



Australasian Curriculum, Assessment and Certification  
Authorities (ACACA)

# **ACACA VET Report**

VET in Senior Secondary  
Certificates

**2005**



## **ABOUT ACACA**

The Australasian Curriculum, Assessment and Certificate Authorities (ACACA) is the national body for the chief executives of the statutory bodies in the Australian states and territories and in New Zealand responsible for certificates of senior secondary education. These boards are representative of school sectors, training organisations, universities, industry, teachers, parents, and the community.

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

The ACACA VET-in-Schools Subgroup comprises representatives from each ACACA agency that collaborates in the development of curriculum, assessment and certification policy advice related to implementation of the MCEETYA National Agreement and the National Training Framework.

This report is prepared annually by the Subgroup to inform national policy development for VET in Schools.

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# 1. INTRODUCTION

## ACACA VET in Schools subgroup

The VET in Schools Subgroup is a subgroup of the Australasian Curriculum, Assessment and Certification Authorities (ACACA). The Subgroup comprises senior officers from each of the Boards of Studies who have responsibility for VET in schools in their Authority. The Department of Education, Science and Training (DEST) and the Australian National Training Authority (until 30 June 2005) are also represented on the subgroup.

### Membership

State/Territory	Representative
Queensland	Ian Fyfe (Chair)
New South Wales	Maureen Jones/Ian Balcomb
Australian Capital Territory	Judith Wood/Heather Irwin
Victoria	John Firth/Margaret Mackenzie
Tasmania	Dr Reg Allen
South Australia	Dr Jan Keightley, Dr Tony Mercurio
Western Australia	Rees Barrett
Northern Territory	Graham Lee/Trish Hansen
DEST	Helen Eastburn
ANTA	Rosemary McConnell

### Meetings

The Subgroup met four times in 2005. Meeting were held in Adelaide (18 February), Melbourne (22 April), Brisbane (22 July) and Sydney (14 October).

An additional meeting was held on 13 October in Sydney to progress work on developing a national framework for developing syllabus development in Manufacturing. This meeting was facilitated by Manufacturing Skills Australia (MSA), the national Industry Skills Council (ISC).

### Matters discussed

Some of the key matters discussed were:

1. Issues related to VET in Schools data collection
2. Manufacturing curriculum framework
3. Consistency in training package implementation
4. Initiating and maintaining connections with Industry Skills Councils
5. Working through the transition from ANTA to DEST.
6. Graded Assessment in VET
7. Employability Skills
8. Australian Technical Colleges
9. Australian Vocational Students Prizes
10. Review of AQF Guidelines

These issues are elaborated below.

#### 1. Issues related to VET in Schools data collection

The implementation of the MCEETYA decision that Boards of Studies would collect data from 2005 for reporting in 2006 against the Key Performance Indicators for the National Goals of Schooling was a regular agenda item. The Subgroup worked closely with NCVER to ensure systems were able to capture data. However, there are ongoing discussions as to the value of the data to schools which collect it and the appropriateness of some aspects of the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) for VET in Schools. Members expressed concerns about the costs of implementing changes within AVETMISS.

## **2. Manufacturing curriculum framework**

Following an approach from Manufacturing Skills Australia (MSA) to ACACA CEOs, the Subgroup worked closely with MSA to develop a national framework for developing syllabuses in Manufacturing, to support the Competitive Manufacturing Initiative. A full day meeting was held in Sydney on 13 October to progress the matter. Queensland undertook to develop the national framework on behalf of the Subgroup.

## **3. Consistency in training package implementation**

Following previous work with the ICA 99 Information Technology training package, information was collected on how the qualifications and units of competency in Construction were packaged in each state and territory. States/ territories are keen to work together to implement the ICT 05 training package in 2007. A similar opportunity exists with the MEM 05 training package.

## **4. Initiating and maintaining connections with Industry Skills Councils**

The creation of national Industry Skills Councils provides the Subgroup with an opportunity to present issues affecting Boards of Studies and schools to the peak industry training advisory bodies. Contacts were made with Innovation and Business Skills Australia, Manufacturing Skills Australia and the Resource and Infrastructure Industry Skills Council.

## **5. Working through the transition from ANTA to DEST**

The Commonwealth Government announced the abolition of ANTA from 1 July 2005. The Subgroup had developed an excellent working relationship with ANTA through its representation on the Subgroup. The DEST representative kept other members informed of developments in the transition.

## **6. Graded Assessment in VET**

Members continued to watch developments in this area.

## **7. Employability Skills**

Members followed the development of the E- Portfolio Initiative for Employability Skills and the proposed inclusion of Employability Skills into training packages. The subgroup also followed the development and trialing of generic certificates incorporating Employability Skills.

## **8. Australian Technical Colleges**

The announcement of the 24 Australian Technical Colleges (ATCs) was followed with interest as the ATCs are to be schools and are to offer Senior Secondary Certificates of Education.

## **9. Australian Vocational Students Prizes**

DEST sought advice from the Subgroup on how students could be nominated and selection made for the award of these prizes.

## **10. Review of AQF Guidelines**

Input was sought from the Subgroup on the Review of Australian Qualifications Framework (AQF) Guidelines.

## Presentations

During the year the following made presentations to the Subgroup.

Presenter	Organisation	Topic
Chris Hogan, Paul Daly	DEST	Australian Technical Colleges
Helen Smith, Sue Forster	Curriculum Corporation	National consistency in the use of terminology for VET in Schools The assessment of VET in Schools subjects
Ros Rangott	DEST	E-portfolio Initiative for Employability Skills
Toni Cavallaro, Susan Wood	NCVER	Data Working Group AVETMISS Review
Robert Bluer	ANTA	Employability Skills ANTA Pathways Project
Michael Taylor	Consultant	AQF Guidelines Review
Assoc Prof Kathryn Moyle	National Institute of Quality Teaching and School Leadership	Leadership and Learning through ICTs
Bob Paton, Richard Jenkins	Manufacturing Skills Australia	Manufacturing Entry Program
Wendy Perry, Dominic Schipano	Innovation and Business Skills Australia	TAA Training Package Implementation ICT 05 Training Package implementation
Margaret Sykes	DEST	New National Training System
Tess Julian, Gail Fitney	RATIO	Certificate I in Industry Pathways

	ACT	NSW	NT	QLD	SA	TAS	VIC	WA
Total number of students who were awarded a secondary school certificate* in 2005	3996	61,125	923	# 40471	11 513	4,913	51,376	18,300
Total number of students who were awarded their secondary school certificate in 2005 and achieved at least one unit of competency in their studies	1625	20,477	403	21993	5 516	1,256	16,385	5481
Percentage of students who were awarded their secondary school certificate in 2005 and achieved at least one unit of competency in their studies	40.7%	33.5%	43.7%	54.3%	47.9%	25.6%	31.9%	30.0%

# This number includes visa students, excludes certificates of Post Compulsory Education. Government schools include Senior Colleges.

