

**AUSTRALASIAN CURRICULUM, ASSESSMENT AND CERTIFICATION AUTHORITIES**

***DISCUSSION PAPER***

**to accompany the *ACACA Position Paper* on**

***RECOGNITION***

***OF VOCATIONAL EDUCATION AND TRAINING***

***TOWARDS SENIOR SECONDARY CERTIFICATES OF EDUCATION***

**September 2014**

1. **Introduction**

The following Discussion Paper is a companion document to the ACACA Position Paper *Recognition of Vocational Education and Training towards Senior Secondary Certificates of Education*.

The purpose of the Discussion Paper is to provide information and to encourage dialogue about the recognition arrangements between VET and Australian Senior Secondary Certificates of Education.

1. **Role of ACACA agencies**

In Australia, each state and territory possesses separate legislation that defines the responsibility of an ACACA agency, often known as a Curriculum and Assessment Authority or a Board of Studies, to award a Senior Secondary Certificate of Education to students who fulfil its requirements.

The Senior Secondary Certificate of Education in each state and territory is issued in accordance with the Australian Qualifications Framework. The AQF specifies the standards for educational qualifications in [Australia](http://en.wikipedia.org/wiki/Australia) for the school sector, the VET sector and the higher education sector.

The Senior Secondary Certificate of Education in each state and territory is known as the following:

|  |  |
| --- | --- |
| • 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). |
|  |  |

1. **Relationship between VET and Senior Secondary Certificates**

Within the Australian Qualifications Framework, the AQF Council has acknowledged that the Senior Secondary Certificates of Education in Australia do not align with only one specific level of the Framework’s eight levels.

The Senior Secondary Certificate in each Australian state and territory is a universal qualification which is required to address the learning needs and transition pathways of the full range of senior secondary students. The diversity of students completing a Senior Secondary Certificate means that they could be studying across any or all of levels 1 – 4 of the AQF.

The place of the Senior Secondary Certificate in the AQF further takes into account that in a number of instances, senior secondary students can gain credit towards the completion of their Senior Secondary Certificate for studies they are concurrently undertaking in the VET sector or at University.

The ACACA agency in each Australian state and territory has established recognition arrangements between VET and its own Senior Secondary Certificate.

Each ACACA agency does so on the basis that the quality of VET is regulated by the VET system through the functions of the Australian Skills Quality Authority and the VET Quality Framework.

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

* all VET given credit towards a Senior Secondary Certificate is drawn from nationally recognised training packages or accredited courses
* the VET is delivered and/or assessed either by, or in partnership with, RTOs who comply with the VET Quality Framework
* all VET that gains credit towards a Senior Secondary Certificate is assessed within a competency-based assessment framework by assessors who comply with the VET Quality Framework
* students are awarded nationally recognised VET qualifications and/or Statements of Attainment by the RTO delivering and/or assessing the VET
* each ACACA agency consults with industry groups at the state/territory level in making decisions about the recognition arrangements between VET and its Senior Secondary Certificate.

ACACA is clear that the VET that features in the recognition arrangements for Senior Secondary Certificates and the VET that is delivered in other areas of the VET sector are both regulated under the same standards, quality assurance and national recognition.

1. **Focusing on the individual as well as systems**

ACACA agencies respect the responsibility and authority of the VET sector for the management of its quality standards and the overall integrity of VET.

ACACA agencies similarly place the highest priority on the integrity of their respective Senior Secondary Certificate through the curriculum standards and associated assessment standards of each certificate, together with each agency’s major focus on the validity and reliability of the assessments that contribute to the certificate.

ACACA further affirms that a key outcome of the commitment to quality systems in both VET qualifications and Senior Secondary Certificates is the value they hold for individuals. They give individuals access to credentials that recognise their learning and acknowledge that their future learning will not necessarily occur through a linear trajectory.

This benefit to the individual is especially important in the context of senior secondary education and the relationship between VET and Senior Secondary Certificates where young people are still making decisions about their futures.

