literature and/or English as an Additional Language or Dialect (except 1A and 1B for English as an Additional Language or Dialect) • For students who have not achieved a C grade in one of their English, Literature and/or English as an Additional Language or Dialect course units, schools will need to compare a selection of the student's work with the work samples provided by the School Curriculum and Standards Authority to verify the student has demonstrated the required standard.
Courses and Programs	**WACE courses** consist of units at three or four stages, each with its own syllabus. Students start with units appropriate to their stage of development: **P Stage units** provide opportunities for practical and supported learning to develop the skills required to be successful upon leaving school or in the transition to Stage 1 units. **Stage 1 units** provide bridging support and a practical and applied focus to develop skills required for students to be successful upon leaving school or in the transition to Stage 2 units. **Stage 2 units** provide opportunities for applied learning with more focus on academic learning for transition to Stage 3 or post-school options including vocational education and training, apprenticeships and traineeships, university and the workplace **Stage 3 units** provide opportunities to extend knowledge and understandings in academic learning contexts. Typically, the post school pathway is further study at university. **Nationally recognised VET** qualifications and/or units of competency from training packages successfully completed by senior secondary students in Years 10, 11 or 12 may contribute towards the achievement of a WACE. Qualifications and units of competency can contribute to the WACE as WACE course units when completed through VET industry specific courses. Alternatively, unit equivalence can be achieved through VET credit transfer. Endorsed programs provide access to areas of learning not covered by courses and contribute to the WACE depth and breadth requirement through unit equivalence.

8.2 VET quality and the Western Australian Certificate of Education (WACE)

The School Curriculum and Standards Authority recognises any nationally endorsed VET qualifications and/or units of competency and nationally recognised accredited courses attained by senior secondary students in Years 10, 11 or 12 towards the achievement of a WACE. This includes VET achievement outside of a school arrangement.

VET is recognised by the Authority on the basis that the quality is regulated by the VET system. VET undertaken as a part of a school program must meet the requirements outlined in the AQTF Essential Conditions and Standards (for RTOs regulated by WA's Training Accreditation Council) or the VET Quality Framework (for RTOs regulated by the ASQAunder the National VET regulator). As such, schools must become a RTO or work in a partnership arrangement with a RTO. VET not certified by a RTO cannot contribute towards the WACE.

While the Authority advocates quality VET in schools programs it can do little more than record and report it. Issues that relate to the quality of delivery, assessment and the outcomes of training sit outside of the scope of responsibility and influence of the Authority. The Authority regularly conducts integrity checks on school achievement data to verify whether RTO transcripts of achievement retained by the school are consistent with the achievement data sent to and reported by the Authority.

In WA the Training Accreditation Council (TAC) is responsible for quality assurance and recognition processes for RTOs and for the accreditation of courses. For RTOs in partnership with WA schools but with scope not limited to WA the quality assurance is regulated under the National VET regulator through the ASQA. All school RTOs are subject to the same audit processes by TAC as other training providers involved in VET in schools delivery and assessment.

WA schools rely heavily on partnership arrangements with RTOs for up-to-date information relating to specific content and delivery requirements of a VET program. VET in WA schools is typically undertaken through an auspice arrangement with an RTO for the delivery and assessment of training. The number of schools who have RTO status in WA is minimal. Schools with RTO status generally have limited scope to deliver.

The basis for a partnership agreement between the school and an RTO is that:

1. students will receive the appropriate training
2. there is the appropriate certification of that training
3. the AQTF or VET Quality Framework standards are adhered to
4. the industry standards prescribed in training packages will be met.

The Authority works closely with the WA VET sector and industry stakeholders to encourage schools and students to undertake quality VET programs. One mechanism to achieve this has been to develop VET industry specific WACE courses. These courses are accredited by the Authority and are subject to a number of requirements. Each VET industry specific course is developed collaboratively with representatives from schools, training providers, members of business and industry and the WA Industry Training Councils (ITC).

All VET industry specific courses meet the packaging rules specified in the relevant national training packages and require delivery and assessment to be carried out in accordance with the AQTF. Final sign off from the relevant ITC Chief Executives is a requirement for accreditation of these courses by the Authority. The sign off of the VET industry specific courses affirms that the Industry Training Council is satisfied that the course meets the expectations of a quality VET in schools program and complies with the training package rules.

8.3 Current priorities

On Thursday, 1 March 2012 the Curriculum Council became the School Curriculum and Standards Authority. The new Authority will continue the work of the Curriculum Council with some new responsibilities and functions and is now the agency responsible for school curriculum and assessment, establishing standards and reporting on those standards for all Western Australian students, from Kindergarten to Year 12.

At this early stage, the initial focus of the Authority will be to:

- maintain the role of the former Council in developing, reviewing, moderating, examining and setting standards for Year 11 and 12 courses (including VET and endorsed programs)
- develop a curriculum and assessment outline for all students from Kindergarten to Year 12
- set standards for the curriculum for all students from Kindergarten to Year 10
- manage State-wide testing programs, e.g. NAPLAN, and
- register all school students from Kindergarten to Year 12, providing them with unique identifiers (numbers).