## 2. STATE REPORTS

In the following reports, the state and territory ACACA agencies outline and give statistics for the ways in which they made VET available to students as part of the senior secondary certificate during 2005, according to three different strategies:

Strategy 1: As an ACACA agency subject

Students undertake units of competency (modules) packaged as ACACA agency subjects in various industry areas, and receive dual accreditation towards an Australian Qualifications Framework (AQF) VET qualification and the senior secondary certificate.

Students can study one or more of these subjects at both levels of the senior secondary certificate. Student achievement in these ACACA agency subjects can be graded, and so provide students with opportunities to include them in the calculation of the university entrance rank.

Strategy 2: As stand-alone VET credited towards the senior secondary certificate

Students complete units of competency (modules) that are granted status towards completion of the senior secondary certificate in a stand-alone fashion.

Strategy 3: Embedded within an ACACA agency subject

Students may undertake units of competency (modules) embedded within existing ACACA agency subjects.

The following table outlines the combinations of strategies for making VET available to school students in each state and territory during 2005.

	ACT	NSW	NT	QLD	SA	TAS	VIC	WA
Strategy 1	✓	✓	✓		✓		✓	
Strategy 2	✓	✓	✓	✓	✓	✓	✓	✓
Strategy 3	✓		✓	✓	✓			✓



## STATE REPORTS

### 2.1 Australian Capital Territory

#### 2.1.1 Policy and Strategies for delivering VET

The ACT BSSS recognises the completion of all VET qualifications on the Senior Secondary Certificate in some form. Students from interstate are awarded status units for VET certification where the certificate indicates that it has been awarded during years' 11 and 12 time period.

##### **Strategy 1**

Across the ACT, courses that are designed around a Training Package and delivered through Colleges as Registered Training Organisations, are the preferred option for delivery of VET Qualifications in the senior secondary years. These courses are written to a curriculum framework and accredited as a vocational program. They may also gain accreditation as being suitable for study T classification. These courses are considered by the Board to prepare students for higher education.

All accredited V programs report an A - E unit grade as well as a competency based outcome. All courses that are accredited through the Board accreditation process are moderated through the consensus – based peer review using unit grades descriptors.

Policy exists for units of competency to be delivered in Board units based on time only (and not written to a curriculum framework) but no College Registered Training Organisation has adopted this method of delivery.

##### **Strategy 2 – Stand-alone VET**

Central courses delivered by the TAFE system. Where colleges do not have the physical resources or staff to deliver particular programs colleges may opt to send students to CIT (TAFE). These programs are not moderated through the system process but they are granted A course type status by the Board for certification.

The Board recognises VET qualifications from other RTO's. They are awarded BSSS Recognition for full or partial completion of Certificates gained during Year 11 and 12.

##### **Strategy 3 – Embedded within an ACT R unit Course**

The Board recognises that students participate in learning that takes place outside of the formal structured learning program that exists in colleges. This recognition is in the form of R units listed under a notational R course called Recognition – Outside Learning. These programs are not moderated through the system process but they are granted R course type status by the Board for certification. This includes all SNAPS (SBNAs).

#### 2.1.2 Contribution of VET to the Senior Secondary Certificate

The minimum requirement for an ACT Year 12 Senior Secondary Certificate is successful completion of seventeen standard units. There is no limit on the amount of VET that can be included on the Certificate but there are limits at the course level. This applies to all subjects and the maximum amount is eight standard units per course.

### 2.1.3 Recent developments

During 2004 it was noted that the Board Policy on generic skills, encouraged through the Key Competencies and the Across Curriculum Perspectives, was no longer appropriate. Because of the MCEETYA decision to endorse the Employability Skills Framework and the changes to the ACT P-10 curriculum, late in December 04, the Board undertook a review in the area of generic skills. This work provided a basis for further development and in 2005 the Student Capabilities Statement was endorsed. The implementation of the statement will provide guidance for ensuring the embedding of both the Employability Skills and generic skills across the curriculum.

A Framework for Vocational Education for 2005 was introduced through the Career Transition Section. This framework was established to

- Enhance career development for all students
- Increase student participation in vocational learning and VET
- Improve student access to VET qualifications
- Maintain and build the human resource capacity of schools to deliver career guidance and VET

The framework identified specific outcomes and highlighted the need for consistency in delivery and reporting.

### Curriculum Framework Development

An Industrial Technology Trades framework has been written to accommodate courses in the trade area. Courses to be included in the area are Automotive, Furniture, Metals and Engineering and Construction. Other frameworks endorsed included Tourism and Hospitality and Business Services.

VET Programs were written to deliver VET certificates in Automotive, Community Recreation, GIS (through the Flight course) and Multi-Media.

One college gained scope to deliver a School based New Apprenticeship at Certificate III level in the IT Networking stream. It is hoped that this will opportunity will continue.

### 2.1.4 Strategies for delivering VET in the Australian Senior Secondary Certificate issued in the Australian Capital Territory

VET contributes to the ACT Year 12 Senior Secondary Certificate using the strategies mentioned above.

The following table shows ACT Board subjects, the year level for delivery in the system, the relationship to the AQTF Qualification and the training package used for development.

There are no ACT Board of Studies VET subjects delivered that are not based on current Training Packages.