The Senior Secondary Certificate in each state and territory is designed to provide individual senior secondary students with flexible options to gain the skills, knowledge and understandings necessary for a range of future transitions and pathways.

This flexibility underpins the policy commitment to provide recognition arrangements between VET and Senior Secondary Certificates.

ACACA acknowledges that these recognition arrangements can lead to a range of purposes as to why individuals undertake both VET and a Senior Secondary Certificate. ACACA considers this diversity of purposes to be a positive feature of the arrangements.

1. **Strategic issue: terminology of ‘VET in Schools’**

***Major considerations:***

1. In the *New framework for vocational education in schools (2000)* the term ‘VET in Schools’ was used generally in relation to the overall framework. The term was not used to define any individual element of the framework.

Instead the six elements of the original framework were:

* VET
* enterprise and vocational learning
* student support services
* community and business partnerships
* effective institutional and funding arrangements
* monitoring and evaluation.

1. Since the introduction of the *New framework for vocational education in schools* in 2000, the term ‘VET in Schools’ has been mistakenly used by a range of groups as an entity in itself.

Instances of the inappropriate use of the term have included:

* ‘VET in Schools qualifications’: no such qualifications exist in the Australian Qualifications Framework
* ‘VET in Schools programs’: the programs are in fact:
  + VET managed by the VET sector; or
  + vocational learning courses/subjects managed by the school sector; or
  + other forms of student support services such as career counselling.

1. Since the introduction of *New framework for vocational education in schools (2000)*, the definition of a ‘school’ has become more complex in relation to the learning needs and pathways of young people engaged in senior secondary education:

* students can be enrolled concurrently in more than one institution and public funding for the student’s learning is not allocated to only the one institution
* the structure of schools has been expanded to include, for instance, Trade Training Centres/Trades Skills Centres and Technical Colleges
* students undertake Australian School-based Apprenticeships and Traineeships where their place of learning includes the workplace.

1. In the present context, ACACA considers that the term “VET in Schools” does not adequately represent the relationship between VET and senior secondary education nor does it appropriately represent the recognition arrangements between VET and Senior Secondary Certificates.
2. **Strategic issue: recognition of VET towards Senior Secondary Certificates**

***Major considerations:***

1. ***Extent of recognition of VET towards Senior Secondary Certificates***

It is essential to acknowledge there are already a significant number of young people who are concurrently undertaking VET qualifications and Senior Secondary Certificates.

The data records of the ACACA agencies in each state and territory demonstrate that across Australia in 2013 there were over 460,000 enrolments towards a VET qualification that concurrently gained credit towards a Senior Secondary Certificate (Appendix 1). It is pointed out that the data are based on the reports of VET activity that schools and/or RTOs submit to the ACACA agencies and for which the agencies “in good faith’’ allocate credit towards the respective Senior Secondary Certificate.

The data tables in Appendix 1 present the wide range of industry areas, Training Packages and VET qualifications in which the young people’s enrolments occurred. The data includes scenarios where a young person has been enrolled in more than one VET qualification.

The data demonstrate a relatively higher level of participation in Certificates I and II, whilst also indicating a significant level of participation in Certificates III and IV and some Diplomas.

Some of the issues that an analysis of the data generates are dealt with in the following sections.

1. ***Range of AQF levels recognised within Senior Secondary Certificates***

ACACA agencies acknowledge that Certificates I, and many Certificates II, are designed to provide preparatory/prevocational level training.

The nature and status of this level of VET raises the issue as to what is the appropriate amount of AQF level 1 study within a Senior Secondary Certificate.

ACACA agencies have addressed the issue in part by placing a limit on the amount of credit for which Certificates I, and in some instances Certificates II, can gain credit towards the respective Senior Secondary Certificate.

ACACA considers the redevelopment of the Framework for VET delivered to young people engaged in senior secondary education can generate opportunities for key stakeholders to address a range of key issues related to the nature and purpose of entry level training and to the most appropriate recognition arrangements with Senior Secondary Certificates.

