Australasian Curriculum, Assessment and Certification Authorities (ACACA)

Report on VET in Schools – 2003

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1. INTRODUCTION

ACACA work on VET in Schools

In the period from early 2003 to mid 2004, the ACACA VET Group has worked on a number of issues of national significance for the provision of VET in Schools. Members of the group have represented ACACA formally on various MCEETYA, DEST and ANTA working parties and advisory groups. The group has prepared substantial submissions for the ACACA Chief Executive Officers to consider in presenting an ACACA position to the House of Representatives Standing Committee on Education and Training inquiry into vocational education in schools. It also prepared a submission for the CEOs on Employability Skills for the MCEETYA Taskforce on Transition from Schools and met twice with the lead consultant on the ANTA High Level Training Package Review.

The key issues in this time were – quality of VET in Schools, national consistency in measuring performance, recognition of employability skills and the implications of Training Packages for VET in Schools. In addition the group has exchanged information about development in specific industry areas, begun to document current practice in the Information and Communications Technology area and heard a presentation on the Spatial Information Services Training Package.

Quality

ANTA has sponsored a series of discussions and research into the issue of quality in VET provision as part of the implementation of the Australian Quality Training Framework (AQTF). In the period under review there has been a specific focus on quality in VET in Schools. ACACA, through the then Queensland Board, produced a report for ANTA indicating that there was no firm evidence base, either from formal AQTF audit processes or industry sources, which could identify reliable evidence about poor quality outcomes from VET in Schools programs. ANTA followed up with a further study under the auspices of the National Training Quality Council (NTQC) which identified some generalised concerns at a high level but again could find no concrete evidence at a delivery or industry level which indicated specific measures needed to be taken.

This research indicated that AQTF compliance is not the issue, and that the question of institution based vis-à-vis work based delivery is a general issue in the VET sector of which VET in Schools is a component. The practice of "embedding" VET units of competence in senior secondary curriculum subjects may be a source of concern as it may reinforce an external perception that somehow VET in Schools students are not really being assessed on the basis of demonstrating competence. ACACA members noted that a potential source of some negative perception may be non-school VET providers who may not be totally disinterested observers. Much VET in Schools provision is actually delivered either by TAFE or private providers either by contract or in partnership with the home school. Whatever the source or validity of the perception that quality may remain an issue, it is acknowledged that continuing attention needs to be paid to it to ensure that students continue to receive the maximum benefits from doing VET in Schools. Marianne Millan from the NSW Board will represent ACACA on a Steering Committee being established by ANTA to further progress work on these issues.

Employability Skills

The MCEETYA Transition from Schools Task Force requested advice from ACACA about the extent to which the employability skills are already included in curriculum and assessment programs and the implications of their inclusion in course review and reaccreditation. ACACA adopted a collaborative approach involving all states and territories to respond to a request that required an authoritative response within a six week period.

The ACACA report explained that the TST's draft recommendations to proceed to trialling a national approach to assessment and reporting were premature given the lack of clarity around key definitions. The employability skills are currently not sufficiently clearly defined to provide the basis for a formal assessment and reporting arrangement. Consistent with other responses from the school sectors, it also drew attention to the relationship between the employability skills and the broad range of generic skills that underpin the national goals of schooling. It also highlighted significant progress being made in a number of jurisdictions in implementing the key competencies. The ACACA report to the TST was influential in refining the recommendations which eventually proceeded to MCEETYA from the Taskforce.

In 2004, ACACA members have been actively engaged in both national and state territory level consultation on programming the employability skills debate. The VET group discussed in length the issues paper produced by the consultants for the DEST Universal Recognition of Employability Skills project and that discussion was led directly into the Project Advisory Group. ACACA was represented at the National Stakeholder Forum in June 2004 and will continue to be active participants in the discussions about the development of student portfolio records of achievement which is a major direction emerging from the project.

National Performance Measures

A detailed round of negotiation under the auspices of the Performance Measures Reporting Taskforce and the TST has led to national agreement on revised AVETMISS measures of participation and completion for VET in Schools. There is continuing discussion about interpretation of these data given the range of different implementation and recognition arrangements for VET across the states and territories eg. some jurisdictions report AQF 1 VET as counting towards senior secondary certification, others don't. Some of the state and territory discussions of policy initiatives in this report refer to possible changes in the nature of recognition and completion within senior secondary certification.

There is also continuing discussion of whether and how to include reporting measures of structured workplace learning. It is then argued that increasing the amount of structured workplace learning within VET in Schools would provide the greatest impact on quality of learning and the perceptions of quality. There are however issues of collecting and validating data and whether such data should be included in the AVETMISS based collection or by other means. Similarly, discussion continues about the value of collecting data on the completion of VET certificates.

ACACA Participation of VET Related Committees and Working Parties

MCEETYA Transition from Schools Taskforce (TST)	Rees Barrett - WA
Working Groups of the Taskforce:	
VET in Schools Working Group	Marianne Millan – NSW
Enterprise and Vocational Learning Group	John Firth - VIC
National Advisory Board for the Australian Network of Practice Firms	Judith Wood - ACT
ANTA Quality of VET in Schools Steering Committee	Marianne Millan – NSW
DEST Universal Recognition of Employability Skills Project Advisory Group	John Firth - VIC
The Queensland Studies Authority (QSA) coordinated the ACACA response to the House of Representatives Standing Committee on Education and Training inquiry into vocational education in Schools	
Career and Transition Services Working Group	Bernadette Roberts Qld
Data Working Group	
The QSA also coordinated the ACACA response to the TST request for comment on the Employability Skills Framework	

Units of competence/modules contributing to the Senior Secondary Certificates in 2003

	NSW	NT	SA	QLD	TAS	VIC	WA
Individual					878	11,810	
Total					27,124	270,594	
Hours					654,485	6,877,253	

Individual = total number of individual units of competence available for enrolment.
Total = the number of completed units of competence which have contributed to the senior secondary certificate.
Nominal hours = the total nominal hours attached to the units of competence which have contributed to the senior secondary certificates.

2.   STATE AND TERRITIORY REPORTS

2.1   Australian Capital Territory

2.1.1   Policy developments/ initiatives/ responses

The delivery of vocational courses across the system has continued to be supported by Colleges. Board policies are flexible enough to allow individual RTOs to undertake pilot programs in a range of different settings.

The ACT issues Certificates at both the Year 10 and 12 level. This has placed restrictions on the delivery of School Based New Apprenticeships as students are no longer accepted into SNAPS until they are enrolled in a Senior Secondary Certificate. While this will initially have an impact on the number of SNAPS in the short term, it may provide an avenue for College RTOs to be providers for a greater number of students.

The Building and Construction Industry have continued to support students at risk in the High School Sector. Students have been enthusiastic about their work in the industry and it has been noted that they are more engaged in other areas of study as they see relevance their study programs. In the Senior Secondary Sector the industry supports a mentoring program for those students who started their Building and Construction studies in High School.

In part response to the House of Representatives committee report a new section has been created known as Career Transition. This new initiative is addressing:
- Training for careers advisors
- Raising the profile of career education
- Qualification of teachers
- Student transition
- Resourcing
- VET in the compulsory school years

The list of recommendations:
- The purpose of vocational education in schools
- Promotion of vocational education
- National consistency issues
- School based new apprenticeships
- Resourcing
- Teaching and professional development
- Recognition processes
- Workplace learning
- Generic and employability skills
- Industry needs
- Careers education
- Special needs

Responses to requests from our College RTOs have led to:
- VET Certificates being produced for Year 11 students
- Mutual recognition of VET certificates from RTOs on the year
- Arrangements for Certificate I in Information Technology (year 12 certificates)

- Course Framework revision in Music Industry (update of Music course) and Business Studies (update of Retail course)
- Extension of the pilot programs of VET certificates in the of high schools
- A new VET report has been designed to give a total view of the activity in VET for both years 11 and 12.

2.1.2   VET in the Year 12 certificate: an overview

All colleges have been asked to very carefully consider in their evaluation of 2003 results the following questions:
- After considering the percentage of students in the Year 12 Cohort with a vocational qualification, are individual colleges meeting the needs of all their students?
- How many students graduating with an ACT Year 12 Certificate and no TES have an alternative pathway to pursue?
- How many students with an unusable TES have an alternative pathway?

These questions have highlighted the importance of VET in the curriculum.

2.1.3 Curriculum revisions and developments

Board courses relating to the release of updated training packages in Retail, Sport and Recreation and Community Services have been revised.

2.1.4 Data issues

It has been necessary to update the Data system to be inline with the AVETMISS.
All units of competence and qualifications are now dated on entry. All changes of the database need to include professional development for teachers. Cross industry competencies and qualifications cause great concern. Update of new training packages is extremely difficult. All old competencies and student results are stored and the current bank of units of competence is updated according to current Training Packages. Our current bank of units of competence is 508 and these support some 26 qualifications across the system.

2.1.5 Certification

In the 2003 cohort, there was a slight increase (3%) in the number of Year 12 students in government colleges receiving a vocational qualification and a large increase (19%) in the number of Year 12 students in non-government colleges receiving a vocational qualification.

Certificates and courses offered

Course for Year 12 Cert	Training Package	Cert Level	Classification
Automotive Technology	AUR99	Cert I	
Building Construction	BCG98	Cert I	
Business Administration	BSB01	Cert II	
Community Services	CHC99	Cert II	
Contemporary Music	CUS01	Cert II	
Electro-technology Engineering	UTE99	Cert I	T level only
Fashion	LMT00	Cert I&II	T level included
Furniture Construction	LMF02	Cert I	
Hospitality	THH02	Cert I&II	T level included
Information Technology	ICA99 V 3	Cert II	T level only

Laboratory Skills	PML99	S of A only	T level only
Library Services	CUL99	Cert II	T level only
Metal Fabrication	MEM98	Cert I	
Multi media	CUF01	Cert II	T level included
Retail	WRR02	Cert I&II	
Spatial Information Systems	PRD99	Cert II	T level included
Sport and Recreation (Fitness)	SRF01	Cert II	
Sports Administration	SRS99	Cert II	
Technical Theatre	CUE98	Cert II	
Tourism	THT02	Cert II	
Viticulture	FDF98	Cert II	