### Strategy 1 – Board of Studies subject

Code	Qualification
<b>Certificate I</b>	
AUR10199	Automotive
BSB10101	Business
LMT10400	Clothing Production
UTE10102	Electrotechnology
CUE10198	Entertainment
<b>LMF10102</b>	<b>Furnishing</b>
BCG10103	General Construction
THH11102	Hospitality (Kitchen Operations)
THH11002	Hospitality (Operations)
ICA10101	Information Technology
MEM10198	Metals & Engineering
CUS10101	Music Industry (Foundation)
WRR10102	Retail
<b>Certificate II</b>	
AUR20899	Automotive – partial completion
BSB20101	Business
LMT20700	Clothing Production (Complex or Multiple Processes)
LMT20600	Clothing Production (Intermediate)
CHC20302	Community Services (First Point of Contact)
MEM20198	Engineering - Production
CUE20198	Entertainment
SRF20201	Fitness
BCG20103	General Construction
THH22002	Hospitality (Kitchen Operations)
THH21802	Hospitality (Operations)
ICA20199	Information Technology
ICA20201	Information Technology (Applications)
CUF20601	Multimedia
CUS20101	Music Industry (Foundation)
SRO20303	Outdoor Recreation (Multiple activities)
WRR20102	Retail
SRO20103	Sport and Recreation
THT20502	Tourism (Operations)
<b>Certificate III</b>	
BSB30101	Business – partial completion
CHC30402	Children's Services – partial completion
SRF30201	Fitness – partial completion
ICA30299	Information Technology (General) – partial completion
ICA30399	Information Technology (Network Administration)
ICA30199	Information Technology (Software Applications) – partial completion
PML30199	Laboratory Skills – partial completion
PRD30301	Spatial Information Services

#### Enrolment Options

Most courses are sequential and generally students enrol in Board units and these units will form courses.

#### Assessment Program

Competency based and subject based assessment (subject criteria and standards).

#### Contribution to University Entrance Calculations

Some courses may contribute directly to the calculation of the UAI.

## Statistics

Industry Group	Certificate Level	Number of Students
Arts, Entertainment, Sport & Recreation	I	57
Arts, Entertainment, Sport & Recreation	II	81
Automotive	I	1
Building & Construction	I	44
Business & Clerical	I	232
Business & Clerical	II	122
Community Services, Health & Education	II	38
Computing	I	253
Computing	II	174
Computing	III	1
Engineering & Mining	I	19
Sales & Personal Services	I	10
Sales & Personal Services	II	8
Science, Technical & Other	I	8
TCF & Furnishings	I	83
TCF & Furnishings	II	47
Tourism & Hospitality	I	354
Tourism & Hospitality	II	259

333 students counted a VET courses towards the calculation of their UAI. This represented 13.3% of students.

### Strategy 2 – Stand-alone VET credited towards Senior Secondary Certificate Enrolment Options

Course	No Students Achieving Certificate	Qualification Awarded through CIT
Animal Studies	11	Certificate I in Animal Studies
Hospitality (Operations)	61	Certificate II in Hospitality Operations
Horticulture	7	Certificate I in Horticulture

#### Assessment Program

Competency based assessment only.

#### Contribution to University Entrance Calculations

Does not contribute directly, but may contribute to the overall point value of the student package.

### Strategy 3 – Embedding in a Board of Studies subject

This strategy is not really 'embedding' as described by the other states. Units of competency are grouped together and delivered by an outside provider as a Board R Course under the Recognition of Outside Learning.

#### Enrolment Options

Students request recognition on an individual basis through the college. Evidence of the learning must be documented. Enrolments are unit by unit and the units form a course.

#### Assessment Program

Assessment is in line with the procedures developed by the organisation.

#### Contribution to University Entrance Calculations

Adds to the overall student package but does not contribute directly to the score.

## Statistics

It is difficult to produce accurate data as the recognition process is flexible according to the learning activity and if the student requests recognition.

### 2.1.5 Reporting and Certification

ACT Office of the Board provides the system with access for data entry of units of competency gained by students and prints all certificates on behalf the Schools as Registered Training Organisations. It also stores the certificate information for the required 30 year period.

There are no ACT Board VET courses delivered that are not based on current Training Packages.

Year 10 VET – The ACT Board certificates stand-alone VET delivered through a partnership arrangement with a college Registered Training Organisation but is not credited towards Senior Secondary Certificate. To date the only area for Certification has been Certificate I in Information Technology (ICA10101). In 2005, 230 students were awarded this certificate.

	Reported at Year 11	Reported at Year 12
Strategy 1: VET subjects	Full certification at the end of the year	Full certification and statements of attainment at the end of the year
Strategy 2: Stand-alone VET		Reported on the ACT Year 12 Senior Secondary Certificate at the end of Year 12
Strategy 3: Embedded VET		Reported on the ACT Year 12 Senior Secondary Certificate at the end of Year 12

**Table 1: Number of VET Courses Achieved by Students in 2004 -2005**

Number of Subject Equivalents Achieved	Year 11 Students			Year 12 Students			All Students		
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Minor	839	680	1519	607	525	1132	1446	1205	2651
Major	61	3	64	498	447	945	559	450	1009
Major Minor	1	-	1	45	11	56	46	11	57
Double Major	2	-	2	56	5	61	58	5	63

Year 11 2005

**Table 2: Number of Students\* who Completed a Unit of Competency in 2005**

Type of Competency Delivery	Years 10 Students			Year 11 Students			Year 12 Students			All Students		
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Integrated	219	118	337	976	885	1861	886	802	1688	2081	1805	3886

- Number of students who successfully completed at least one Unit of Competency in 2005.

**Table 3: Number of Students\* who Completed Structured Workplace Learning in 2005**

School Sector	Year 11 Students			Year 12 Students			All Students		
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Total	67	66	133	240	118	358	307	184	491

- Students who completed at least one Structured Workplace Learning Subject in 2005.

### Student Capabilities

*Programs of study for the ACT Year 12 Certificate should enable students to become*

- creative and critical thinkers
- enterprising problem-solvers
- skilled and empathetic communicators
- informed and ethical decision-makers
- environmentally and culturally aware citizens
- confident and capable users of technologies
- independent and self-managing learners
- collaborative team members
- and provide students with
- a comprehensive body of specific knowledge, principles and concepts
- a basis for self-directed and lifelong learning
- personal attributes enabling effective participation in society.