ACACA believes it is also important to strengthen the opportunities for students to gain credit for higher levels of VET qualifications towards Senior Secondary Certificates where the VET is appropriate for the needs of the student.

This goal is strategically important in relation to strengthening the status and profile of VET in strengthening Senior Secondary Certificates and to also strengthening the esteem of VET in senior secondary education.

ACACA believes the achievement of this goal is further likely to improve the attractiveness of the vocational training pathway for high-achieving students, both within and beyond their senior secondary studies.

1. ***Nature and status of VET accredited courses***

ACACA considers that VET accredited courses present a number of problematic challenges for the recognition arrangements with Senior Secondary Certificates.

Accredited courses address skill requirements for industry, enterprises and the community where these are not covered in nationally endorsed Training Packages. Accredited courses, are not nationally endorsed, however they are nationally recognised across Australia in the same manner as a qualification from a national training package.

VET accredited courses incorporate a diverse range of qualifications at varying AQF levels, with some being regarded as vocational preparation programs.

A number of ACACA agencies have been obliged to take the position that the outcomes of some accredited courses are not at a sufficiently comparable level to contribute credit towards the respective Senior Secondary Certificate. In contrast to this scenario is the situation that in some jurisdictions some of the higher level qualifications may be deemed as ‘equivalent’ to year 12 completion.

ACACA considers the redevelopment of the framework for VET delivered to young people in senior secondary education should facilitate the opportunity for key stakeholders to address a number of crucial issues related to the nature and purpose of VET accredited courses and their relationship with Senior Secondary Certificates.

1. ***Age appropriateness***

ACACA acknowledges that the recognition relationships between higher level VET and Senior Secondary Certificates can raise issues about the age appropriateness of some of the training for young people in senior secondary education.

These issues of age appropriateness can arise in relation to such areas as safety, adult status, level of experience, licensing requirements, and/or prior opportunity for learning.

It can also be a relevant factor when students undertake, or are offered, higher levels of training when they do not yet possess an appropriate level of experience.

ACACA considers that, in the interests of the individual student and the training provider, these conditions and expectations should be more explicit.

Again the redevelopment of the Framework for VET delivered to young people in senior secondary education can lead to opportunities for key stakeholders to improve the effectiveness and efficiency of the provision of VET to young people.

1. ***Higher education selection***

A consideration of the relationship between higher education selection and the recognition arrangements between VET and Senior Secondary Certificates points to a key principle in the recognition arrangements.

This principle is the commitment to maximise outcomes for young people through a Senior Secondary Certificate that recognises and strengthens flexible pathways not only within secondary education, but also beyond it into further training, higher education and employment.

The principle was previously highlighted in the *New framework for vocational education in schools (2000)* in the eight key features on which the framework is based. The first of the eight features was:

*Explicit and well-articulated pathways: The new framework should help maximise outcomes for students by … ensuring young people have access to courses of study that not only provide industry recognised AQF qualifications but that are also recognised for entrance to university (p16).*

Theoperationalisation of this principle in the 15 years since the Framework was introduced has not been without its challenges.

As a consequence the extent and manner in which VET is now included in the calculation of the ATAR or its state-based equivalent through a Senior Secondary Certificate varies across Australia.

At the centre of this variability of how VET contributes to higher education selection for school leavers sits the fundamental issue of assessment validity and reliability.

The variability is the product of the reality that the VET sector and the education sector define and manage assessment validity and reliability in different ways. For the purposes of producing a score for senior secondary certification and an ATAR, the Australian ACACA agencies provide recognition of achievement which they derive from the competency based framework of the VET sector. These recognition arrangements are contextually appropriate to their relevant SSCE, however it is the different treatment of VET achievement data which creates inconsistencies across the country.