As a part of the ongoing work of the newly formed Authority the development of mechanisms that seek to maximise the opportunities for senior secondary students undertaking VET within the WACE will be considered and in so doing strengthen their post school opportunities.

8.4 Recognition of VET in the WACE

Nationally recognised VET qualifications and/or units of competency from training packages attained by senior secondary students in Years 10, 11 or 12 can contribute towards the achievement of a WACE.

8.4.1 Formalised credit arrangements

VET industry specific WACE courses

Qualifications and units of competency can contribute to the WACE as WACE course units when completed through VET industry specific courses.

For each VET industry specific course full qualifications are 'packaged' with mandated time in industry related workplace learning. Before accreditation by the School Curriculum and Standards Authority each course is endorsed by WA Industry Training Councils.

To meet VET industry specific course requirements and achieve course units towards a WACE, students must achieve a full qualification, achieved the specified units of competency and fulfil mandatory workplace learning requirements.

The twelve VET industry specific WACE courses are:

- Automotive
- Business Services
- Community Services
- Construction
- Creative Industries: Art
- Creative Industries: Media
- Creative Industries: Music
- Hospitality
- Information Technology
- Primary Industries
- Sport and Recreation
- Tourism.

Each qualification within a course is allocated a number of WACE course units as follows:

AQF Qualification	Number of WACE course units		
	Stage 1	Stage 2	Total
Certificate I	2	0	2
Certificate II	2	2	4
Certificate III	0	4	4

The requirements for achievement of a qualification within a VET industry specific course are the same as outlined within the rules of the relevant training package. In some instances elective units have been carefully selected and made 'compulsory' or 'mandatory' in a course. The decision has been made in conjunction with industry and training providers to reflect the needs of the local industry, encourage best practise and promote clearly defined pathways.

The VET industry specific courses have explicit requirements for student achievement in the associated course units:

- training and assessment of the competencies must be done in partnership with a RTO or alternatively the school must be an RTO with the relevant qualification on scope

- students must be deemed competent in units of competency listed as 'compulsory' or 'mandatory' in addition to the specified number of electives

- students must successfully achieve mandated workplace learning; one unit (or unit equivalent) for Certificate I qualifications and 2 units (or unit equivalent) for Certificate II and Certificate III qualifications.

Assessment of VET industry specific courses is competency-based. If the full qualification is completed, and workplace learning requirements met then a 'C' grade is awarded for each of the course units allocated to the course program. This can be used in the calculation of the required 'C' grade average, as well as the breadth and depth requirements for WACE achievement.

If a student does not complete all components of the course, recognition of the units of competency that have been achieved is provided through unspecified credit transfer (referred to in WA as VET credit transfer).

VET integrated in WACE courses

VET integrated within a course involves students undertaking one or more VET units of competency concurrently with a WACE course unit. Schools may choose to integrate VET qualifications and units of competency where content aligns or compliments a WACE course.

Achievement of units of competency achieved in this manner may lead to the completion of a full or partial AQF qualification.

Schools seeking to link delivery of a WACE course with VET units of competency must do so in consultation with the RTO in which they are in partnership for certification of the competencies to establish suitability of units intended for integration.

If students achieve units of competency in this way, the units of competency can be recorded on their Statement of Results but do not provide any unit equivalence or WACE course credit.

8.4.2 Unspecified recognition

VET credit transfer

A program that involves students engaging in VET resulting in the attainment of nationally recognised units of competency that lead to a full or partial AQF qualification can be used as credit transfer towards the WACE. This is type of VET program in the WACE is referred to as VET credit transfer (previously VET standalone). Delivery and assessment of VET credit transfer occurs independently from any WACE course curriculum delivery.

Students who have completed full or partial VET qualifications may gain up to 10 unit equivalents towards the WACE. Achievement is allocated credit on the basis of one unit equivalent for each 55 nominal hours achieved.

VET credit transfer is not graded and therefore does not contribute to the calculation of the C grade average required for achievement of the WACE. However, unit equivalence may reduce the number of courses over which the average is calculated.

8.5 Workplace learning options and recognition in the WACE

Workplace learning can contribute to a student's WACE as a course or an endorsed program and is available in four ways:

WACE Course (Course unit credit)	Endorsed program (Unit equivalence)
Workplace learning WACE course consists of four stage 1 semester length units.	*Workplace Learning – On-the-job training* (minimum of 55 hours in the workplace = 1 unit equivalent)
	Workplace Learning – Employability skills (minimum of 110 hours in the workplace = 2 unit equivalents)
	Work Skills (minimum of 180 hours in the workplace = 2 unit equivalents)

All workplace learning has an emphasis to varying degrees on employability skills.