All programs of study for the ACT Year 12 Certificate should enable students to become:

	The examples are indicative and not exhaustive. Those in <b>bold</b> relate particularly to the Employability Skills; those in <i>italics</i> to the Across Curriculum Perspectives.
<ul style="list-style-type: none"> <li>• creative and critical thinkers</li> </ul>	exploring, imagining, observing, predicting, <b>thinking laterally, generating ideas, inquiring and researching</b> , interrogating, conceptualising, collecting and <b>analysing data and information, classifying</b> , interpreting, formulating hypotheses, generalising, synthesising, <b>reflecting</b> , justifying conclusions, understanding different perspectives, <b>understanding and application of different thinking strategies, understanding of scientific and mathematical language, using scientific and mathematical techniques</b> (eg estimating, reading and interpreting data, interpolation and extrapolation)
<ul style="list-style-type: none"> <li>• enterprising problem-solvers</li> </ul>	showing <b>initiative, resourcefulness</b> , resilience, persistence, assessing and taking risks, <b>recognising and seizing opportunities, problem-posing, problem-identification, problem clarification</b> , being practical, <b>being innovative</b> , using mathematical techniques, <b>using appropriate technologies, working independently and/or collaboratively</b> to achieve a solution, testing assumptions and solutions, modifying approaches
<ul style="list-style-type: none"> <li>• skilled and empathetic communicators</li> </ul>	<b>oral and written skills in Standard Australian English, matching communication to audience and purpose</b> , using terminology and style appropriate to particular disciplines, <b>using mathematical language</b> , creating and <b>communicating meaning</b> using multi-modal forms, <b>imagining the feelings and views of others</b> , respecting and valuing diversity
<ul style="list-style-type: none"> <li>• informed and ethical decision-makers</li> </ul>	<b>finding information</b> and using evidence as the basis for judgements and decisions, <b>developing awareness of differing perspectives</b> , having integrity, taking action, <b>exploring and critically reflecting on own values, attitudes and beliefs</b>
<ul style="list-style-type: none"> <li>• environmentally and culturally aware citizens</li> </ul>	understanding <i>the interconnectedness of the natural and constructed world; the multicultural nature of Australian society; Indigenous perspectives</i> ; and global economic, social and environmental issues; <i>respecting difference</i> , exercising rights and responsibilities, <b>acting in the public sphere</b> , understanding consequences of choices and decisions
<ul style="list-style-type: none"> <li>• confident and capable users of technologies</li> </ul>	<b>having a range of IT skills</b> , accessing and evaluating <i>information</i> , <b>designing and making, communicating using technologies, choosing most appropriate technologies for the task</b> , refining processes, <b>willingness to learn new skills</b>

<ul style="list-style-type: none"> <li>independent and self-managing learners</li> </ul>	eg <b>understanding self (including gender), having personal goals, evaluating and monitoring own performance, taking responsibility</b> , flexibility in adapting course of action, <b>openness to new ideas, managing time and resources, planning and organising</b>
<ul style="list-style-type: none"> <li>collaborative team members</li> </ul>	eg <b>contributing to group effectiveness, building trust, capacity to take different roles within a team, respecting differing strengths (including contributions of boys and girls), skills in negotiation and compromise, sustaining commitment to achieve group goals</b>
<b>and provide students with:</b>	
<ul style="list-style-type: none"> <li>a comprehensive body of specific knowledge, principles and concepts</li> </ul>	through subjects, cross-disciplinary courses and/or projects, <b>work experience</b>
<ul style="list-style-type: none"> <li>a basis for self-directed and lifelong learning</li> </ul>	<b>through understanding and managing self, developing capabilities and modelling an approach ('taking stock, taking steps') that prepares for an social and economic environment of greater individual responsibility</b>
<ul style="list-style-type: none"> <li>personal attributes enabling effective participation in society</li> </ul>	<b>developing social skills</b> and capabilities for citizenship, <b>work experience and recognition of outside learning</b> ; through understanding of a globalised knowledge society

## Certificate III delivery in the Senior Secondary Years - ACT

### Background

Throughout the years 1999 and 2000 many new policies were developed to meet the needs of the VET system.

In 1999 the Board approved government and non-government colleges as Registered Training Organisations. They were endorsed with a scope of registration that reflected their current VET activity. Colleges were restricted to Scope of Registration up to and including Certificate II prior to achieving RTO status. In the ACT, scope is granted and extended by applications through the Accreditation and Registration Council and the BSSS. (Each application is judged on the capacity of the RTO to meet the requirements as stipulated in the Training Package. Industry advice is sought in processing applications).

Some Colleges indicated they wished to extend their scope to Certificate III and Certificate IV levels. These verbal requests and discussion produced a reaction with Industry Bodies. The capacity of colleges to deliver at the higher levels was questioned.

*Further discussions revealed Colleges needed permission to deliver a limited number of units of competence at the higher levels. These units appeared to be within the capacity of the Colleges and applications were approved.*

### The current status across the system

Guidelines for the delivery of Certificate III within the senior secondary system have been established (see below).

Other methods of delivery have been established and operational procedures for the **recognition of student achievements** on the Year 12 Certificate are in place. It is now time to reflect and increase options for the delivery of Certificate III to students across the system.

### **Guidelines for colleges seeking scope of registration to include a full qualification at the Certificate III level**

*Colleges must apply to have their scope of Registration extended for each new qualification they seek to issue. There is no system-level process as each College must demonstrate capacity to fulfil the requirements outlined in the Training Package.*

*The process of confirming an RTO's capacity to deliver is usually invested with the ITAB. The following are a guide to seeking ITAB approval.*

- The training must be supported by industry in Canberra and involve major players in the industry to sponsor and mentor the program.
- Students must be formally contracted as School - based New Apprentices (SNAPs). A full eighteen months of on-the-job experience is required.
- The level of equipment must be to the standard required by industry and provide the necessary work-based environment for the competencies to be assessed ie an industry skill centre or a site(s) visited and approved by an Industry team.
- Instances where no **Certificate II qualification** is available in the Training Package or if a full qualification outcome is needed to access funding will constitute grounds to submit an application for Cert III scope.
- Articulation arrangements are negotiated and clearly understood, with either another training provider, a cadetship scheme or vendor certifier.
- The supporting course must be BSSS approved as either **T** or **A**, have Vocational status and be Training Package compliant.
- Evidence of workplace monitoring, as outlined in the user choice guidelines associated with a SNAP program.