ACACA affirms that the achievement of explicit and well-articulated pathways for senior secondary students in the context of higher education selection requires the ongoing collaboration of key stakeholders in the training, education and higher education sectors to address the key issue of assessment validity and reliability.

1. **Strategic issue: quality assurance**

***Major considerations:***

1. ***Responsibilities and accountabilities of ACACA agencies***

Senior Secondary Certificates are significant and well-respected credentials in the Australian community. They document for a young person the culmination of their years of schooling. They are a portable qualification that has currency both nationally and internationally.

ACACA agencies in each Australian state and territory possess the responsibility and accountability, defined in state and territory legislation, for the quality and integrity of their respective Senior Secondary Certificate.

ACACA agencies carry a particular responsibility for the quality assurance of the assessments reported through each Senior Secondary Certificate. They individually manage the quality of the assessments for which they carry direct responsibility.

In relation to the quality assurance for VET assessment, ACACA agencies recognise and accept the quality assurance managed by the VET sector through the application of the VET Quality Framework.

Within this protocol with the VET sector, ACACA agencies nonetheless possess the obligation to ensure the integrity of the Senior Secondary Certificate.

In relation to the VET recognition arrangements, they exercise the obligation by monitoring the quality of the VET assessments reported to them and, as appropriate and on a case-by-case basis, will liaise with the relevant VET regulatory authority where they consider there are integrity matters to be addressed.

1. ***Workplace delivery and assessment of VET in Training Packages***

There is a clear relationship between VET and the workplace application of the competencies that the training is intended to develop.

In the mind of some stakeholders all VET should therefore occur in the workplace and if it does not do so then it should not be regarded as VET.

This viewpoint ignores the requirements of the quality management systems that the VET sector itself has put in place.

Under these requirements the training must comply with the nationally endorsed Training Package. In reality some Training Packages do not stipulate that the training and assessment of the relevant competencies must occur in the workplace.

The quality assurance systems of ACACA agencies stipulate that the recognition arrangements between VET and Senior Secondary Certificates must be based on the quality management systems of the VET sector.

On this basis, if it is a requirement of the Training Package that the training and assessment must occur in the workplace, then every ACACA agency only recognises that VET if it is compliant.

On the same basis, ACACA agencies also recognise VET that is not delivered and assessed in the workplace if that possibility exists under the conditions set by the Training Package.

Under the arrangements for Australian School-based Apprenticeships the requirements regarding the workplace are clear and explicit.

ACACA acknowledges the value for young people and industry when VET does occur in a work context. Each ACACA agency encourages this connection in various ways. It observes that some states (NSW and WA) mandate work placement under certain VET recognition arrangements.

ACACA considers that the relationship between the workplace and the delivery and assessment of VET deserves further exploration by key stakeholders, including the possible implications of such an exploration for the recognition arrangements between VET and Senior Secondary Certificates.

ACACA observes that the exploration is as directly relevant for the VET sector and industry, as it is for Australian ACACA agencies.

1. ***Institutional delivery***

The issue of institutional delivery is closely linked to the issue of workplace assessment of VET addressed in the preceding section.

Those stakeholders who assert all VET should occur in the workplace are frequently critical about VET that is delivered and/or assessed in an institutional context.

As in the previous section, ACACA affirms that the quality assurance systems of ACACA agencies for the recognition arrangements between VET and Senior Secondary Certificates are based on the quality management systems of the VET sector.

ACACA agencies recognise VET that is delivered and assessed in an institutional setting if that possibility exists under the conditions set by the Training Package.

ACACA observes that any issues about the institutional delivery of VET are as directly relevant for the VET sector itself as they may be for ACACA agencies.

ACACA acknowledges that the exploration proposed in the preceding section regarding the relationship between the workplace and the delivery and assessment of VET would lead to a focus on institutional delivery.

1. ***Online delivery in training***

ACACA agencies have noted a trend in Australia towards the online delivery and assessment of VET by some RTOs. Whereas online delivery is appropriate for some qualifications and industry areas, the concern remains that online delivery is not necessarily appropriate in all cases.