Number of Year 12 Students receiving Vocational Qualification 1998-2003

Of importance is the overall increase in the number of students receiving vocational qualifications.
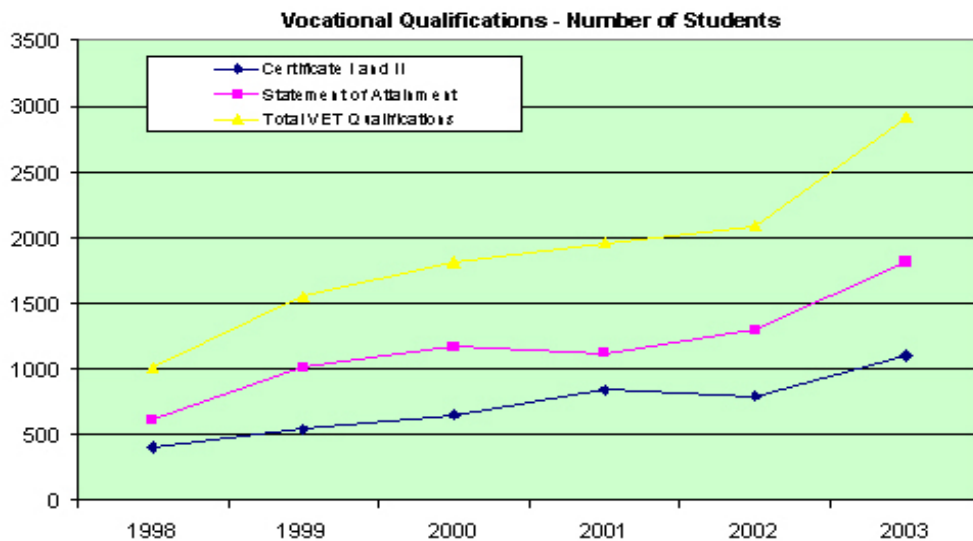
Total Number of Vocational Qualifications – Year 12 2003
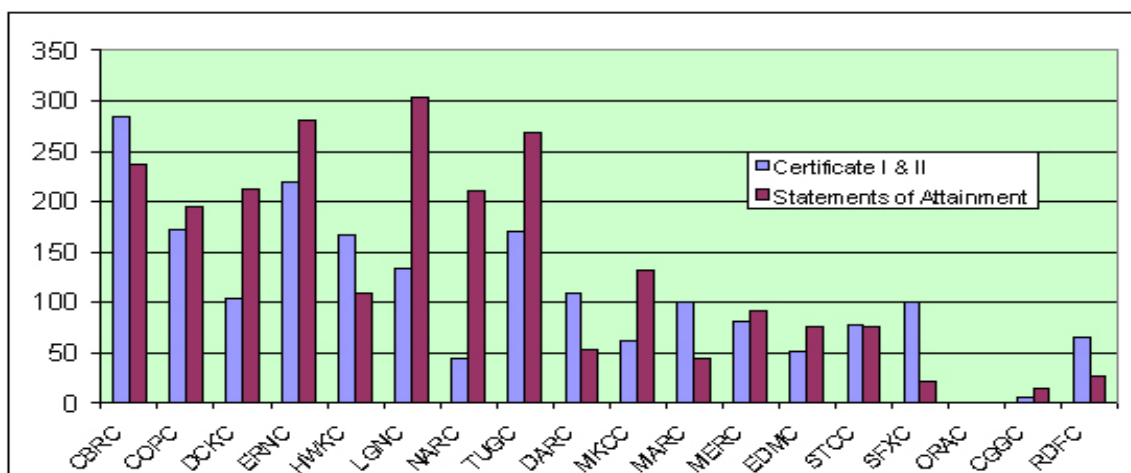
Graphs of this nature are given in the annual Technical Advisers report to the Board.

2.1.6 Reporting

Some students received more than one certificate in more than one area.

Course for Year 12 Cert	Training Package	Cert I	Cert II	Cert III	S of A
Arts, Entertainment, Sport and Recreation					
Multi media	CUF01	0	55	0	226
Music Industry	CUS01	11	14	0	
Technical Theatre	CUE98	0	0	0	
Sports Administration	SRS99	0	11	0	
Sport and Recreation (Fitness)	SRF01	0	6	0	
Automotive					
Automotive Technology	AUR99	1	0	0	149
Building and Construction					
Building Construction	BCG98	18	0	0	89
Furniture Construction	LMF02	1	0	0	
Business and Clerical					
Business Administration	BSB01	216	102	0	298
Community Services, Health and Education					
Community Services	CHC99	0	48	0	155
Computing					
Information Technology	ICA99 V 3	323	334	0	960
Engineering and Mining					
Metal Fabrication	MEM98	5	3	0	35
Food Processing					
Viticulture	FDF98	2	2	0	1
Sales and Personal services					
Retail	WRR02	5	6	0	38
Science Technical and Other					
Laboratory Skills	PML99	0	0	0	29
TCF and Furnishing					
Fashion	LMT00	24	22	0	50
Tourism and Hospitality					
Hospitality	THH97	430	244	0	290
Tourism	THT02	0	50	0	
Utilities					
Spatial Information Systems	PRD99	0	1	1	12
TOTAL		**1036**	**898**	**1**	**2332**

The traditional apprenticeship areas have low numbers of student full certification.
Information Technology continues to be the area where most certificates are awarded.

SNAP Certificates (User Choice- College as RTO) produced in 2003

Number of Certificates	Training Area
20	Information Technology
7	Business & Clerical
2	Food Processing
20	Tourism & Hospitality
7	Arts, Entertainment, Sport & Recreation
56	**TOTAL**

2.2 New South Wales

2.2.1 Policy developments/ initiatives/ responses

A number of policy issues were discussed by the Board of Studies and its VET Advisory Committee in 2003. These included:

- the findings of the ANTA Quality of VET in Schools Report
- the need to re-examine the Certificate levels available within Framework courses and offer more Certificate III level competencies, where appropriate
- the ANTA funded greater recognition by industries and universities of achievement in VET in Schools project being trialled in some NSW schools in 2003
- mapping of the Employability Skills to NSW Industry Curriculum Frameworks and Syllabuses Years7–10
- the pressure placed on Framework development and implementation resulting from changes to Training Packages.

2.2.2 VET in the Year 12 certificate: an overview

The Board of Studies offered nine Industry Curriculum Frameworks for the Higher School Certificate in 2003. The Frameworks and combined student enrolments for Years 11 and 12 are detailed below:

VET Framework Course	Total Year 11 & 12
Business Services	6020
Construction	4440
Entertainment	607
Hospitality	17170
Information Technology	10907
Metal and Engineering	1936
Primary Industries	1839
Retail Operations	4737
Tourism	1319

Approximately 75% of students elected to undertake the optional HSC examination available for each framework. The examination result can be included for calculation of the Universities Admissions Index (UAI). Currently, only one VET Framework course can contribute to the UAI.

Each Framework consists of units of competency and contains a range of courses. The units of competency are reproduced in each syllabus and contain additional information on HSC requirements and advice.

2.2.3 Curriculum revisions and developments

As a result of changes to Training Packages in 2003 the Board developed a new VET Framework for Primary Industries based on the newly endorsed Training Packages in Rural Production, Amenity Horticulture and Conservation and Land Management. In anticipation of endorsement of new Training Packages in 2003, mapping was undertaken in the areas of Entertainment and Construction.

Work was finalised on the development of a Work Education vocational learning course which will be available for students in years 7–10 from 2005.

2.2.4 Data issues

The Board continued to refine the VET Credentialing System (VCS) database developed to store and maintain qualification competency, Registered Training Organisation (RTO) and Training Package information.

Schools provide VET data directly to the Board via the Schools Online function which collects student qualification, RTO and competency information.

Negotiations are continuing with TAFE to collect VET in Schools data for those courses solely delivered by TAFE. The Board collects and archives all school and private provider data for courses delivered as part of the Higher School Certificate and the inclusion of TAFE data would consolidate reports about VET in Schools effort.

The VCS system stores data in an AVETMISS compliant format. The system is subject to updated and maintained to take account of Training Package reviews. This exercise is necessary to ensure the currency of qualifications issued to students.

2.2.5 Certification

Framework	Cert I	Cert I SOA	Cert II	Cert II SOA	Cert III	Cert III SOA
Business and Office Administration			1924	511		
Construction	785	144		641		
Entertainment						
Hospitality	34	20	6125	954		
Information Technology			3795	948	6	61
Metal and Engineering	291	29	155	169		
Primary Industries	166	16	347	133		
Retail	437	64	166	1453		
Tourism			23	30		

2.2.6 Reporting

VET course outcomes are reported as part of the Higher School Certificate credential, including reports showing on AQF outcomes achieved. These may be an AQF Certificate and Statement of Competencies achieved (for 240 hour courses) or a Statement of Attainment (for courses of less than 240 hours).

As for all other HSC courses, student achievement in the optional HSC examination associated with the VET courses is reported against six performance bands. The marks awarded in the examinations are aligned to performance bands. Each performance band for an examination includes a summary of the knowledge, skills and understanding typically demonstrated by the students whose achievement meets that standard.

2.3 Northern Territory

2.3.1 Policy developments/ initiatives/ responses

Policies have been completed and circulated for both VET in Schools and School Based New Apprenticeships. These policies are expected to be circulated in 2004.

The Northern Territory Board of Studies (NTBOS) reviewed its Recognition Policy during 2003 and as a result the credit arrangements for Structured Work Placement were changed. Previously, students received 1 unit of credit towards the NTCE for every 100 hours of Structured Work Placement. From 2004 students undertaking Structured Work Placement will only gain credit when learning is documented and resulted through a SSABSA Stage 1 subject such as Community Studies or Integrated Studies.

In 2003 a review of Secondary Education in the Northern Territory was conducted and 52 recommendations were published in 2004 for further consultation and response.

2.3.2 VET in the Year 12 certificate: an overview

The Northern Territory Certificate of Education (NTCE) is a certificate that takes a minimum of two years to complete. It commences with Stage 1 (usually Year 11) and requires students to complete a pattern of studies of Stage 1 and Stage 2 subjects as well as a writing based literacy assessment. To qualify for the NTCE students must record achievement in 22 units and achieve satisfactory results in at least 16 of them.

In 2003 there were 4372 students undertaking at least one Stage 1 or 2 subject towards the NTCE. Of these, approximately 44% participated in VET programs that contributed towards their NTCE.

2.3.3 Curriculum revisions and developments

Students sought credit towards the NTCE from the following VET programs:

Qualification	Course Name
Certificate I	
90799NSW	Certificate I in Aboriginal Arts and Cultural Practices
6183	Certificate I in Access to Employment And Further Study
RUA10198	Certificate I in Agriculture
RUA10298	Certificate I in Agriculture (Beef Cattle Production)
AUR10199	Certificate I in Automotive
BSB10101	Certificate I in Business
BSA10197	Certificate I in Business (Office Skills)
RTD10102	Certificate I in Conservation and Land Management
BCG10198	Certificate I in Construction
UTE10199	Certificate I in Electrotechnology
MEM10198	Certificate I in Engineering
11484NT	Certificate I in Family and Community Service
RUH10198	Certificate I in Horticulture
THH11197	Certificate I in Hospitality (Kitchen Operations)
THH11102	Certificate I in Hospitality (Kitchen Operations)
THH11002	Certificate I in Hospitality (Operations)
THH11097	Certificate I in Hospitality (Operations)
ICA10101	Certificate I in Information Technology

CUF10101	Certificate I in Media
CUS10101	Certificate I in Music Industry (Foundation)
WRR10102	Certificate I in Retail Operations
WRR10197	Certificate I in Retail Operations
6200	Certificate I in Tourism (Site Guide)
30009QLD	Certificate I in Vocational Mathematics
0135	Certificate I in Workplace Education
Certificate II	
RUA20298	Certificate II in Agriculture (Beef Cattle Production)
1209	Certificate II in Art and Craft
AUR20699	Certificate II in Automotive (Electrical - Accessory Fitting)
AUR21799	Certificate II in Automotive (Mechanical - Vehicle Servicing)
AUR22499	Certificate II in Automotive (Vehicle Body - Accessory Fitting)
CUF20401	Certificate II in Broadcasting (Radio)
BSB20101	Certificate II in Business
LMT20600	Certificate II in Clothing Production (Intermediate)
CHC20399	Certificate II in Community Services (Children's Services)
CHC20499	Certificate II in Community Services (Community Work)
13904NT	Certificate II in Community Services and Health
MEM20198	Certificate II in Engineering - Production
70029NT	Certificate II in Entry Level Metals And Engineering
FNB20199	Certificate II in Financial Services
BCG20198	Certificate II in General Construction
WRH20100	Certificate II in Hairdressing
RUH20198	Certificate II in Horticulture
THH21297	Certificate II in Hospitality (Commercial Cookery)
THH22002	Certificate II in Hospitality (Kitchen Operations)
THH21897	Certificate II in Hospitality (Operations)
THH21802	Certificate II in Hospitality (Operations)
ICA20199	Certificate II in Information Technology
ICA20201	Certificate II in Information Technology (Applications)
0509	Certificate II in Introductory Vocational Education (Generic)
CUF20601	Certificate II in Multimedia
CUS20101	Certificate II in Music Industry (Foundation)
SRO20299	Certificate II in Outdoor Recreation
4530	Certificate II in Photographic Services (Basic Photography Skills)
PUA20400	Certificate II in Public Safety (Ses Rescue)
RGR20198	Certificate II in Racing (Thoroughbred) - Stablehand Level 1
7661	Certificate II in Remote Area Local Government
WRR20102	Certificate II in Retail Operations
SRO20199	Certificate II in Sport And Recreation
SFI20200	Certificate II in The Seafood Industry (Fishing Operations)
THT20502	Certificate II in Tourism (Operations)
THT20198	Certificate II in Tourism (Sales/Office Operations)
70096NT	Certificate II in Visual Art and Design Fundamentals
Certificate III	
3427	Certificate III in Arts (Creative and Applied)
CHC30399	Certificate III in Community Services (Children's Services)
FNB30199	Certificate III in Financial Services
ICA30299	Certificate III in Information Technology (General)
1206	Certificate III in Textile Art (Aboriginal Enterprise)
Certificate IV	
3428	Certificate IV in Arts (Creative and Applied)
BSZ40198	Certificate IV in Assessment and Workplace Training
ICA40199	Certificate IV in Information Technology (Client Support)
SRO40299	Certificate IV in Outdoor Recreation

Training Program	
70037NT	Training program in Adventure Tourism
70043NT	Training program in Computer Graphics
15740NT	Training program in Rural Skills

The Training for Remote Youth (TRY) initiative was introduced in 2002. The program was designed to extend Vocational Education and Training (VET) options for young Territorians aged between 14–19 years living in regional and remote communities. The program focuses on training activities that lead towards employment, increase the work skills of youth and encourage youth to re-engage in school and further their education. TRY is one of the few avenues for engaging with Vocational Education and Training for those school aged youth not currently enrolled in schools or at high risk of leaving school. Of the 596 clients which were reported within the TRY program in 2003, there were 363 at school, 118 not enrolled at schools with 115 not having the school status declared.