*The first intake of students will be the subject of an external sample validation of student competence arranged by the ARC secretariat, with industry involvement. Colleges must agree to notify Accreditation and Registration Section of Training and Adult Education Branch of the Department when or if a teacher whose qualifications were used in the application for scope process is no longer teaching in the program.*



## 2.2 New South Wales

### 2.2.1 Policy and Strategies for delivering VET

The *Assessment, Certification and Examination (ACE) Manual* deals with secondary education (Years 7–12). It is produced by the Office of the Board of Studies NSW and is distributed to all NSW schools and TAFE NSW colleges with secondary students. It is also published on the Board's website:

<[www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)>

Section 8 of the *ACE Manual* contains information regarding VET in the Higher School Certificate (HSC).

VET contributes to the HSC using two strategies:

- Strategy 1: Students can undertake courses called Industry Curriculum Frameworks from nine industry areas, providing dual accreditation towards AQF VET qualifications and the NSW HSC. In addition, results from an optional HSC examination in these Framework areas may be included in the calculation of the University Admission Index (UAI).
- Strategy 2: Students can undertake Board endorsed VET courses from a variety of industry areas that provide dual accreditation towards AQF VET qualifications and the NSW HSC. This allows schools the opportunity to offer vocational courses in industry areas not available in the HSC Industry Curriculum Frameworks. Board Endorsed Courses do not have an HSC examination and therefore cannot be used in the calculation of the UAI.

### 2.2.2 Contribution of VET to the Senior Secondary Certificate

To qualify for the HSC students must satisfactorily complete a Preliminary pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units. Both patterns must include:

- at least 6 units from Board Developed courses;
- at least 2 units of a Board Developed course in English;
- at least three courses of 2 units value or greater (either Board Developed or Board Endorsed courses);
- at least four subjects.

HSC VET courses consist of grouping of units of competency packaged to provide HSC unit credit. 60 HSC indicative hours equates with one HSC unit of credit. HSC VET courses can count flexibly towards either Preliminary and/or HSC patterns of study.

### 2.2.3 Recent developments

In 2005 the Metal and Engineering Curriculum Framework and the Information Technology Curriculum Framework were revised to reflect the endorsed revisions of the Metal and Engineering Training Package (MEM05) and the Information and Communications Technology Training Package (ICA05). These revised Frameworks will be implemented in Year 11 from 2007.

The Board of Studies has agreed to investigate the feasibility of introducing curriculum frameworks in the following industry areas:

- Human Services (Nursing, Aged Care and Children's Services)
- Automotive
- Electrotechnology
- Sport and Recreation
- Media (Film, TV, Radio and Multimedia)

## 2.2.4 Strategies for delivering VET in the Australian Senior Secondary Certificate issued in New South Wales

VET contributes to the HSC using the two strategies described in the policy section

### Strategy 1 – Board of Studies subject

Industry Curriculum Framework	Year 11 Preliminary	Year 12 HSC	AQF Qualification	National Training Package(s)
Business Services	✓	✓	Certificate II in Business (BSB20101) SOA towards Certificate III in Business (BSB30101).	Business Services (BSB01)
Construction (Year 12 2005)		✓	Certificate I in Construction (BCC10198) Certificate I in Construction (BCG10198) SOA Towards Certificate II in Civil Construction (BCC20198) SOA Towards Certificate II in General Construction (BCG20198)	Civil Construction (BCC98) General Construction (BCG98)
Construction (Year 11 2005)	✓		Certificate I in General Construction (BCG10103) SOA Towards Certificate I in General Construction (BCG10103) Certificate II in General Construction (BCG20103) SOA Towards Certificate II in General Construction (BCG20103) SOA Towards Certificate III in Bricklaying/Blocklaying (BCG30103) SOA Towards Certificate III in Carpentry (BCG30203) SOA Towards Certificate III in Concreting (BCG30303) SOA Towards Certificate III in Painting and Decorating (BCG30603) SOA Towards Certificate III in Wall and Floor Tiling (BCG31303)	General Construction (BCG03)
Entertainment (Year 12 2005)		✓	Certificate II in Entertainment (CUE20198) Certificate II in Entertainment (Front of House) (CUE 20298)	Entertainment Industry (CUE98) Music Industry (CUS01)
Entertainment (Year 11 2005)	✓		Certificate II in Live Production, Theatre and Events (CUE20103) SOA Towards Certificate II in Live Production, Theatre and Events (CUE20103) Certificate III in Live Production, Theatre and Events (Construction and Manufacturing) (CUE30103) SOA Towards Certificate III in Live Production, Theatre and Events (Construction and Manufacturing) (CUE30103) Certificate III in Live Production, Theatre and Events (Technical Operations)	Entertainment (CUE03)

			(CUE30203) SOA Towards Certificate III in Live Production, Theatre and Events (Technical Operations) (CUE30203) Certificate III in Venues and Events (Customer Service) (CUE30303) SOA Towards Certificate III in Venues and Events (Customer Service) (CUE30303) SOA Towards Certificate III in Live Production, Theatre and Events (Technical Operations) with a specialisation in Audio (CUE30203) SOA Towards Certificate III in Live Production, Theatre and Events (Technical Operations) with a specialisation in Lighting (CUE30203) SOA Towards Certificate III in Live Production, Theatre and Events (Technical Operations) with a specialisation in Staging (CUE30203) SOA Towards Certificate III in Live Production, Theatre and Events (Technical Operations) with a specialisation in Vision Systems (CUE30203)	
Hospitality	✓	✓	Certificate I in Hospitality (Operations) (THH11002) Certificate II in Hospitality (Operations) (THH21802) Certificate I in Hospitality (Kitchen Operations) (THH11102) Certificate II in Hospitality (Kitchen Operations) (THH2202) SOA Towards Certificate III in Hospitality (Operations) (THH330002)	Hospitality (THH02)
Information Technology	✓	✓	Certificate II in Information Technology (ICA20199) SOA Certificate II in Information Technology (ICA20199) SOA Towards Certificate III in Information Technology (Software) (ICA30199) SOA Towards Certificate III in Information Technology (General) (ICA30299) SOA Towards Certificate III in Information Technology (Network Administration) (ICA30399)	Information Technology (ICA99)
Metal and Engineering	✓	✓	Certificate I in Engineering (MEM10198) Certificate II in Engineering - Production (MEM20198) SOA Certificate II in Engineering - Production (MEM20198)	Metal and Engineering (MEM98)
Primary Industries	✓	✓	Certificate II in Conservation and Land Management (RTD20102) Certificate II in Rural Operations (RTE20703) Certificate II in Agriculture (RTE20103)	Conservation and Land Management (RTD02) Amenity