In many cases it is acceptable to acquire the underpinning knowledge and skills of a qualification through an online mode of delivery and assessment. However, in some cases the absence of opportunities for the learner to apply the knowledge and skills in an industry context under the supervision of an industry professional, brings in to question the reliability and validity of the assessment.

ACACA observes that this trend is likely to generate similar, if not greater, concerns from those groups who express criticisms of institutional delivery.

ACACA notes again that this matter relates directly to the conditions for the training delivery and assessment as stipulated in the nationally endorsed Training Packages.

ACACA notes that in the first instance it is a matter for the quality management systems of the VET sector.

1. ***Role of schools and school sectors in quality management***

ACACA observes that schools and school sectors have a crucial role to play, together with the ACACA agencies and the VET sector, in the integrity and quality of the VET for which senior secondary student gain credit in Senior Secondary Certificates.

The role is exercised in a range of ways.

It involves schools taking steps to assist students in their understanding of the purposes and outcomes of the VET they are undertaking.

It involves schools taking steps to ensure that organisational structures such as timetables or off-site duty of care arrangements are compatible with the most conducive conditions for the delivery of VET.

It involves schools taking steps to ensure that their links with RTOs will maximise the achievement of quality outcomes for students and that the associated use of resources to secure the VET are cost-effective as well as cost-efficient.

It involves schools actively advising students about whether they possess the appropriate level of experience commensurate with the requirements of higher levels of training when they decide to undertake that level of training.

It involves school sectors providing relevant guidelines and appropriate assistance to schools in managing the complexity inherent in the relationship between VET, senior secondary education and Senior Secondary Certificates.

The Australian ACACA agencies affirm their commitment to work collaboratively with schools and school sectors to maximise the quality and integrity of the VET that students undertake in connection with senior secondary education and Senior Secondary Certificates.

1. **Looking ahead**

ACACA considers that the redevelopment of the Framework for VET delivered to young people in senior secondary education presents an important opportunity to affirm those elements from the *New framework for vocational education in schools (2000)* that have delivered improved outcomes for young people and strengthened their pathways into further learning and employment.

The improvement in Year 12 retention rates and the significant number of students who now gain credit for VET in their Senior Secondary Certificates are indicators of the Framework’s success.

ACACA observes that where issues have arisen that need to be addressed in the operation of the Framework they are best considered as consequences of the Framework in action. They are the result of the strengthened connections between VET, senor secondary education and Senior Secondary Certificates.

ACACA considers that the effectiveness of the original *New framework for vocational education in schools (2000)* is in large part due to the design of the framework. It presents a conceptual model that articulates a set of key elements and affirms the pivotal role of the connections between the key stakeholders.

The original Framework was not prescriptive or directive. It did not stipulate a set of required actions.

ACACA affirms that the redevelopment of the Framework for VET delivered to young people in senior secondary education should build on the key attributes of the earlier framework and also acknowledge and support the significant growth that has occurred during its operation.

ACACA affirms that the redeveloped Framework will be most effective if it is based on the following features:

* the focus on young people and the contribution of senior secondary education to each young person’s life-long learning
* the connections between senior secondary education, vocational education and training, higher education and employment
* the commitment to build explicit and well-articulated pathways for young people
* the commitment to quality
* conceptual clarity about the key features of the framework
* the importance of collaborative action between agencies based on understanding and respect for their respective responsibilities and accountabilities
* the well-managed use of data to monitor, analyse and evaluate the value gained from the connections between senior secondary education, vocational education and training, higher education and employment.

ACACA supports a framework for VET delivered to young people in senior secondary education that is in the best interests of young people and that acts as an enabling mechanism to facilitate clarity, understanding, and collaborative activity between the key agencies who provide services to them.