2.3.4 Data Issues

A new system, Student Administration Management System (SAMS), was implemented in most Government Schools during 2003. SAMS replaced Computer Based Administration System for Schools (CBASS), which captured data for all NT schools, Government and Non Government. Currently, Non-Government schools collect and store data on systems selected by the individual schools.

All VET in Schools units of competency and qualification data is collected and stored at the individual school. The 2003 data was collected from each Government School during the first part of 2004 and a copy was stored centrally. The information was also collected from the Non-Government schools through the previous electronic storage system prior to it being discontinued.

AVETMISS compliant data can be extracted from SAMS for government schools which are Registered Training Organisations (RTO).

For funded programs, if the RTO is a school, then it is the responsibility of the RTO to make sure that data has been entered into SAMS. If the RTO is not a school, then it is the responsibility of the school of enrolment to enter the data upon receipt of the Statements of Attainment or a verified Record of Results.

If a student undertakes a VET course outside of funded VET in Schools programs, the student can submit the Statement of Attainment to his/her school for credit purposes.

2.3.5 Certification

Each RTO is responsible for printing, issuing and archiving appropriate certification for VET programs they deliver.

Any VET competencies may be used for credit towards the NTCE with most VET in Schools programs generally at a Certificate level I or II. A maximum of 12 units out of the 22 units of the NTCE may be gained from VET competencies.

Students receive 1 unit of credit for every 50 hours (South Australian hours) attached to competencies they successfully complete. VET competencies are grouped into Group 1, Group 2 or Free Choice and can contribute to these components of the NTCE pattern. NTBOS recognises all nationally accredited VET for the purposes of contributing to the NTCE. VET can contribute by:

- Stand Alone VET - This is where VET outcomes related to endorsed national competency standards contribute towards completion of the NTCE.
- SSABSA VET - SSABSA has currently curriculum statements that incorporate units of competency from national training packages. These subjects are able to be graded and therefore contribute to the calculation of the Tertiary Entrance Rank (TER).

Stage 2 students who have undertaken VET receive with their results a "Vocational Education and Training Information" sheet that lists competencies achieved while studying the NTCE.

Students who undertake a VET course outside of VET in Schools Program, can submit the Statement of Attainment to his/her school of enrolment to apply for credit towards the NTCE through the NTBOS Recognition Policy.

2.3.6 Reporting

There was an increase in the number of students participating in a VET program in 2003 from 1753 to 1911.

Sector	No of students enrolled in 2003
Government	1475
Catholic	182
Independent	254
TOTAL	1911

The percentage of the number of students completing at least one unit of competency in the Northern Territory was 84%.

Number of Students who completed at least one module/unit in 2003

Sector	No of students
Government	1253
Catholic	147
Independent	210
TOTAL	1610

Does not include Enrolments resulted as: Recognition of Prior Learning, Credit Transfer, Continuing Enrolment

There were 18,569 competency/module enrolments in 2003 which resulted in the VET in Schools student enrolling in an average of 9.7 competencies.

While there was a slight increase of 17,210 in the overall Total Annual Hours of Curriculum (AHC) from 2002, the average AHC per student decreased from 260 to 248 hours.

Enrolment and completion of Certificate with the same year.

For 2003, there were 512 students who completed qualifications. Of these there were 510 who enrolled and completed the qualification within 2003 and an additional 2 students who completed qualifications in which they enrolled in previous years.

Certificate	1999	2000	2001	2002	2003
Certificate I	18	155	147	206	224
Certificate II	88	132	145	263	249
Certificate III					34
Certificate in Art and Design	4		3		
Training Program	21	14	14	18	3
TOTAL	131	301	309	487	510

Growth in School Based New Apprenticeships

There was a huge growth in the number of School Based New Apprentices in 2003. This is a result of two Group Training projects focused on promoting and implementing School Based New Apprenticeships within the Northern Territory.

	1999	2000	2001	2002	2003
Total number of Students Commencing and Continuing in a New Apprenticeship Program in 2003	23	12	25	5	145

2.4 Queensland

2.4.1 Policy developments/ initiatives/ responses

In November 2002, the Queensland Government released *Education and Training Reforms for the Future - a White Paper*, which signalled significant reforms for all stages of education.

The QSA was given a number of projects, including one on VET in schools. This project required the QSA to:

- develop a better way to accredit and deliver vocational education and training in schools, in conjunction with the Training Recognition Council
- develop a package of vocational education and training programs that will:
- lead to qualifications
- include work placement, so that they meet vocational education and training standards
- promote the completion of stand-alone vocational education and training programs, or school-based apprenticeships and traineeships
- be counted on the Senior Certificate.

The project involved preparation of discussion papers, establishment of a reference group and steering committee, together with widespread consultation throughout Queensland with schools and industry personnel. A final report was prepared. This project was completed in 2003, though the final ministerial approval did not take place until mid 2004.

Other Education and Training Reforms for the Future projects being undertaken include:

New Senior Certificate

- The Queensland Government has announced a review of the Senior Certificate as part of the ETRF.
- The aims of review is to increase number of young Queenslanders completing 12 years of schooling, or equivalent and going on to achieve a Senior Certificate or a Certificate III vocational qualification.
- State-wide consultation is currently underway with all education and training stakeholders including teachers, parents, young people, principals, employers, unions, higher education providers, training providers, community organisations and peak education and training organisations.
- Consultation process began 10 May 2004 and closes 20 August 2004.

Issues canvassed include:
  - o Should the Senior Certificate become a qualification or a record of learning,
  - o How can pathways to post-school destinations for young people be improved?
  - o What changes are required to increase the value of the Senior Certificate?
  - o Which new areas of learning are appropriate?
  - o How should equivalence between different areas of learning be determined?
  - o What are the minimum standards of literacy and numeracy required?
  - o How can greater flexibility for young people be introduced?
- In addition to the consultation, research is being undertaken into including lifelong learning and employability skills on the certificate.
- Research is also being undertaken to develop a method for determining the equivalence of the broader range of learning to count towards the Senior Certificate.
- A final position, taking into account research and consultation findings, will be considered by Cabinet in 2005.

Student Education and Training (SET) Plans

- SET Plans are designed to:
- Work as a 'road map' to help the young person to achieve his/her learning goals during the Senior Phase of Learning
- Include flexible and coordinated pathway options
- Assist the young person to examine options across education, training and employment sectors
- Help the young person set goals and targets leading to desired post-school pathways.
- Initials guidelines for SET Plans were developed by QSA and trialled in 240 schools in ETRF trial areas, in Semester 2, 2003.
- Guidelines were revised for 2004 based on feedback from trial and education and training stakeholders and approved by the Minister for implementation in June 2004.
- Trial of SET Plans continues in all ETRF schools throughout 2004 and 2005, with full implementation in 2006.

Year 9 test

- QSA undertook a study into the feasibility of introducing a Literacy and Numeracy test for Year 9 students
- Feedback indicated little support for a standardised test.
- Advice to Minister reflected general stakeholder preference for a three stage assessment and intervention strategy, including:
- School-based assessment to identify students at-risk
- Diagnostic test to identify specific difficulties
- Intervention strategy and PD for remediation
- Final report was approved by the QSA governing body and presented to Minister for consideration in May 2004.

Registration of Young People

- In late 2003, an Interim Registration System was developed and trialled with schools in ETRF trial areas.
- By 16 December 2003, 83% of participating ETRF trial area schools had registered young people with the QSA.
- The trial continued in 2004, with significantly upgraded on-line Registration of Young People System, involving 225 ETRF trial area schools.
- Software and hardware required to expand the system state-wide is currently being evaluated and developed for trial in 2005 and full implementation in 2006.

Banking of Credits

- Analysis of business requirements for the Banking of Credits System commenced in early 2004.
- Education and training sector stakeholder forums currently being undertaken to understand and define system requirements and processes when banking learning achievements with the QSA.
- Preparation of Banking of Credits System Business Requirements document commenced with an initial draft expected by mid-July.
- Development of the Banking of Credits System will commence in late 2004 with state-wide trial to commence in 2005.

Career Information Service

- The CIS will give young people access to up-to-date information on courses, occupations, and employment through an interactive website and a free-call phone service.
- Business requirements for the service have been developed and are currently being refined.
- The service will be developed throughout 2004, trialled in 2005 and available state-wide in 2006.

2.4.2 VET in the Year 12 certificate: an overview

In 2003, there were seven Authority subjects and 13 study area specifications with embedded VET.

Authority subjects (syllabus year)	Study area specifications (syllabus year)
Agricultural Science (1999)	Agricultural and Horticultural Studies (1999)
Business Communications and Technologies (1998) and (2002)	Arts in Practice (2001) (Open Trial)
Business Organisation and Management (1998)	Business (1999) and (2002)
Hospitality Studies (2001)	Computer Studies (1999)
Information Technology Systems (Trial) (1999), and (Pilot) (2002)	Early Childhood Practices (1999) (Open Trial), and (2002)
Marine Studies (2001) (Trial-Pilot)	English Communication (1999)
Technology Studies (1999)	Hospitality Practices (1999)
	Industrial Skills (1999)
	Literacy and Numeracy (2000)
	Marine and Aquatic Practices (2001)
	Physical Recreation (1999) (Open Trial), and (2002)
	Trade and Business Mathematics (1999)
	Tourism (1999)

Authority subjects with embedded VET

Authority Subject	VET Component	Source of VET
Business Communication and Technologies	1998 syllabus (Yr 12 only) BSA20197 Certificate ll in Business (Office Administration)	Administration Training Package BSA97
	2002 syllabus (Yr 11 only) BSB20101 Certificate II in Business	Business Services Training Package BSB01
Information Technology Systems	1999 Trial syllabus (Yr 12 only) ICA30199 Certificate lll in Information Technology (Software applications) or ICA30299 Certificate lll in Information Technology (General) or ICA30399 Certificate lll in Information Technology (Network Administration)	Information Technology Training Package ICA99
	2002 Pilot syllabus (Yr 11 only) ICA30199 Certificate lll in Information Technology (Software applications) or ICA30299 Certificate lll in Information Technology (General) or ICA30399 Certificate lll in Information Technology (Network Administration)	Information Technology Training Package ICA99 (version 3)
Hospitality Studies	Yr 12 only THH11097 Certificate 1 in Hospitality (Operations) or THH11197 Hospitality (Kitchen Operations)	Hospitality Training Package THH99
	Yr 11 only THH11002 Certificate 1 in Hospitality (Operations) or THH11102 Hospitality (Kitchen Operations)	Hospitality Training Package THH02
Agricultural Science	3 units of competency from either the Agriculture or Horticulture training package. This represents only a small portion of a certificate I level qualification.	Either the Agriculture Training Package RUA98 or Horticulture Training Packages RUH98
Technology Studies	6 units of competency This represents only a small portion of two certificate I level qualifications.	The MEM98 Metal and Engineering training package or National Furnishing Curriculum (1998)
Marine Studies (Trial-pilot)	30132QLD Certificate I in Marine Industry Skills	Authority Developed Course from Outdoor Recreation Training Package or Marine Industry competency standards
Business Organisation and Management	Yr 12 only 3 modules. This represents only a small portion of a certificate II level qualification Yr 11 – VET removed	Authority Developed Course

Students may achieve a complete qualification in four of the seven subjects. They may achieve:
- a certificate III through Information Technology Systems
- a certificate II through Business Communication and Technologies
- a certificate I through Hospitality Studies and Marine Studies.