8.6 Australian School-based Apprenticeships and Traineeships

In WA, School-based Apprenticeships and Traineeships are employment-based training arrangements undertaken by senior secondary school students and are regulated under the *Western Australian Vocational Education and Training Act 1996* and the *Vocational Education and Training (General) Regulations 2009.*

School-based Apprenticeships and Traineeships allow senior secondary students to start a traineeship or apprenticeship while also completing the WACE. Under these arrangements students are both a full-time student and a part-time employee with the same employment and training responsibilities as other trainees or apprentices. Specific School-based Apprenticeships and Traineeships for Aboriginal students are also available.

Students undertaking a WACE may also choose to undertake a Pre-Apprenticeship in Schools (PAIS) which are approved Certificate II programs nominated by the WA Industry Training Councils as valid pathways from school to a trade apprenticeship. The PAIS programs require students in Years 11 and 12 to attend school, train with an RTO and access industry through work placements. These students will be eligible for a 3 month reduction in term if they go on to an apprenticeship with the same title.

Credit for these VET programs contribute to the WACE as unspecified recognition through VET credit transfer arrangements.

8.7 Contribution of VET in the WACE to tertiary entrance

In contrast to other Australian states and territory arrangements, students in WA cannot use their VET achievement to contribute directly to their ATAR.

VET studies can only contribute indirectly to tertiary entrance. University entrance requires the completion of the WACE and students can include up to 10 unit equivalents (out of 20 units in total) of VET achievement in their WACE.

Unlike other WACE courses, students who undertake a VET industry specific course do not have opportunity to sit a WACE examination for tertiary entrance. These students must rely on the remaining WACE courses within their senior secondary program to gain an ATAR.

8.8 Mechanisms for the delivery of VET

8.8.1 School based RTOs

Western Australia has seen a gradual increase in the number of secondary schools obtaining status as an RTO. Although schools generally have a limited scope of registration, the qualifications span a broad range of industries and in many cases are indicative of the specialist programs that a school offers.

For example, all WA Agricultural Colleges have scope for Certificate I, II and in some cases certificate III qualifications in the primary industries. In some cases their scope may extend further to qualifications in automotive, construction and engineering. Similarly, specialist schools in the Arts have scope for qualifications from the Creative Industries. Other common qualifications on scope in WA schools include low AQF level qualifications in Business, Information Technology and Hospitality.

8.8.2 State training providers (formerly TAFEWA)

A large proportion of VET in the WACE is undertaken by schools in partnership with state training providers, accessed through a variety of arrangements. One such arrangement, 'auspiced training', forms the majority of the partnerships in WA. Through auspicing, all delivery and assessment of training is undertaken by the school whilst the RTO ensures that this training and assessment meets AQTF or VET Quality Framework requirements. In addition, the RTO issues students with the relevant transcripts of achievement following verification of school evidence of achievement. In some cases RTOs may be engaged directly in some of the delivery and assessment. This engagement by the RTO is generally undertaken in order to ensure quality of delivery and assessment and to provide opportunities for students programs that can only be accessed directly from the RTO.

The increase in auspiced arrangements between schools and RTOs is, in part, a result of the gradual reduction in the number of available 'profile funded' or 'student contact hours' available to VET in schools students in WA particularly within industries that sit outside of the WA skills shortage areas. Schools that engage in a profile funded partnership with a state training provider access the RTO's publicly funded student hours. In this mode, students may be under a training contract and/or attend training directly delivered and assessed by one of the state training providers.

8.8.3 Other RTOs

There are more private than state training providers partnering with WA schools to deliver training to secondary students. Whilst the number of students accessing training through private RTOs is greater than those accessing state training providers, there are generally fewer students within the partnership with each individual private sector RTO. As is the case with state training providers, most of the school partnerships are accessed via auspiced training.

8.9 Supply of VET data to ACACA agency

In WA VET enrolment and achievement data is provided electronically by the school to the School Curriculum and Standards Authority. The Authority conducts VET data integrity checks to ensure the data provided by the school can be validated with evidence of achievement generated by the RTO.

8.10 Certification (reporting to students)

At the end of senior secondary schooling, all students who have satisfactorily completed any WACE course unit, endorsed program or VET unit of competency receive a folio of achievement. The folio of achievement contains one or more of the following items:

• the Western Australian Certificate of Education (for students who meet the requirements)

• a Statement of Results that includes the following information relating to VET achievement:

   – AQF qualifications achieved by the student and the name of the RTO

   – the units of competency achieved and the name of the RTO

   – the number of unit equivalence achieved through VET achievement

- an individual Course Report for courses completed at Stage 2 and 3 levels.

8.11 Other reporting

The School Curriculum and Standards Authority reports directly to schools on the WACE results of their students and provides student WACE examination results to the Tertiary Institutions Service Centre (TISC) for use in the calculation of their ATAR.

The Authority in conjunction with the Department of Training and Workforce Development submits AVETMISS data to the NCVER for the VET in schools collection.

The Authority also reports school enrolment and achievement data to ACARA for reporting on the *My School* website.