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**Attachment 1: ACACA VET Enrolments 2013 ‐ Summary data**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Industry Skills Council** | **Training Package Prefix or Accredited Course** | **ACT** | **NSW** | **NT** | **QLD** | **SA** | **TAS** | **VIC** | **WA** | **Total** |
| **Agrifoods** | **ACM** | 0 | 1454 | 0 | 780 | 182 | 52 | 500 | 88 | 3056 |
|  | **AHC** | 0 | 3180 | 235 | 4220 | 657 | 167 | 1712 | 1495 | 11666 |
|  | **MTM** | 0 | 29 | 10 | 286 | 11 | 4 | 10 | 0 | 350 |
|  | **RGR** | 0 | 7 | 21 | 33 | 10 | 14 | 28 | 5 | 118 |
|  | **RTD** | 0 | 0 | 0 | 180 | 4 | 0 | 0 | 0 | 184 |
|  | **RTE** | 0 | 0 | 0 | 1058 | 120 | 0 | 47 | 14 | 1239 |
|  | **RTF** | 0 | 0 | 1 | 311 | 25 | 0 | 26 | 1 | 364 |
|  | **RUV** | 0 | 0 | 0 | 21 | 3 | 0 | 3 | 0 | 27 |
|  | **SFI** | 0 | 33 | 23 | 29 | 53 | 35 | 1 | 171 | 345 |
|  | **Accredited Course** | 0 | 116 | 0 | 1 | 2 | 0 | 497 | 41 | 657 |
| **Total** |  |  | **4819** | **290** | **6919** | **1067** | **272** | **2824** | **1815** | **18006** |
| **Auto Skills Australia** | **AUM** | 0 | 0 | 0 | 24 | 0 | 0 | 0 | 1 | 25 |
| **AUR** | 268 | 617 | 172 | 3951 | 759 | 334 | 320 | 1339 | 7760 |
| **Accredited Course** | 0 | 2274 | 0 | 1 | 0 | 9 | 2521 | 0 | 4805 |
| **Total** |  | **268** | **2891** | **172** | **3976** | **759** | **343** | **2841** | **1340** | **12590** |
| **Community Services & Health Industry Skills Council** | **CHC** | 1128 | 3132 | 246 | 9269 | 1294 | 732 | 4215 | 2157 | 22173 |
| **HLT** | 0 | 1400 | 21 | 3591 | 557 | 22 | 1299 | 653 | 7543 |
| **Skillset** | 0 | 0 | 0 | 0 | 0 | 0 | 107 | 0 | 107 |
| **Accredited Course** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 76 | 76 |
| **Total** |  | **1128** | **4532** | **267** | **12860** | **1851** | **754** | **5621** | **2886** | **29899** |
| **Construction & Property Services Industry Skills Council** | **BCC** | **0** | **0** | **0** | **1** | **1** | **0** | **0** | **0** | **2** |
| **BCG** | 0 | 0 | 0 | 9 | 2 | 0 | 0 | 0 | 11 |
| **BCP** | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| **CPC** | 346 | 10683 | 169 | 12349 | 1728 | 705 | 633 | 1360 | 27973 |
| **CPP** | 0 | 194 | 1 | 93 | 5 | 6 | 11 | 72 | 382 |
| **PRM** | 0 | 0 | 0 | 6 | 9 | 0 | 17 | 0 | 32 |
| **PRS** | 0 | 0 | 0 | 1 | 3 | 0 | 0 | 0 | 4 |
| **Skillset** | 0 | 0 | 0 | 0 | 0 | 0 | 834 | 0 | 834 |
| **Accredited Course** | 0 | 0 | 0 | 662 | 2 | 0 | 6029 | 354 | 7047 |
| **Total** |  | **346** | **10877** | **170** | **13121** | **1751** | **711** | **7524** | **1786** | **36286** |
| **Energy Skills Australia** | **UEE** | 0 | 1458 | 6 | 1310 | 582 | 117 | 588 | 324 | 4385 |