In Agricultural Science, Technology Studies and Business Organisation and Management, students are only able to achieve a few units of competency/modules.

Study Area Specifications with embedded VET

Study area specifications/strands	VET component	Source of VET
Agricultural and Horticultural Studies		
Agriculture	RUA10198 Certificate I or RUA20198 Certificate II in Agriculture	Either the Agriculture Training Package or Horticulture Training Packages
Horticulture	RUH10198 Certificate I or RUH20198 Certificate II in Horticulture	
Production	(no VET)	
Arts in Practice		
Entertainment	CUE10198 Certificate I & CUE20198 II in Entertainment	Entertainment Industry Training Package
Music Industry	CUS10101 Certificate I & CUS20101 Certificate II in Music Industry (Foundation)	Music Industry Training Package
Screen	CUF10101 Certificate I in Media and CUF20301 Certificate II in Screen or CUF20201 Certificate II in Screen (Art and Construction), or CUF20101 Certificate II in Costume	Film, Television, Radio and Multimedia Industry Training Package
Broadcasting	CUF10101 Certificate I in Media and CUF20501 Certificate II in Broadcasting (Television) or CUF20401 Certificate II in Broadcasting (Radio)	
Multimedia	CUF10101 Certificate I & CUF20601 Certificate II in Media	
(6 other strands)	(no VET)	
Business (1999) – Year 12 only		
Office Administration	BSA20197 Certificate II in Business (Office Administration)	Business Services Training Package
Small Business	CNBA3 Certificate II in Small Business Management Fundamentals	
Retail Operations	WRR10197 Certificate I & WRR20197 Certificate II in Retail Operations	Retail Training Package
General Business Studies	(no VET)	
Integrated Business Studies	Units of Competency from BSA20197, CNBA3, WRR10197 or WRR20197.	
Business (2002)		
Business Procedures	BSB20101 Certificate II in Business	Business Services Training Package
Foundation Skills	BSB10101 Certificate I in Business	Business Services Training Package
Retail Operations	WRR10102 Certificate I in Retail Operations & WRR20102 Certificate II in Retail Operations	Retail Training Package
Business Studies	(no VET)	
Computer Studies		
Information Technology at Work	CNIT3 Certificate I & ICA20199 Certificate II in Information Technology	Information Technology Training Package
Practical Computing	(no VET)	

Early Childhood Practices (1999) – Year 12 only		
Childcare Practices	CHC20399 Certificate II in Community Services (Children's Services)	Community Services (Children's Services)
Foundations in Childcare	units of competency from CHC20399	
Early Childhood Studies	(no VET)	
Early Childhood Practices (2002)		
Childcare	CHC20399 Certificate II in Community Services (Children's Services)	Community Services (Children's Services)
Foundations	(no VET)	
English Communication		
English Communication (Workplace)	CNC01 Certificate I & CNC02 Certificate II in Communication for the Workplace	Developed from National Communication Skill Modules
English Communication (Practical)	CNC01 Certificate I in Communication for the Workplace	
English Communication (Studies)	(no VET)	
Hospitality Practices		
Hospitality	Year 12 only THH11097 Certificate I in Hospitality (Operations) or THH11197 Certificate I in Hospitality (Kitchen Operations) Year 11 THH11002 Certificate I in Hospitality (Operations) THH11102 Certificate I in Hospitality (Kitchen Operations)	Hospitality Industry Training Package
Introduction to Hospitality	Units of competency from Hospitality Industry Training Package Year 12 only – from THH97 Year 11 – from THH02	
Catering Practices	(no VET)	
Industrial Skills		
Building & Construction	BCG10198 Certificate I in Construction BCG20198 Certificate II in Construction	General Construction Training Package
Engineering (Manufacturing)	MEM10198 Certificate I in Engineering	Metal and Engineering Training Package
Furnishing	CNMA1A Certificate I in Furnishing	National Furnishings curriculum
Plastics	PMB10198 Certificate I in Process Manufacturing	Plastics, Rubber and Cablemaking Training Package
Introduction to Industry	Units of competency from the other strands	
Practical Applications	(no VET)	
Literacy & Numeracy		
Applied Literacy	30010QLD Certificate I in Communication	Literacy - Cert l developed by CAC incorporating modules from Certificate I in Vocational Access TAFE Queensland course 15051 Numeracy - modules
Consumer Mathematics	30009QLD Certificate I in Vocational Mathematics	
Practical Literacy	(no VET)	
Practical Numeracy	(no VET)	

Practical Studies	(no VET)	developed from TAFE Queensland Certificate l in Vocational Access 15051
Marine & Aquatic Practices		
Marine Skills	30132QLD Certificate I in Marine Industry Skills	Authority accredited Course drawn from Marine competency standards and Outdoor Recreation Training Package
Aquatic Pursuits	(no VET)	
Physical Recreation (1999) – Year 12 only		
Recreation Practices	CNRP1 Certificate I in Recreation Practices	Incorporates competencies from the National Competency Standards - generic for the recreation Industry and the National Recreation Industry Competency Standards - Outdoor Recreation Activities as developed by Sport and Recreation Training Australia Ltd.
Recreation Studies	modules from CNRP1	
Recreation Pursuits	(no VET)	
Physical Recreation (2002)		
Recreation Foundations	SRO10199 Certificate I in Sport and Recreation, SRC10201 Certificate I in Community Recreation, SRO20199 Certificate II in Sport and Recreation, SRC20201 Certificate II in Community Recreation, SRF20201 Certificate II in Fitness, SRO20299 Certificate II in Outdoor Recreation, SRS20299 Certificate II in Sport (Career-oriented participation), SRS20399 Certificate II in Sport (Officiating)	National Sport, National Community Recreation, National Fitness, and National Outdoor Recreation Industry Training Packages
Recreation Pursuits		
Tourism		
Tourism Sales and Operations	THT20198 Certificate II in Tourism (Sales/Office Operations)	Tourism Training Package
Tourism Attractions	THT20298 Certificate II in Tourism (Attractions and Theme Parks)	
Tourism Issues	(no VET)	
Integrated Tourism Studies	combination of units of competency and/or Tourism Issues	
Trade and Business Mathematics		
Workplace	CNTB01 Certificate 1 & CNTB02 Certificate ll in Trade and Business Mathematics	Developed from National Vocational Mathematics Curriculum modules
Practical	(no VET)	

Not all strands of a SAS allow the completion of a qualification at Certificate I or II level. Table 3 indicates the qualifications available in each SAS.

Certificate II	Certificate I
Agricultural and Horticultural Studies	Marine and Aquatic Practices
Arts in Practice	Hospitality Practices
Business	Literacy and Numeracy
Computer Studies	Industrial Skills

Early Childhood Practices	
Tourism	
Trade and Business Mathematics	
English Communication	
Physical Recreation	

Each SAS has at least one strand that does not offer VET units of competency. Some strands contain only a few competencies. As revised training package qualifications become available they will be incorporated into syllabus documents. This will allow students to access qualifications which will articulate with further training, education and where appropriate, employment.

2.4.3 Curriculum revisions and developments

Training Package Revisions

Revisions to training packages necessitated changes in the Hospitality Studies and Business Communication and Technologies syllabuses and the Hospitality Practices study area specification. Curriculum Advisory Committees in a number of vocational training areas met to begin consideration of impending training package changes.

2.4.4 Data issues

Compliance with the MCEETYA agreement on reporting VET in schools will require changes to data collection procedures. These are scheduled for implementation in 2005.

2.4.5 Certification

In 2003, 39,592 students received a Senior Certificate. Of these, 10,379 (26.2%) had at least one VET unit of competency/module. 7,467 students received at least one certificate I qualification, 5,899 received at least one certificate II qualification and 312 received a Certificate III qualification. Two students had a diploma recorded on their senior certificate.

233 students received a Certificate of Post-Compulsory School Education.

2.4.6 Reporting

All VET achievements in Years 11 and 12 may be recorded on the Senior Certificate. Where VET qualifications have been achieved through School-based Apprenticeships or Traineeships (SATs), they are identified as such.

2.5   South Australia

2.5.1 Policy developments/ initiatives/ responses

The Senior Secondary Assessment Board of South Australia (SSABSA) has published its *Recognition of VET Outcomes Towards the SACE* policy. This can be viewed at http://www.ssabsa.sa.edu.au/vet/vet-pol.pdf. The Policy will be undergoing a formal review process in 2004.

The SSABSA–VET Subject Template continues to be refined and improved as part of its ongoing developmental process. The flexibility of the Template structure enables minor changes as required by Training Package changes to units of competency to occur annually.

2.5.2 VET in the Year 12 certificate: an overview

VET delivery towards the South Australian Certificate of Education (SACE) is outlined in the *Recognition of VET Outcomes Towards the SACE (2000)* policy.

Vocational Education and Training (VET) is offered to all students enrolled in the South Australian Certificate of Education (SACE), administered by the Senior Secondary Assessment Board of South Australia (SSABSA).

SSABSA recognises, for SACE completion purposes, the full range of units of competency nationally accredited within the AQF from Certificate I to Advanced Diploma across all industry areas.

VET contributes to the SACE using three strategies:
- First, by embedding a unit of competency within an existing SSABSA-accredited subject;
- Second, by granting status towards the SACE for units of competency completed in a stand-alone fashion. Students can count up 400 (nominal) hours of nationally accredited VET from the complete range of AQF qualifications towards the SACE. This is the equivalent of 8 SACE units, or one third of the SACE certificate requirements;
- Third, by undertaking specially packaged SSABSA-VET subjects in various industry areas. Students undertake specific units of competency from relevant national training packages, which provide dual accreditation towards an AQF qualification and the SACE. Students can study one or more of these subjects at Stage 1 or Stage 2 of the SACE. Student achievement in these SSABSA subjects can be graded, and so provide students with opportunities to count them towards the calculation of the TER (Tertiary Entrance Ranking).

Schools use one or more of the above delivery strategies when selecting studies that contribute to students' desired pathways.

2.5.3 Curriculum revisions and developments

The following table shows SSABSA-VET subjects, their relationship to the AQF qualification and the relevant national training package. Thirteen of these subjects are currently on offer, and a further two have been prepared by SSABSA for introduction in 2005.

All of these SSABSA-VET subjects are accepted by the South Australian universities as suitable for the calculation of the TER.

Each of these SSABSA-VET subjects includes four assessment components:
- Evidence Folio;
- Student Record of Competency;
- Workplace Reflection;
- Work Project.

Students can enrol in two options in each of these SSABSA-VET subjects. The Stage 2 "A Option" of these subjects does not include the 4th assessment component, Work Project, and does not provide a scored result for TER calculations. The Stage 2 "B Option" requires students to undertake all four assessment components, and in doing so, allows students to count this subject towards the TER.

The SSABSA-VET subjects require students to reflect critically upon their learning as they undertake their units of competency. The teacher and/or trainer assesses all of the assessment components, with achievements moderated by a panel of experts, including industry representatives.