			<p>Certificate II in Horticulture (RTF20103)</p> <p>Certificate II in Agriculture <i>specialising in</i> Beef Production, Dairy Production, Goat Production, Horse Breeding, Pig Production, Poultry Production, Sheep and Wool Production, Grain Production, Cotton Production or Sugar Production (RTE21030)</p> <p>Certificate II in Irrigation (RTE20203)</p> <p>Certificate II in Production Horticulture (RTE20603)</p> <p>Certificate II in Crutching (RTE20503)</p> <p>Certificate II in Shearing (RTE20403)</p> <p>Certificate II in Wool Handling (RTE20303)</p> <p><i>Students completing extension course may achieve:</i></p> <p>Certificate III in Advanced Wool Handling (RTE32003)</p> <p>SOA towards Certificate III in Conservation and Land Management (RTD30102)</p> <p>SOA towards Certificate III in Rural Operations (RTE31903)</p> <p>SOA towards Certificate III in Agriculture (RTE30103)</p> <p><i>And various specialisations</i></p> <p>SOA towards Certificate III in Production Horticulture (RTEW31603)</p> <p>SOA towards Certificate III in Irrigation (RTE31303)</p> <p>SOA towards Certificate III in Horticulture (RTF30103)</p> <p>SOA towards Certificate III in Wool Clip Preparation (RTE31403).</p>	<p>Horticulture (RTF03)</p> <p>Rural Production (RTE03)</p> <p>Food Processing (FDF03)</p>
Retail	✓	✓	<p>Certificate I in Retail (WRR10102)</p> <p>SOA towards Certificate II in Retail (WRR20102)</p>	Retail (WRR02)
Tourism	✓	✓	<p>Certificate II in Tourism (Operations) (THH20502)</p> <p>Certificate III in Tourism (Operations) (THH31002)</p>	Tourism (THH02)

### Enrolment Options

The Industry Curriculum Frameworks are described in terms of their indicative hours:

- 120 indicative hours = 2 units
- 240 indicative hours = 4 units
- specialisation courses of 60, 120, or 180 indicative hours (specialisation provides more units of competency at the same AQF level)
- extension courses of 60, 120, or 180 indicative hours (extension provides units of competency at the next AQF level).

Industry Curriculum Framework courses can be delivered by schools, TAFE NSW colleges, private providers, or a combination of all of these; however, all providers must comply with the Board of Studies NSW Industry Curriculum Framework Syllabus requirements.

### Assessment Program

The courses within the Industry Curriculum Frameworks are competency-based. In a competency-based course, assessment of competencies is standards-referenced. To achieve an AQF VET Certificate or Statement of Attainment (SOA), a student must be assessed as competent according to the requirements set out for that qualification in the national training package.

Internal assessment marks are not required for Industry Curriculum Framework courses; however, schools are required to provide an estimated examination mark for all students entered for any optional HSC examination that can be used in the case of an illness/misadventure claim.

All Industry Curriculum Framework courses have a mandatory work placement component of approximately one-third of the indicative course hours, for example 120 indicative hours requires 35 hours of work placement, 240 indicative hours requires 70 hours of work placement and so on.

### Contribution to University Entrance Calculations

Students must be enrolled in the 240 indicative hour course option to be eligible to attempt the optional HSC examination. The examination results may then be included in the calculation of the UAI as a Category B subject. Only one Category B subject can be included in the calculation of the UAI.

### Statistics

Total enrolments\* for Years 11 and 12 for each Industry Curriculum Framework

Industry Curriculum Framework	Total Year 11 and 12 enrolments 2004		
	School	TAFE	TOTAL
Business Services	4890	611	5501
Construction	4635	495	5130
Entertainment Industry	1777	178	1955
Hospitality	17173	838	18011
Information Technology	7045	733	7778
Metal and Engineering	1751	219	1970
Primary Industries	1768	147	1915
Retail	4601	347	4948
Tourism	42	918	960

\*Source — Examinations Branch Board of Studies NSW

## Strategy 2 – Stand-alone VET credited towards Senior Secondary Certificate

### Enrolment Options

Board endorsed VET courses are designed by a school or group of schools for delivery by schools, TAFE NSW or other RTOs. They do not have an HSC examination and cannot be used in the calculation of the UAI.

Board Endorsed VET Course	No. of Students	Intended Qualification
Advertising Media	10	Certificate II
Aeroskills-Mechanical	96	Statement of Attainment
Aged Care Work	331	Certificate III
Animal Care	544	Statement of Attainment
Art - Visual and Fine Arts	159	Transcript of academic record
Asset Maintenance	1	Certificate II
Automotive	1864	Certificate I and Certificate II
Aviation Studies	7	Certificate III
Aviation - Aircraft Operations	146	Statement of Attainment
Baking - Retail	49	Statement of Attainment
Beauty Therapy	1020	Statement of Attainment
Beef Production	17	Certificate III
Boating Services	9	Certificate I
Business Services	115	Certificate II
Child Studies	220	Statement of Attainment
Children's Services	1205	Certificate II and Statement of Attainment
Clothing Production	30	Statement of Attainment
Community Services	175	Certificate II
Composites - Fibreglass	5	Statement of Attainment
Computer Hardware Servicing	245	Statement of Attainment
Construction-Extension 3	14	Statement of Attainment
Dance Performance Studies	4	Statement of Attainment
Design - Foundation Studies	392	Statement of Attainment
Design Fundamentals	44	Certificate II
Design Visual - Interior Decorating	33	Certificate II
Electrical Trade	105	Statement of Attainment
Electronics - Vocational	3	Certificate I
Electrotechnology	172	Certificate II
Entertainment Industry	51	Certificate II
Equine Industry	1	Certificate II
Fashion	1	Statement of Attainment
Fashion - Fundamentals	65	Statement of Attainment
Fashion - Design	46	Statement of Attainment
Fashion Visualisation	32	Certificate II
Floristry	19	Statement of Attainment
Food Processing (Wine)	20	Certificate I
Forest Industries VET	1	Certificate I
Furnishing - Soft Furnishing	9	Certificate I or Certificate II

### Assessment Program

Board endorsed VET courses are competency based and students are judged either competent or not yet competent. Board endorsed VET courses may count as unit value towards the Preliminary and/or HSC but there is no external examination and they cannot be used in the calculation of the UAI.