| **UET** | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 2 |
| **Accredited Course** | 0 | 0 | 0 | 0 | 0 | 0 | 1234 | 0 | 1234 |
| **Total** |  |  | **1458** | **6** | **1312** | **582** | **117** | **1822** | **324** | **5621** |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Industry Skills Council** | **Training Package Prefix or Accredited Course** | **ACT** | **NSW** | **NT** | **QLD** | **SA** | **TAS** | **VIC** | **WA** | **Total** |
| **Forest Works** | **FPI** | 0 | 0 | 0 | 14 | 0 | 4 | 0 | 8 | 26 |
| **Total** |  |  |  |  | **14** |  | **4** |  | **8** | **26** |
| **Government Skills Australia** | **DEF** | 0 | 0 | 0 | 0 | 0 | 19 | 0 | 0 | 19 |
| **LGA** | 0 | 9 | 0 | 0 | 0 | 0 | 0 | 1 | 10 |
| **NWP** | 0 | 7 | 0 | 138 | 1 | 0 | 0 | 0 | 146 |
| **PSP** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 18 |
| **PUA** | 0 | 0 | 3 | 1492 | 100 | 57 | 210 | 0 | 1862 |
| **Accredited Course** | 0 | 41 | 0 | 0 | 5 | 0 | 0 | 0 | 46 |
| **Total** |  |  | **57** | **3** | **1630** | **106** | **76** | **210** | **19** | **2101** |
| **Innovation & Business Skills Australia** | **BSB** | 2636 | 6178 | 108 | 26914 | 680 | 248 | 3752 | 6699 | 47215 |
| **CUA** | 0 | 31 | 0 | 115 | 3 | 0 | 431 | 157 | 737 |
| **CUE** | 953 | 3071 | 0 | 619 | 21 | 16 | 63 | 238 | 4981 |
| **CUF** | 722 | 494 | 48 | 3393 | 414 | 23 | 3058 | 1311 | 9463 |
| **CUL** | 1471 | 8 | 0 | 38 | 1 | 0 | 4 | 0 | 1522 |
| **CUS** | 1420 | 258 | 25 | 1211 | 196 | 93 | 2746 | 652 | 6601 |
| **CUV** | 0 | 616 | 0 | 4972 | 154 | 15 | 520 | 2308 | 8585 |
| **FNS** | 0 | 687 | 2 | 244 | 30 | 11 | 69 | 112 | 1155 |
| **ICA** | 3786 | 3908 | 63 | 27223 | 905 | 136 | 2328 | 3456 | 41805 |
| **ICP** | 0 | 2 | 0 | 42 | 29 | 0 | 271 | 27 | 371 |
| **ICT** | 0 | 6 | 0 | 11 | 1 | 14 | 21 | 118 | 171 |
| **TAE** | 0 | 0 | 0 | 15 | 0 | 0 | 0 | 0 | 15 |
| **CISCO** | 0 | 0 | 0 | 0 | 0 | 0 | 217 | 0 | 217 |
| **Accredited Course** | 0 | 68 | 0 | 735 | 14 | 102 | 1529 | 528 | 2976 |
| **Total** |  | **10988** | **15327** | **246** | **65532** | **2448** | **658** | **15009** | **15606** | **125814** |
| **Manufacturing Skills Australia** | **LMF** | 378 | 458 | 8 | 6011 | 108 | 47 | 1126 | 893 | 9029 |
| **LMT** | 229 | 75 | 0 | 378 | 42 | 17 | 849 | 71 | 1661 |
| **MEA** | 0 | 55 | 0 | 32 | 0 | 0 | 28 | 1 | 116 |
| **MEM** | 173 | 5264 | 154 | 9934 | 661 | 170 | 234 | 2330 | 18920 |
| **MSA** | 0 | 2 | 0 | 2191 | 2 | 45 | 209 | 48 | 2497 |
| **MSL** | 0 | 16 | 0 | 684 | 59 | 0 | 125 | 233 | 1117 |
| **PMA** | 0 | 0 | 0 | 63 | 0 | 2 | 0 | 20 | 85 |
| **PMB** | 0 | 0 | 0 | 7 | 0 | 0 | 0 | 1 | 8 |