SSABSA-VET Subjects	AQF Qualification	National Training Package(s)
Business Services (VET)	Certificate II in Business (BSB20101)	Business Services (BSB01)
Building and Construction (VET) 2005	Certificate I in (BCG10198)	Building and Construction Training Package (BCG98)
Community Services (VET)	Towards Certificate II in Community Services (Community Work) (CHC20499)	Community Services (CHC02)
Financial Services (VET)	Certificate II in Financial Services (FBN20199)	Financial Services (FNB99)
Hospitality (VET)	Certificate II in Hospitality (Kitchen Operations) (THH22002)	Hospitality (THH02)
Information Technology (VET)	Certificate II in Information Technology (General) (ICA202099) Towards Certificate III in Information Technology (General) (ICA302099)	Information Technology (ICA99)
Laboratory Operations (VET)	Towards Certificate III in Laboratory Skills (30199)	Laboratory Operations (cross-industry) (PML99)
Conservation and Land Management (VET)	Certificate I in Conservation and Land Management (RTD10102) Certificate II in Conservation and Land Management (RTD20102)	Conservation and Land Management (RTD02)
Manufacturing and Engineering (VET)	Certificate I in Engineering (Production) (MEM10198) at completion of Stage 1 Certificate II in Engineering (Production) (MEM20198)	Metal & Engineering (MEM98)
Music Industry (VET) 2005	Certificate II in Music Industry (Foundation - CUS20101) Certificate III in Music (CUS30101) Certificate III in Music Industry	Music Industry (CUS01)

	(Technical Production - CUS30201)	
Broadcasting and Multimedia (VET)	Certificate II in Broadcasting (screen) (CUF20301) Certificate II in Broadcasting (radio) (CUF20401) Certificate II in Broadcasting (television) (CUF20501) Certificate II in Multimedia (CUF20601) Towards Certificate III in Multimedia (CUF30601)	Film, Television, Radio, and Multimedia (CUF01)
Retail (VET)	Certificate II in Retail (WRR20101)	Retail (WRR02)
Seafood Operations (VET)	Towards Certificate II in Seafood Industry (SFI20100)	Seafood (SFI00)
Sport and Recreation (VET)	Certificate I in Community Recreation (SRC10201) Certificate II in Community Recreation (SRC20201) Certificate II in Outdoor Recreation (Multiple Activities) (SRO20302) Towards Certificate II in Sport (Coaching) (SRS20302) Certificate II in Sport (Officiating) (SRS20402) Certificate II in Sport (Career-orientated Participation) (SRC30201)	Sport Industry (SRS02) Community Recreation (SRC01) Outdoor Recreation (SRO02)
Tourism (VET)	Certificate I in Tourism (Australian Indigenous Culture) (THT10102) Certificate II in Tourism (Operations) (THT20502)	Tourism (THT02)

Source: SSABSA, May, 2004.
2005 signifies a SSABSA-VET subject to be introduced for teaching in 2005

The quality assurance processes followed in the development of each of the 13 SSABSA-VET subjects involved extensive community consultation. The drafting of each document is guided by a steering committee made up of representatives from industry, union representatives, private and public registered organisations, teachers, and curriculum experts. The drafts are distributed for consultation to all senior secondary schools in South Australia, and all nominating agencies of SSABSA (including, for example, the Commissioner for Equal Opportunity, the Chamber of Commerce, parent representatives, the three schooling sectors, teacher unions, and the universities), inviting formal submissions. This feedback is considered by the steering committee before approval of the subjects by SSABSA.

The timing of Training Package reviews and endorsements has an ongoing impact on SSABSA-VET curriculum development.

2.5.4 Data issues

SSABSA collects and stores all reported VET module/competency activity and holds these records. SSABSA also maintains and stores a table of units of competency that schools are able to access and download.

SSABSA maintains data on VET modules/competencies as follows:
- Code (national, TAFE)
- Name (title)
- Nominal hours

In 2003 SACE students undertook a range of 2,055 units of competency.

The three schooling sectors also collect and report VET activity to ANTA through the MCEETYA Transition to Schools Taskforce independently of SSABSA.

SSABSA collects data principally from schools. The collection of data from students themselves only occurs when VET studies may have been undertaken prior to, or outside of, the school environment. SSABSA gives credit for units of competency on a Statement of Attainment or listed in a Qualification provided by the student. While the data is provided to SSABSA by schools, the same data needs to be verified as correct by a provider, prior to the exchange with SSABSA.

System maintenance relates mainly to the maintenance of the database, data integrity and to the transfer of data between schools, providers and SSABSA. Access by all states to the same NTIS database (as a form of a national accreditation database) would resolve many data integrity issues.

Frequent changes to the database (for example, changes to qualifications or the updating of units of competency) requires the continuing application of resources to the maintenance of the data..

The transfer of data between schools, TAFE and SSABSA is not particularly complex but a more streamlined and efficient mechanism is being explored. Meeting a variety of stakeholders' interests, priorities and deadlines often creates maintenance and data integrity issues.

2.5.5 Certification

The RTO, whether as the deliverer or partner, is responsible for the issuance of VET certification. A student's statement of VET units of competency recorded on the SSABSA database is available upon request.

2.5.6 Reporting

The principal responsibility for reporting VET outcomes to students undertaking VET in SA remains the providence of the RTO. However, for students who engage in a VET in schools program, SSABSA maintains a responsibility to record their VET results for the period they attend a school. A report is available to students that includes a summary of embedded, stand-alone, and SSABSA-VET subject modules/competencies.

Other reports are generated within DATEX (software provided by SSABSA to schools to assist in the management of SACE data) that facilitate the exchange of information within

schools and between schools and providers. These will be largely electronic, utilising DATEX Online, by the beginning of 2005.

SSABSA keeps a historical database of student achievement. A considerable effort is required to ensure VET (and other) records are maintained and can be accessed in the future.

The categories in which enrolment and results data is captured on DATEX (SSABSA Administrative Software System) partially comply with AVETMISS requirements.

SSABSA collects and reports data in the following categories:
- SSABSA / VET subject enrolment
- Stand-alone VET, reported with a generic code
- Stage 1 or 2 level of students

SSABSA has the facility to provide data relating to:
- Units of competency completed and counted towards the SACE
- Students enrolled per module/unit of competence and counted towards the SACE
- Nominal hours, as allocated by the State Training Authority, attached to each unit for South Australia

Appendix 1

2003	South Australia
Number of national units of competency contributing to SACE	2055
Total number of nominal hours of units of competency reported on and contributing to SACE	1,817,198 hours

2.6 Tasmania

2.6.1 Policy developments/ initiatives/ responses

The State government of Tasmania established the Tasmanian Qualifications Authority in 2004. This Authority is to be the primary vehicle for managing the issue, recording and coordination of post-compulsory education and training qualifications in Tasmania. In addition to other responsibilities it replaces all of the functions performed by the Tasmanian Secondary Assessment Authority.

The Authority is in a developmental phase. Current major projects include the development of:
- a completion/graduation certificate of senior secondary education
- a model for senior secondary course accreditation
- processes for recognising a wider range of achievements on the senior secondary certificate
- models for determining the equivalencies of qualifications, in particular the development of equivalencies to allow the inclusion of VET and higher education course results in the tertiary entrance score.

2.6.2 VET in the TCE: an overview

Even though schools and colleges use Tasmanian Certificate of Education (TCE) syllabuses as a delivery vehicle for some VET, the current arrangements do not require an extensive role in syllabus development to support VET in schools. Tasmania supports VET in schools and colleges through the provision of the TCE syllabus "Vocational Placement" that is used for structured workplace learning. This syllabus sets out requirements and standards for assessment.

Schools and colleges are Registered Training Organisations in their own right and it is recommended they use ANTA Training Packages wherever possible. Full certification to Levels 1, 2 and sometimes 3 can be gained by the end of Year 12 depending on the industry area.

There is significant work placement in a range of 'real' industry situations.

Nos of students undertaking structured work placement as a part of their VET in schools experience.	Nos of hours of structured work placement (in addition to hours spent in formal training)
1649	247, 350

The Tasmanian system emphasises a 'quality not quantity' approach. It is noteworthy that Tasmania does not 'embed' VET Units of Competency within TCE syllabuses but offers the total National Training Packages as full certificate programs. All VET in schools teachers must therefore be qualified trainers and assessors and all assessment is done according to National Principles of Assessment. This gives the student a realistic experience of training within the national training system.

2.6.3 Curriculum revisions and developments

Pending the development of its model for course accreditation, current commitments to curriculum review and revision are being completed and no new developments are being undertaken.

2.6.4 Data issues

VET data for senior secondary students is integrated into the main TCE student data base.

Schools have been provided with a standard data collection package (TED) which enables consistent data collection and reporting. A few schools use other applications however they must report their data in a specified (XML based) format.

TASSAB (and TQA) reports the AVETMISS data on behalf of the schools. This report is fully compliant.

2.6.5 Certification

VET student outcomes are reported to the Tasmanian Qualifications Authority. The Authority produces the necessary certificates or Statements of Attainment on behalf of the (school) RTO. These are returned to the RTO for issuing to students. In addition the annual Statement of Results issued to senior secondary students makes reference to the Certificates and Statements of Attainment received by the student.

The attainment of Certificates is reported on the student's final Tasmanian Certificate of Education that they receive on leaving school. Forty-six % attained a full certificate

The table below shows the number of Certificates awarded, the number of Statements of Attainment issued, and details of the units of competence / modules gained by VET in Schools students.

The table emphasises the high number of students who complete Certificates as a percentage of the number of units of competence obtained. Tasmania views this high percentage as a very positive outcome, reflecting the streamlined and industry focused approach possible when using the national Training Packages in full.

2.6.6 Reporting

The Tasmanian Secondary Assessment Board reported all units of competence or modules achieved by a student on the student's VET Statement of Results.

Title	Code	nos certificates	nos statements	nos distinct units	nos units	nos hours
Training Package						
Certificate I in						
Automotive	AUR10199	81	97	27	928	17293
Construction	BCG10198	26	40	18	625	14032
Business (Office Skills)	BSA10197	0	1	1	1	90
Business	BSB10101	8	13	8	83	1985
Work Preparation	CHC10102	5	0	3	20	660

Title	Code	nos certificates	nos statements	nos distinct units	nos units	nos hours
Media	CUF10101	4	1	7	29	727
Music Industry (Foundation)	CUS10101	8	2	6	52	1645
Food Processing	FDF10198	14	10	8	112	2380
Information Technology	ICA10101	4	22	6	76	2160
Engineering	MEM10198	19	31	21	358	7986
Agriculture	RUA10198	20	14	28	214	2524
Agriculture (Horse Breeding)	RUA10798	3	4	15	30	444
Agriculture (Milk Harvesting)	RUA10898	2	0	11	22	220
Horticulture	RUH10198	33	31	31	486	5316
Seafood Industry (Aquaculture)	SFI10100	11	13	25	174	5093
Seafood Industry (Seafood Processing)	SFI10500	1	0	3	3	30
Sport and Recreation	SRO10199	27	26	22	579	6196
Transport and Distribution (Warehousing and Storage)	TDT10102	1	0	4	4	110
Hospitality (Operations)	THH11002	45	115	31	708	13878
Hospitality (Operations)	THH11097	11	0	21	220	3658
Hospitality (Kitchen Operations)	THH11102	53	47	19	797	11336
Hospitality (Kitchen Operations)	THH11197	24	21	20	263	4576
Retail Operations	WRR10102	54	32	15	367	10680
Retail Operations	WRR10197	0	10	5	5	147
Certificate II in						
General Construction	BCG20198	12	14	30	211	5050
Community Services (Aged Care Work)	CHC20199	56	105	26	808	27185
Community Services Work	CHC20202	13	5	14	140	4200
Community Services (Alcohol and Other Drugs Work)	CHC20299	1	0	8	8	245
Community Services (Children's Services)	CHC20399	88	45	17	1165	32344
Community Services (Disability Work)	CHC20599	20	24	26	276	8966
Live Production, Theatre and Events	CUE20198	11	8	20	144	4129
Live Production, Theatre and Events	CUE20298	6	3	18	83	3413
Broadcasting (Television)	CUF20501	9	1	9	118	3057
Multimedia	CUF20601	43	13	22	565	15708
Music Industry (Foundation)	CUS20101	25	27	18	397	14387
Information Technology	ICA20199	82	62	30	1655	36272
Information Technology (Applications)	ICA20201	5	0	15	71	1810
Engineering - Production	MEM20198	0	7	3	8	380
Agriculture	RUA20198	12	12	67	286	5008
Agriculture (Beef Cattle Production)	RUA20298	0	2	5	6	108
Horticulture	RUH20198	12	21	48	455	6902
Animal Studies	RUV20198	7	7	8	68	3225
Seafood Industry (Aquaculture)	SFI20100	7	9	39	216	5964