### Contribution to University Entrance Calculations

As there is no external examination Board endorsed VET courses cannot be used in the calculation of the UAI.

### Statistics

In 2005 a total of 11,598 students completed Board endorsed VET courses as part of the Preliminary and/or HSC.

## 2.2.5 Reporting and Certification

Board of Studies NSW documentation:

1. NSW Higher School Certificate
2. Record of Achievement
2. AQF Certificate or Statement of Attainment
3. Statement of Competencies Achieved
4. Course Report

	Reported at Year 11	Reported at Year 12
Strategy 1:  VET subjects	<p>Subject name and unit value e.g.: 2 unit Business Services.</p> <p><i>Record of Achievement</i> under the heading 'Board Developed Courses' shows:</p> <ul style="list-style-type: none"> <li>Course name and unit value as with other Board Developed Courses (Preliminary)</li> </ul>	<p>Subject name and unit value e.g.: 2 unit Business Services</p> <p><i>Record of Achievement</i> under the heading 'Board Developed Courses' shows:</p> <ul style="list-style-type: none"> <li>Course name and unit value as with other Board Developed Courses with statement '<i>Refer to Vocational documentation</i>'*</li> </ul> <p>If optional examination is completed:</p> <ul style="list-style-type: none"> <li>Examination mark appears</li> <li>HSC mark appears (equal to Examination mark)</li> <li>Performance Band appears</li> </ul>
Strategy 2:  Board Endorsed VET Courses	<p>Subject name, eg, 2 unit Nursing Studies</p> <ul style="list-style-type: none"> <li>Appears on <i>Record of Achievement</i> under the heading 'Board Endorsed Courses (Preliminary)</li> </ul>	<p>Subject name, eg, 2 unit Nursing Studies</p> <ul style="list-style-type: none"> <li>Appears on <i>Record of Achievement</i> under the heading 'Board Endorsed Courses' with statement '<i>Refer to Vocational documentation</i>'**</li> </ul>

\*\* Vocational documentation is the AQF VET Certificate/Statement of Attainment and Record of Competencies Achieved.

The Board of Studies NSW has the facility to provide data relating to:

- Units of competency completed and counted towards the HSC;
- Students enrolled per unit of competency and counted towards HSC;
- Indicative hours attached to each unit of competency counted towards the HSC.

The Board of Studies issues AQF VET certification on behalf of school system RTOs.

## 2.3 Northern Territory

### 2.3.1 Policy and Strategies for delivering VET

The Department of Employment, Education and Training (DEET) reviewed and developed a number of major training policy and guideline documents in 2004, including the School Based New Apprenticeships (SBNAs) and VET in Schools policies. The review included the development of clear and user-friendly guidelines and procedures for use by all stakeholders in relevant schools and Registered Training Organisations.

In 2005, DEET created two positions within Curriculum Services Division for Project Officers in VET and Enterprise Education. One officer is located in Darwin and one in Alice Springs. They have been working with other agencies and representatives from industry and business to develop a *School Work Transition Strategic Plan* for the Northern Territory. A key action area in the Strategy is aimed at continuing the increased uptake of VET in Schools programs, as well as expanding learning pathways through enterprise and vocational learning.

VET can contribute to the NTCE in three ways:

Strategy 1: **SSABSA-VET:** Students undertake units of competency (modules) packaged as SSABSA subjects in various industry areas and receive dual accreditation towards an AQF qualification and the NTCE.

Students can study one or more of these subjects at Stage 1 and Stage 2 of the NTCE. Student achievement in these SSABSA-VET subjects at Stage 2 can be graded and counted towards the calculation of the Tertiary Entrance Rank (TER).

Strategy 2: **Stand-alone VET:** Students complete units of competency (modules) that are granted status towards completion of the NTCE in a stand-alone fashion.

Students can count up 600 (nominal) hours of nationally accredited VET from the complete range of AQF qualifications towards the NTCE. This is the equivalent of 12 NTCE units.

Strategy 3: **Embedded VET:** Students undertake units of competency (modules) embedded within existing SSABSA-accredited subjects, e.g. Vocational Studies.

Students use one or more of the above strategies when selecting studies that contribute to their desired pathways.

### 2.3.2 Contribution of VET to the Senior Secondary Certificate

#### **Northern Territory Board of Studies (NTBOS) Recognition Policy**

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



### 2.3.3 Recent developments

The Northern Territory government continues to implement reforms that were first highlighted by the *Secondary Education Report*, in April 2004. Community consultation has continued around Stages of Schooling and the Minister announced that year 7-9 will be the middle years of schooling and will be located in middle schools or middle years sub schools. Year 10-12 will be the senior years and will be located in senior colleges or senior years sub schools.

The South Australian Certificate of Education Review was conducted during 2004. The report was released in May 2006 and has made several recommendations that are likely to have significant impact on the NTCE, as the Northern Territory sources its senior secondary curriculum, assessment, and certification services from South Australia.

### 2.3.3 Strategies for delivering VET in the Australian Senior Secondary Certificate issued in the Northern Territory

#### Strategy 1 — Units of Competency Packaged as SSABSA Subjects

The following table shows SSABSA-VET subjects, their relationship to the AQF qualification, and the relevant national training package.