| **THC** | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 5 |
| **Accredited Course** | 0 | 179 | 1 | 11 | 0 | 0 | 1978 | 56 | 2225 |
| **Total** |  | **780** | **6049** | **163** | **19311** | **872** | **281** | **4554** | **3653** | **35663** |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Industry Skills Council** | **Training Package Prefix or Accredited Course** | **ACT** | **NSW** | **NT** | **QLD** | **SA** | **TAS** | **VIC** | **WA** | **Total** |
| **Service Skills Australia** | **FDF** | 0 | 209 | 46 | 210 | 119 | 3 | 122 | 7 | 716 |
| **SFL** | 0 | 34 | 0 | 35 | 6 | 0 | 14 | 17 | 106 |
| **SIB** | 0 | 1608 | 17 | 1186 | 536 | 5 | 1552 | 311 | 5215 |
| **SIH** | 0 | 1172 | 58 | 1402 | 375 | 97 | 1300 | 97 | 4501 |
| **SIR** | 189 | 5091 | 121 | 6154 | 1060 | 344 | 1702 | 420 | 15081 |
| **SIS** | 2840 | 3808 | 127 | 12985 | 815 | 306 | 7565 | 5862 | 34308 |
| **SIT** | 6969 | 23690 | 315 | 29987 | 1688 | 1733 | 8828 | 2722 | 75932 |
| **SRC** | 0 | 0 | 1 | 604 | 43 | 0 | 42 | 0 | 690 |
| **SRG** | 0 | 0 | 4 | 444 | 2 | 4 | 46 | 0 | 500 |
| **SRO** | 0 | 0 | 0 | 424 | 164 | 0 | 75 | 0 | 663 |
| **SRS** | 0 | 0 | 0 | 87 | 0 | 0 | 34 | 33 | 154 |
| **THH** | 0 | 0 | 0 | 21 | 1 | 0 | 0 | 0 | 22 |
| **THT** | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 3 |
| **WRB** | 0 | 0 | 0 | 83 | 3 | 0 | 0 | 5 | 91 |
| **WRF** | 0 | 0 | 0 | 2 | 0 | 0 | 1 | 0 | 3 |
| **WRH** | 0 | 16 | 0 | 676 | 36 | 0 | 80 | 16 | 824 |
| **WRR** | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 3 |
| **Accredited Course** | 0 | 8 | 0 | 0 | 0 | 0 | 0 | 8 | 16 |
| **Total** |  | **9998** | **35620** | **689** | **54300** | **4848** | **2492** | **21361** | **9482** | **138790** |
| **SkillsDMC** | **MNC** | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
|  | **RII** | 0 | 56 | 109 | 1097 | 147 | 13 | 57 | 132 | 1611 |
| **Total** |  |  | **56** | **109** | **1098** | **147** | **13** | **57** | **132** | **1612** |
| **Transport and Logistics Skills Council Ltd** | **AVI** | 0 | 145 | 0 | 4 | 0 | 0 | 39 | 40 | 228 |
| **TDM** | 0 | 139 | 1 | 223 | 3 | 33 | 0 | 74 | 473 |
| **TLI** | 0 | 70 | 2 | 882 | 38 | 9 | 422 | 76 | 1499 |
| **Accredited Course** | 0 | 71 | 0 | 0 | 136 | 0 | 0 | 35 | 242 |
| **Total** |  |  | **425** | **3** | **1109** | **177** | **42** | **461** | **225** | **2442** |
| **Other state-accredited courses Total** | | **15** | **166** | **93** | **41817** | **807** | **260** | **6179** | **2164** | **51501** |
| **Grand Total** |  | **23523** | **82277** | **2211** | **222999** | **15415** | **6023** | **68463** | **39440** | **460351** |