Title	Code	nos certificates	nos statements	nos distinct units	nos units	nos hours
Sport and Recreation	SRO20199	10	32	46	331	4221
Outdoor Recreation	SRO20299	1	82	58	954	13607
Hospitality (Operations)	THH21802	68	87	37	728	14981
Hospitality (Operations)	THH21897	0	2	3	3	50
Tourism (Guiding)	THT20498	2	1	9	11	270
Tourism (Operations)	THT20502	108	37	62	1666	47288
Hairdressing	WRH20100	48	31	11	466	10355
Retail Operations	WRR20102	15	50	31	424	11811
Certificate III in						
Business (Office Administration)	BSA30100	0	1	3	3	65
Business Administration	BSB30201	1	0	19	19	730
Aged Care Work	CHC30102	5	2	19	78	2243
Community Services (Aged Care Work)	CHC30199	75	35	52	1338	46791
Home and Community Care	CHC30202	2	0	21	32	889
Disability Work	CHC30302	3	3	30	87	2454
Community Services (Disability Work)	CHC30799	12	21	30	185	7350
Community Services (Youth Work)	CHC30999	9	9	14	118	3965
Entertainment	CUE30198	3	8	16	50	1738
Entertainment (Front of House)	CUE30798	3	3	17	40	2674
Screen	CUF30101	2	2	12	22	774
Information Technology (General)	ICA30299	2	7	26	106	2632
Information Technology (Network Administration)	ICA30399	0	10	11	96	2409
Beauty	WRB30199	0	24	2	20	575
Certificate IV in						
Assessment and Workplace Training	BSZ40198	2	11	8	51	945
Community Services (Aged Care Work)	CHC40199	8	18	24	127	6870
Community Services (Disability Work)	CHC40799	13	3	27	211	11560
Community Services (Youth Work)	CHC40999	5	2	15	72	3515
Community Services (Lifestyle and Leisure)	CHC41602	5	0	16	64	2336
Information Technology (Client Support)	ICA40199	3	0	17	29	809
Information Technology (Network Management)	ICA40399	1	9	21	109	2910
Information Technology (Multimedia)	ICA40499	1	1	30	40	1219
Training Package Total		1376	1508		22193	549305
Other certificates						

Title	Code	nos certificates	nos statements	nos distinct units	nos units	nos hours
Certificate I in Furniture (Hard Sector)	5518	15	20	14	247	9880
Certificate II in Photographic Services	4530	5	6	14	74	2780
Certificate I in Workplace Skills	69992	217	338	15	4610	92520
Other certificate Total		237	364		4931	105180
TOTAL		1613	1872	878	27124	654485

2.7 Victoria

2.7.1 Policy developments/ initiatives/ responses

Assessing and reporting student achievement of generic skills

Since 2001 the Victorian Curriculum and Assessment Authority, in conjunction with Australian Council for Education Research, has been running small trials in schools of an assessment and reporting model and accompanying software that records whole-school global judgments of student achievement of the Mayer Key Competencies. The software and teacher materials have been continuously improved. The significant advantage of this model is that it is a simple and time efficient method of collecting teacher judgments and producing a holistic picture of the student.

The 2004 trial includes work on a set of generic skills that synthesizes the Mayer Key Competencies and the Employability Skills Framework. Forty schools across the three school sectors have participated, with six schools undertaking targeted research activities to explore the pedagogical implications of this generic skills assessment and reporting construct.

Over the length of the trial, schools have used this assessment and reporting construct for a variety of purposes. They have expressed great satisfaction at the opportunity to comment on and celebrate student achievements that are not accommodated in subject based reporting formats.

VET contribution to satisfactory completion of the VCE

The VCAA has amended the eligibility rules for satisfactory completion of the VCE. From 2005, VCE VET units may contribute up to 13 of the minimum 16 units for satisfactory completion of the VCE. This change broadens the VET options for VCE students and allows a student's VCE program to adopt a strong specialist or industry focus.

2.7.2 VET in the VCE and VCAL: an overview

VCE

Since 1994, Victoria has developed and refined arrangements for recognising VET certificates – full or partially completed – within the Victorian Certificate of Education.

VCE VET programs and School Based New Apprenticeships are offered as stand-alone programs of study and training that have equal status with the mainstream VCE studies.

A VCE VET program provides recognition in the VCE within the same structure as for mainstream VCE studies:
Units 1 and 2   (normally year 11)
Unit 3–4 sequence   (normally year 12)

The majority of VCE VET programs provide full recognition for satisfactory completion purposes and for contribution to the ENTER.

Where possible, recognition arrangements for School Based New Apprenticeships are put in place for certificates that correspond with the VCAA approved VCE VET programs.

Enrolments

Enrolments 1998-2003
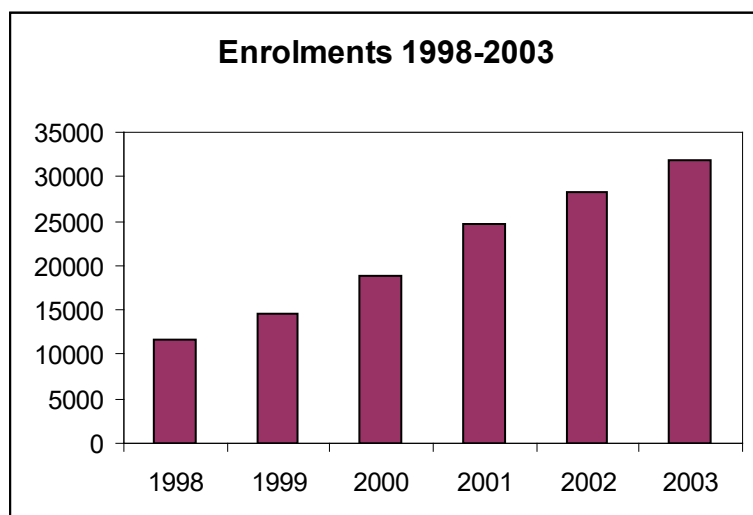
November 2003

There were 31,786 enrolments in VCE VET programs, of which 1901 enrolments were for School Based New Apprenticeships.

There were 5,761 additional enrolments in components of VET certificates as part of the VCAL or where VCE students were undertaking VET certificates not included in the suite of VCAA-approved VCE VET programs.

May 2004

There were 32,942 enrolments in VCE VET programs, of which 1920 enrolments were for School Based New Apprenticeships.

There were 6,578 additional enrolments in components of VET certificates as part of the VCAL or where VCE students were undertaking VET certificates not included in the suite of VCAA-approved VCE VET programs.

Scored Assessment of VCE VET programs

In 2003, 10 VCE VET programs provided students with the option of undertaking scored assessment of the designated Unit 3–4 sequence. The score is calculated through judgments on levels of performance on a set of coursework tasks and an examination at the end of the year.

The score allows the student to use their VCE VET program for direct contribution to the ENTER via the study score. The VCE VET programs where a study score is available are:
- Certificate II in Arts (Interactive Multimedia)
- Certificate II in Business Administration – extended program incorporating Certificate III units of competence
- Certificate III in Community Services (Community Work)
- Certificate II in Dance
- Certificate II in Electronics
- Certificate II in Furnishing (Cabinet Making Stream)
- Certificate III in Financial Services

- Certificate II in Hospitality (Operations) – extended program incorporating Certificate III units of competence
- Certificate III in Information Technology (all three Training Package-based qualifications in Network Administration, General and Software Applications have access to a Study Score, however students may enrol in only one of these qualifications for the purpose of receiving a Study Score)
- Certificate III in Laboratory Skills

A range of materials and activities support the scored assessment process for each program:
- assessment guide
- task samples booklet
- sample exam papers
- state-wide briefing seminars and workshops conducted in March and December of each year.

Developments in 2004

Scored assessment is available in:
the new training package based VCE VET Multimedia program
the new training package based VCE VET Music program

Block credit recognition

The VCAA has developed a mechanism for providing unspecified block credit within the VCE, for students who have completed or partially completed nationally recognised VET qualifications that sit outside the suite of VCAA approved VCE VET programs and School Based New Apprenticeships.

Block Credit arrangements obviate the need to ascertain whether a particular certificate meets the four criteria for approval as a VCE VET program and therefore does not require a lengthy and detailed program development process. This recognition arrangement is particularly suitable for School Based New Apprenticeships and individual pathways developments.

Block Credit does not replace the approved VCE VET programs, but complements them. It is available for students undertaking training in specialised or local industry training programs. It is useful where the cohort of students likely to undertake a particular certificate is very small and access to the training very narrow.

VCAL

With the take up of the Victorian Certificate of Applied Learning, the number of students participating in VCE VET programs and a wide range of VET certificates has increased.

The VCAL offers 3 exit levels: Foundation, Intermediate and Senior.

The completion of components of VET and Further Education certificates is built into the structure of the VCAL. The learning strands in the VCAL require students to achieve some competencies which may come from a range of training packages or curriculum. Students are not confined to the approved suite of VCE VET programs when selecting the VET components of their VCAL program and are not expected to complete whole qualifications.

2.7.3 Curriculum revisions and developments

Submissions for new VCE VET programs are received primarily from Industry Training Boards or TAFE/school clusters. Each new program submission is considered against the VCAA criteria for program approval at a number of key stages in the consultation process.

VCAA approved VCE VET programs 2003

- Certificate I in Engineering Technology
- Certificate II in Agriculture
- Certificate II in Automotive Technology
- Certificate II in Building and Construction
- Certificate II in Business (and partial completion of Certificate III)
- Certificate II in Clothing Design and Production
- Certificate II in Community Recreation
- Certificate II in Dance
- Certificate II in Desktop Publishing
- Certificate II in Electronics
- Certificate II in Equine Industry
- Certificate II in Fitness
- Certificate II in Food Processing (Wine)
- Certificate II in Food Retail (McDonald's)
- Certificate II in Furnishing (Cabinet Making)
- Certificate II in Horticulture
- Certificate II in Hospitality (Operations) (and partial completion of Certificate III)
- Certificate II in Information Technology
- Certificate II in Multimedia
- Certificate II in Music Industry (Foundation)
- Certificate II in Outdoor Recreation
- Certificate II in Small Business Practice
- Certificate II in the Seafood Industry (Aquaculture)
- Certificate II in the Seafood Industry (Seafood Processing)
- Certificate II in the Seafood Industry (Sales and Distribution)
- Certificate III in Community Services (Community Work)
- Certificate III in Financial Services
- Certificate III in Information Technology (General)
- Certificate III in Information Technology (Network Administration)
- Certificate III in Information Technology (Software Applications)
- Certificate III in Laboratory Skills
- Certificate III in Music
- Certificate III in Music Industry (Technical Production)
- Certificate IV in Food Technology
- Cisco Networking Academy Program
- VCE VET Retail Operations (partial completion of Certificate II)

VCAA approved School Based New Apprenticeships 2003

- Agriculture
- Automotive
- Business
- Community Services (Aged Care; Community Work)
- Engineering Production
- Food Processing

- o (Wine)
- o (General Foods)
- o (Dairy Processing)
- o (Fruit and Vegetables)
- Horticulture
- Hospitality Operations
- Information Technology
- Retail
- Seafood Industry
- Sport and Recreation

Consultation is conducted through a specially convened project reference group for each VCE VET program, which is comprised of representatives from industry, relevant ITB, business, TAFE and the three schooling sectors. The focus of the program development is to engage industry training boards, TAFE Institutes and school stakeholders in a process to achieve a widely supported and accessible VCE VET program that will attract students.

Where a training package has been reviewed and republished, the VCAA consults with the relevant Industry Training Board and TAFE Institute responsible for the industry area (Curriculum Maintenance Manager), to incorporate changes to the training package in the VCE VET program.

2.7.4 Data Issues

The Victorian Curriculum and Assessment Authority reports all units of competence or modules achieved by a student on the student VCE VET Statement of Results, which is issued as part of the VCE Statement of Results. The VCE VET Statement is cumulative and reports units of competence/modules undertaken in the previous year/s. The VCAA, in conjunction with the Victorian Qualifications Authority, issued a VCAL Statement of Results that included all VET components that contributed to the certificate. The VCAA collects all VET enrolment and results information for the VCE and the VCAL.

Achievement of components of a VET certificate are also reported as VCE VET units at VCE levels 1 and 2 or as a level 3–4 sequence for contribution to satisfactory completion of the VCE.

The VCAA database of VET information has increased substantially to accommodate the VCAL, in particular the AQF level 1 certificates and Further Education certificates that are a feature of the VCAL. VET in Schools requires dedicated staff resources in the Vocational Education Unit, Student Records and Results Unit, in the I.T. Programming Unit and the Research and Evaluation Unit of the VCAA. Continuous review and revision of the database is required as training packages are revised and RTO details change.

The stakeholder cohort has expanded enormously and the VCAA finds itself collecting data, recording and reporting on outcomes that exceed the traditional set of reporting categories. The VCAA principally collects data from schools via VASS (Victorian Assessment Software System). The dedicated project officer carries out quality assurance checks through the system checks that are built into the programs. Since the introduction of the VCAL, the number of non-school providers delivering information to the VCAA has increased. Increasingly, the VCAA deals directly with RTO personnel to ensure RTO transmission of data to schools is accurate. The VCAA is investigating ways by which RTOs may directly input data on to VASS, to remove double handling and to limit the risk of inaccurate information being entered.

Student records are stored indefinitely on electronic databases and on microfiche. Paper records and amendments are archived for five years.

2.7.5 Certification

Victoria produces a unique sheet for recognition of contribution to the VCE. The maintenance of enrolments and results for the extraction of reports requires a dedicated project officer within the Student Records and Results Unit.

The VCAA monitors compliance of enrolments with VCAA prescribed elements of VCE VET programs and for the completion of VCAL certificates.

The RTO issues the Certificate/Statement of Attainment. A wide range of stakeholders makes requests for data for a variety of purposes on a fairly regular basis. The VCAA has access to the database of Victorian RTOs, maintained and managed by OTTE (Office of Training and Tertiary Education). Each VCE VET program on VASS provides a dropdown menu of Victorian RTOs registered to deliver the particular certificate/s. Schools are required to select the RTO for each student enrolment. RTO details on VASS are constantly updated.

2.7.6 Reporting

The categories in which enrolment and results data is captured by the VCAA comply with AVETMISS requirements. The VCAA can report in the following categories:
- nominal hours of training
- number of students enrolled in each VET certificate and the results
- number of students per individual module/unit of competence and the result
- year level of students
- VCE VET Unit enrolment
- number of schools in each sector per VET certificate
- Registered Training Organisation details.

The Department of Education and Training no longer collects data as part of its funding responsibilities. The Department of Education and Training relies on the enrolment data collected by the VCAA.

The VCAA provides extracts and reports to all other state education departments and agencies, including the Catholic Education Commission of Victoria and the Association of Independent Schools of Victoria and to national departments and agencies.

2.8 Western Australia

2.8.1 Policy developments/ initiatives/ responses

The major policy initiatives in 2003 included:

- Negotiation of quality assurance arrangements under the Joint Ministerial Policy with Training Accreditation Council.
- Negotiation of recognition arrangements for students in the compulsory years of schooling achieving VET competencies/qualifications.
- Input to the Government's Youth Advantage Strategy.
- Research and development of VET Courses of Study as part of the implementation of Post-compulsory Review recommendations.
- Development of strategies supporting schools in the integration of VET delivery and Structured Workplace Learning.

The Vocational Education component of the Curriculum Council role encompasses both Vocational Subjects and Vocational Educational and Training in Schools (VETiS).

Vocational Learning

A program of study that encompasses vocational learning is essentially a school delivery strategy. A vocational program of study developed by a school will ideally be a combination of subjects chosen from any Curriculum Council Syllabus Manual, together with units of competency/national training modules (competencies/modules) from appropriate training packages to form a coherent learning program. Typically a school may include Language and Communication Studies, Work/Career Awareness Studies, Industry Related Studies (comprising subjects that enable students to develop skills and knowledge consistent with the Australian Qualifications Framework Levels 1 and 2), Structured Workplace Learning (SWL) and competencies/modules.

Vocational subjects are generally wholly school developed within a general framework of industry-related outcomes (six outcomes in Year 11 and nine in Year 12). In many cases they have been developed by schools to address the industry-related outcomes and also to integrate competencies/modules. In 2003 the Curriculum Council offered 67 Year 11 Vocational Subjects (including one Generic SWL Skills) and 46 Year 12 Vocational Subjects (including 18 Industry Specific SWL Skills.).

Vocational Education and Training Schools (VETiS)

The *Joint Policy Statement: Future Directions for VET in Schools* launched in 2001, was the result of collaboration between agencies and authorities. This policy makes it possible for schools to offer training/competencies at Certificates I and II provided they are subject to the Curriculum Council and Training Accreditation Council (TAC) quality assurance processes. In effect, schools wishing to provide students with access to VET programs have two options equal in status and value. These options are to deliver VET:

- as a Registered Training Provider (Currently such schools can only apply for scope within set qualifications and limited choice of competencies. The Curriculum Council provides all certification and these schools cannot form partnerships with other schools.)
- in partnership with an RTO where delivery and/or assessment could be done by the RTO or by the school

The Curriculum Council in consultation with Training Package Expert Groups is responsible for identifying suitable qualifications and appropriate units of competence for Registered Training Providers (RTP) schools. There were 54 qualifications available in 2003. Each RTP school scope was based on these qualifications. The Curriculum Council also provided the certification for RTP schools to meet the Australian Quality Training Framework (AQTF) standard 10. A separate database was maintained to quality assure the scope of the RTP schools.

In 2003 a number of training provider schools relinquished their RTP status early in the school year. The main impetus for this appeared to be the 'profile hours' that were now available to students at those schools. 'Profile' refers to the range of courses and programs and associated recurrent funding agreed between the TAFE colleges and the WA Department of Education and Training. Profile-funded VET for school students is a major initiative in the strategy to increase the participation of 15 to 19-year-olds in post-compulsory education and training. Profile funding may be used to deliver VET for government school students against training package qualifications. The training delivery and assessment is conducted by the TAFE college. No fees or charges apply to students enrolled in profile funded VET.

One new school applied late in the year for registration as a Training Provider. This school was approved as a Registered Training Provider for 2004.

All RTP schools were audited against the AQTF by the end of 2003. Any school not meeting the standards was not approved for re-registration. Only one school failed to achieve re-registration. The achievement of re-registration allowed schools to operate as a RTP for a further five years.

For all schools units of competency and modules that are nationally recognised are recorded on students Statement of Results. In previous years this was limited to students who were enrolled in at least one subject. For 2003 it was decided to also include all Year 9 and 10 students who were enrolled in nationally recognised VET.

In 2003 there was a significant increase in the number of competencies/modules that were included on the Curriculum Council's database. In 2002 there were 1153 competencies/modules on the database; in 2003 this increased to 1256. A list of all approved competencies (and a small number of modules) was sent to schools to help in their planning for 2003. Only competencies from Training Packages or modules from nationally accredited courses could be registered with the Curriculum Council. For any module not on the list schools are required to seek formal approval to register it with the Curriculum Council.

Where competencies /modules taken in addition to Curriculum Council subjects are included in a vocational program the total proportion of VET in a student's program can be substantial (up to 40% of the program requirements for Secondary Graduation).

2.8.2 VET in the WACE: an overview

Schools may deliver VET in either integrated or stand-alone delivery mode. Integrated VET is when units of competency are delivered within Curriculum Council subjects noting that Training Package requirements for delivery and assessment must still be met. The stand-alone mode for VET delivery occurs when units of competency are delivered outside of Curriculum Council subjects in accordance with Training Package requirements. Nominal hours of competencies achieved by students in this mode can contribute to the achievement of the WACE via subject equivalence. (55 hours equates to 0.5 of a subject).

To qualify for the WACE (secondary graduation) a student must meet the subject completion, C grade average and English Language Competence requirements:

*   Subject Completion Requirement

The student completes at least ten full-year (or equivalent) Curriculum Council subjects*;

*   C-grade Average Requirement

The student obtains an average grade of C or better in eight of the full-year (or equivalent) Curriculum Council subjects, with at least four at E-code level**; and

*   English Language Competence Requirement

Obtain a grade of C or better in an E-code Curriculum Council English subject (or passing the Curriculum Council English Language Competence Test).

It should be noted that:
- up to 40% of a student's program may comprise VET subject equivalents
- the number of subjects counting towards the minimum C grade requirement may be reduced by up to 25% through VET subject equivalents.

Secondary graduation requirements – 2002/2003

1.   Statement of Results

All VET competencies/modules successfully completed by secondary students whether embedded in or taken in addition to Curriculum Council subjects will appear on the student's Statement of Results. The requirement for competency-based assessment precludes the issuing of grades for VET competencies/modules. Successful completion means module assessment requirements achieved or competency demonstrated.

2.   Eligibility for Credit towards Secondary Graduation

The following procedure applies only to competencies/modules taken in addition to Curriculum Council subjects and will be used to calculate the number of VET subject equivalents in order to determine credit towards Secondary Graduation:

The VET competencies/modules achieved by the student in addition to Curriculum Council subjects will be grouped into a minimum of 55 hour or 110 hour blocks using the approved notional hours for each. Students would normally undertake VET in a chosen industry area however VET competencies/modules from any industry area may be grouped to form subject equivalents.

3.   Rules for Calculation of Credit towards Secondary Graduation

VET competencies/modules successfully completed by students in addition to Curriculum Council subjects up to the equivalent of four full-year Curriculum Council subjects may count towards the Secondary Graduation requirement of completion of 10 subjects.

VET competencies/modules successfully completed by students in addition to Curriculum Council subjects up to the equivalent of two full-year Curriculum Council subjects can be used in the calculation of the Secondary Graduation requirement of an average of 'C' grade or better over eight subjects. For example, where two full year VET subject equivalents are

included they are accepted as meeting the 'C' grade or better requirement and the 'C' grade average is calculated using a minimum of six Curriculum Council subjects, including a minimum of three at Year 12 level.

Note: Structured Workplace Learning subjects and competencies/modules embedded in Curriculum Council subjects are not included in VET subject equivalent calculations.

These changes also accommodate the needs of students undertaking traineeships where significant proportions of their studies are undertaken outside Curriculum Council subjects.

148 schools reported student achievement of competencies/modules (including outsourced delivery and assessment) to the Curriculum Council at the end of 2003.

2.8.3 Curriculum revisions and developments

The Curriculum Council has developed qualification packages (including physical resources checklists) for over 50 qualifications.

New qualification packages have been developed for two qualifications for Community Services and one qualification for each of Rural Production, Sport and Recreation, Food Processing, Food Processing (wine), and Outdoor Recreation.

The following VET qualifications were negotiated as being appropriate for delivery as part of a school program and within courses of study providing AQTF requirements are met, from and including 2003. These have provided a key reference for ongoing development of new courses. The list of qualifications defines the areas from which RTP schools may select to meet AQTF requirements. Schools in partnership with RTOs may select competencies and qualifications from any area.

Code	Qualification
Certificate I	
RUA10298	Agriculture (Beef Cattle Production)
RUA10198	Agriculture (General)
RUA11398	Agriculture (Sheep & Wool)
AUR10199	Automotive
BSB10101	Business
BCG10198	Construction
MEM10198	Engineering
CUE10198	Entertainment
FDF10198	Food Processing (Fruit & Vegetables OR General Foods OR Dairy)
FDF10498	Food Processing (Wine)
RUHG10198	Horticulture (cross sector)
THH11102	Hospitality (Kitchen Operations)
THH11002	Hospitality (Operations)
ICA10101	Information Technology
ICA10201	Information Technology (E Consumer)
CUF10101	Media
CUS10101	Music Industry (Foundation)
WRR10102	Retail Operations
SFI10100	Seafood (Aquaculture)
SFI10200	Seafood (Fishing Operations)
SFI10500	Seafood (Seafood Processing)
SRO10199	Sport and Recreation

Code	Qualification
Certificate II	
RUA20298	Agriculture (Beef Cattle Production)
RUA21398	Agriculture (Sheep & Wool)
AUR21799	Automotive (Mechanical – Vehicle Servicing)
CUF20401	Broadcasting (Radio)
CUF20501	Broadcasting (Television)
BSB20101	Business
CHC20199	Community Services (Aged Care)
CHC20399	Community Services (Children's Services)
CHC20499	Community Services (Community Work)
BCG20198	Construction General
MEM20198	Engineering – Production
CUE20198	Entertainment
CUE20298	Entertainment (Front of House)
RUH20198	Horticulture (cross sector)
THH22002	Hospitality (Kitchen Operations)
THH21802	Hospitality (Operations)
ICA20199	Information Technology
ICA20201	Information Technology (Applications)
MNM20199	Metalliferous Mining (Open Cut)
CUF20601	Multimedia
CUS20101	Music Industry (Foundation)
SRO20299	Outdoor Recreation
ICP26199	Printing & Graphic Arts (General)
ICP20299	Printing & Graphic Arts (Print Design)
WRR20102	Retail Operations
CUF20301	Screen
CUF20201	Screen (Art and Construction)
SRO20199	Sport and Recreation
THT20502	Tourism (Operations)
Certificate III	
ICA30299	Information Technology
Unit bank for	Certificate II in Film, TV, Radio & Multimedia

2.8.4 Data issues

The Curriculum Council has been confronted with two main issues relating to data management. The first is that of determining how to integrity check valid codes and names for qualifications, RTO, units of competency. Education providers often submit data with invalid codes and there is often much confusion between the education providers and the RTO as to what codes are required. This is not helped by the fact that publicly funded RTOs have their own set of codes that are state codes rather than national codes.

The second issue is that of education providers not having databases that accommodate VET. The exchange of information via paper and disk transfer is tedious both for education providers and the Curriculum Council. There is also much room for error. Furthermore the development of appropriate systems for the collection of AVETMISS for 2004 has raised many issues. These standards are not always easily interpreted for school age students and the Curriculum Council has been working on a variety of ways that help schools unpack the complexity of the standards and allow for easy exchange of data.

For 2004 in association with the Department of Education and Training as system has been put in place that will extract many of the codes and names and this will form the basis of the

Curriculum Council database. These extraction files will be the only qualifications and units of competency that education providers can use. This will improve the integrity of the system, however issues remain. The qualifications and competency codes are coming from the NTIS, however the linking of competency codes and qualifications are completed by the Department of Education and Training for State delivery. Hence there is a lag time between a qualification being nationally endorsed and approved at the state level and then available to be extracted. This approval is only for publicly funded RTOs so there are still units of competency not available through this method.

2.8.5 Certification

All competencies/modules that are successfully completed were recorded on students' Statement of Results under industry areas using the following sample format:

Table 1: Achievement of National Training Modules/Units of Competency

Year	Code	Title
The following modules/competencies, as recognised within the Australian Qualifications Framework, have been achieved through (1234) Registered Training Organisation:		
Community Services and Health		
2003	CHCCOM1A	*Communicate with people accessing the services of the organisation
2003	CHCCN1A	*Maintain a healthy and safe environment
2003	CHCCN2A	*Provide physical care
2003	CHCCN4A	*Respond to illness, accidents and emergencies
2003	CHCCNAA	*Support babies' needs
2003	CHFCF1A	*Support the development of children in the service
Sales and Personal Service		
2003	WRB22A	Design and apply make-up for photography
2003	WRB23A	Design and apply remedial camouflage
(*These Units of Competency/National Training Modules represent 1.5 subject equivalents)		

Modules/competencies that contributed to subject equivalents were indicated with an asterisk*.

From 2002, under the *Joint Ministerial Policy Statement,* the Curriculum Council has issued certificates to students who completed negotiated competencies/modules through a school with Registered Training Provider status. There were 19 such schools in 2003. The name and code of the Registered Training Provider (RTP) was recorded on these students' *Statements of Results*. The Curriculum Council issued 181 full qualifications to 149 Year 12 students and 837 partial qualifications to 590 Year 12 students. Also, the Curriculum Council issued 61 full qualifications to 57 Year 11 students and 1240 partial qualifications to 976 Year 11 students.

2.8.6 Reporting

- The major responsibility for reporting VET outcomes remains with the RTO. For those students engaged in a VET in schools program, the Curriculum Council retains the responsibility to record VET results for all students to record and report VET results for the period that they are engaged in post-compulsory education.
- Reporting in line with AVETMISS was further refined in 2003 although there are still some fields that were not collected.

Table 2: Number of Schools with Students* who completed competencies/modules in 2003

School Sector	Schools with Year 11 Students	Schools with Year 12 Students	All Schools
Government	108	112	115
Catholic	24	31	33
Other Independent	25	25	29
Total	157	168	177

*   Students who successfully completed at least one Unit of Competency/National Training Module in 2003.

Table 3: Number of Year 11 Students who participated Competencies /modules (2003)

School Sector	Year 11 Students					
	Male		Female		Persons	
	Enrolled*	Completed**	Enrolled*	Completed**	Enrolled*	Completed**
Government	3254	2471	2628	2041	5882	4512
Catholic	395	347	301	260	696	607
Other Independent	339	313	241	225	580	538
Total	3988	3131	3170	2526	7158	5657

*   Students who enrolled in at least one Unit of Competency/National Training Module in 2003. Enrolled refers to those students who studied the competency/module, however, they may not have successfully completed the competency/module in 2003. Students who were given recognition of prior learning are also included in the numbers.

**   Students who successfully completed at least one Unit of Competency/National Training Module in 2003. Those students who were given recognition of prior learning are also included the completed numbers.

Table 4: Number of Year 12 Students who participated in competencies /modules (2003)

School Sector	Year 12 Students					
	Male		Female		Persons	
	Enrolled*	Completed**	Enrolled*	Completed**	Enrolled*	Completed**
Government	2146	1740	2114	1830	4260	3570
Catholic	308	298	235	230	543	528
Other Independent	224	203	231	213	455	416
Total	2678	2241	2580	2273	5258	4514

Table 5: Number of students who participated in competencies/modules (2003)

| School Sector | Year 11 and Year 12 Students | | | | | |
| | Male | | Female | | Persons | |
	Enrolled*	Completed**	Enrolled*	Completed**	Enrolled*	Completed**
Government	5400	4211	4740	3869	10140	8080
Catholic	703	3645	536	490	1239	1135
Other Independent	563	516	472	438	1035	954
Total	6666	5372	5748	4797	12414	10169

Table 6: Number of schools with students* who completed competencies/modules and Structured Workplace Learning Subjects in 2003

School Sector	Schools with Year 11 Students	Schools with Year 12 Students	All Schools
Government	104	112	115
Catholic	24	31	33
Other Independent	25	25	29
Total	157	168	177

*   Students who successfully completed at least one National Training Module/Unit of Competency and at least one SWL Subject in 2003

Table 7: Number of students* who completed national training modules/units of competency and Structured Workplace Learning subjects, 2003

| School Sector | Year 11 Students | | | Year 12 Students | | | All Students | | |
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Government	1433	1126	2559	977	1008	1985	2410	2134	4544
Catholic	229	190	419	203	170	373	432	360	792
Other Independent	107	82	189	133	129	262	240	211	451
Total	1769	1398	3167	1313	1307	2620	3082	2705	5787

*   Students who successfully completed at least one National Training Module/Unit of Competency and at least one Structured Workplace Learning Subject in 2003.

Table 8: Number of students* who completed competencies/modules by type of competency/module in 2003

Type of Competency/Module Completed	Year 11 Students			Year 12 Students			All Students		
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Embedded only	1683	1604	3287	1262	1478	2740	2945	3082	6027
Non-Embedded only	926	586	1512	701	528	1229	1627	1114	2741
Both Embedded and Non-Embedded	522	336	858	278	267	545	800	603	1403
Total	3131	2526	5655	2241	2273	4514	5372	4799	10171

*   Number of students who successfully completed at least one Unit of Competency /National Training Module in 2003.

Table 9: Distribution of competencies/modules by Industry Area, 2003

ANTA Industry Area	Schools* with Year 11 Students	Year 11 Students**			Schools* with Year 12 Students	Year 12 Students**		
		Male	Female	Persons		Male	Female	Persons
Arts, Entertainment and Recreation	35	326	182	508	42	218	148	366
Automotive	41	332	37	369	51	215	39	254
Building and Construction	23	198	5	203	35	129	17	146
Business and Clerical	93	989	1106	2095	103	813	1098	1909
Chemical Production	1	11	5	16	0	0	0	0
Communication Services	2	11	16	27	1	1	14	15
Community Services, Health and Education	38	67	207	274	43	30	175	205
Computing	50	617	379	996	43	394	244	638
Engineering and Mining	43	555	49	604	41	335	69	404
Food Processing	3	18	23	41	7	10	30	40
General VET and Other	32	200	214	414	20	115	85	200
Hospitality Tourism and Travel	82	512	785	1297	99	381	815	1196
Primary Industries	27	215	85	300	31	242	105	347
Sales and Personal Services	22	24	59	83	39	28	80	108
Science and Technical	2	9	6	15	2	8	7	15
Textile Clothing, Footwear and Furnishing	4	60	14	74	4	50	9	59
Transport and Storage	6	24	14	38	13	45	7	52
Utilities - Gas, Water and Electrical	8	22	0	22	10	23	1	24

*   Schools with students who successfully completed at least one Unit of Competency/National Training Module in 2003.
**   Students who successfully completed at least one Unit of Competency/National Training Module in 2003.

GLOSSARY OF ACRONYMS

ACACA	Australasian Curriculum, Assessment and Certification Authorities
ACTBSSS	Australian Capital Territory Board of Senior Secondary Studies
AQF	Australian Qualifications Framework
AQTF	Australian Quality Training Framework
ANTA	Australian National Training Authority
AVETMISS	Australian Vocational Education & Training Management Information Statistical Standard
ITAB	Industry Training Advisory Board
MCEETYA	Ministerial Council of Education Employment and Youth Affairs
NCVER	National Council for Vocational Education Research
NTIS	National Training Information System
QBSSSS	Queensland Board of Senior Secondary School Studies
QSA	Queensland Studies Authority
RCC	Recognition of Current Competency
RTO	Registered Training Organisation
RTP	Registered Training Provider
SAS	Study Area Specification
SACE	South Australia Certificate of Education
SSABSA	Senior Secondary Assessment Board of South Australia
TASSAB	Tasmanian Secondary Assessment Board
TCE	Tasmanian Certificate of Education
UAI	University Admissions Index
VCAA	Victorian Certificate of Education
VET	Vocational Education and Training
WACE	West Australian Certificate of Education