SSABSA-VET Subjects	Year 11	Year 12	AQF Qualification	National Training Package(s)
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 Broadcasting (Radio) (CUF30301) Certificate III in Broadcasting (Television) (CUF30401) Certificate III in Multimedia (CUF30601)	Film, Television, Radio and Multimedia (CUF01)
Business Services (VET)	✓	✓	Certificate II in Business (BSB20101) Towards: Certificate III in Business (BSB30101) Certificate III in Business Administration (BSB30201) Certificate III in E-Business (BSB30601)	Business Services (BSB01)
Community Services (VET)	✓	✓	Certificate II in Community Services (Community Work) (CHC20499) Certificate II in Community Services Support Work (CHC20102) Certificate III in Community Services Aged Care Work (CHC30102)	Community Services (CHC02)
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)
Financial Services (VET)	✓	✓	Certificate II in Financial Services (FBN20199) Towards: Certificate III in Financial Services (FNB30199)	Financial Services (FNB99)
General	✓	✓	Certificate I in General Construction (BCG10103)	General

Construction (VET)			Certificate II in General Construction (BCG20103)	Construction (BCG03)
Hospitality (VET)	✓	✓	Certificate I in Hospitality (Kitchen Operations) (THH11102) Certificate II in Hospitality (Kitchen Operations) (THH22002)	Hospitality (THH02)
Information Technology (VET)	✓	✓	Certificate II in Information Technology (General) (ICA20199) Towards: Certificate III in Information Technology (General) (ICA302099)	Information Technology (ICA99)
Laboratory Operations (VET)	✓	✓	Towards: Certificate III in Laboratory Skills (PML30199)	Laboratory Operations (cross-industry) (PML99)
Manufacturing and Engineering (VET)	✓	✓	Certificate I in Engineering (MEM10198) Certificate II in Engineering (Production) (MEM20198)	Metal & Engineering (MEM98)
Retail (VET)	✓	✓	Certificate I in Retail Operations WRR10102 Certificate II in Retail Operations (WRR20102)	Retail (WRR02)
Seafood Operations (VET)	✓	✓	Certificate I in the Seafood Industry (Aquaculture) (SFI10100) Certificate I in the Seafood Industry (Fishing Operations) (SFI10200) Certificate I in the Seafood Industry (Seafood Processing) (SFI10500) Towards: Certificate II in Seafood Industry (Aquaculture) (SFI20100) Certificate II in Seafood Industry (Fishing Operations) (SFI20200)	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) (SRO20303) Towards: Certificate II in Sport (Coaching) (SRS20302) Certificate II in Sport (Officiating) (SRS20399) Certificate II in Sport (Career-orientated Participation) (SRS20299) Certificate III in Community Recreation SRC30201 Certificate III in Community Recreation (Instruction) SRC30301	Community Recreation (SRC01) Outdoor Recreation (SRO02) Sport Industry (SRS03)
Tourism Operations (VET)	✓	✓	Certificate I in Tourism (Australian Indigenous Culture) (THT10102) Certificate II in Tourism (Operations) (THT20502)	Tourism (THT02)

### Enrolment Options

At Stage 2 (Year 12), students can enrol in one of the following two options in each of the SSABSA–VET subjects at Stage 2.

- Option A
- Option B.

Option A allows students to count this subject towards the NTCE.

Option B allows students to count this subject towards the NTCE and towards the calculation of the University Aggregate. Students enrolling in Option B undertake an additional assessment component, Work Project.

### Assessment Program

Each of these SSABSA–VET subjects includes four assessment components:

1. Evidence Folio
2. Student Record of Competency
3. Workplace Reflection
4. Work Project.

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.

### Contribution to University Entrance Calculations

All SSABSA–VET subjects have the option for the calculation of the University Aggregate and the TER (as long as the additional assessment component is completed).

### Statistics

Year	2002	2003	2004	2005
Students undertaking Stage 2 SSABSA–VET subjects	0	0	40	41

Note: Data supplied by SSABSA

	2004	2005
Students who completed at least 1 unit of VET that contributed to the completion of their certificate	300 (35%)	396 (43%)
Students who had between 1 and 6 units	185	193
Students who had between 7 and 11 units of VET.	89	140
Students who counted the maximum number of 12 units towards their NTCE.	26	55

### Strategy 2 — Stand-alone VET Credited towards NTCE

#### Enrolment Options

All units of competency from AQF levels Certificate I to Certificate IV across all industry areas completed in a stand-alone fashion, contribute to the NTCE in the following way:

- 50 nominal hours (as set by SSABSA) = 1 NTCE unit.

Status is granted for up to 12 units stand-alone VET towards the NTCE.

#### Assessment Program

Assessment for units of competency adheres to VET AQF assessment requirements.

#### Contribution to University Entrance Calculations

Stand alone VET programs do not contribute to the University Entrance Calculation.

### Statistics

The amount of stand-alone VET nominal hours completed by NTCE students has increased significantly between 2004 and 2005.

	2003	2004	2005
Total no. Stand-alone VET nominal hours completed by NTCE students	265 115	269 020	348,554

Note: Data supplied by SSABSA

### Strategy 3 — Units of Competency Embedded within a SSABSA subject

#### Enrolment Options

VET may be embedded in a range of SSABSA subjects. In the Northern Territory it is most often embedded in Stage 2 Vocational Studies. While no specific VET units are compulsory, it is expected that the chosen units of competency (about 25–30 hours) will provide an introduction to the nature of work in the industry or enterprise; an understanding of relevant industrial relations issues, including occupational health, safety and welfare; and knowledge and skills that have currency in the industry area, to enhance the student's employment prospects.

#### Assessment Program

Knowledge gained from a particular unit in a qualification under the AQF, or formal learning from a non-AQF qualification is assessed in a discrete assessment component in Vocational Studies A and Vocational Studies B, both of which are 2-unit sequence subjects.

#### Contribution to University Entrance Calculations

Students receive a scored result in these subjects, which can contribute to the calculation of the Tertiary Entrance Rank (TER).

### Statistics

Year	Vocational Studies students	Students who completed NTCE
2002	31	819
2003	26	814
2004	25	856
2005	48	927

#### 2.3.5 Reporting and Certification

NTBOS provides students with the following documentation of their achievements at the completion of the NTCE:

1. Statement of Results (Stage 1) or Record of Achievement (Stage 2)
2. NTCE
3. Higher Education Entry Information
4. VET information sheet.

	Reported at Stage 1	Reported at Stage 2
Strategy 1 SSABSA–VET subjects	Subject name, e.g. Tourism Operations (VET) Achievement: <ul style="list-style-type: none"> <li>• Satisfactory</li> <li>• Recorded Achievement</li> <li>• Requirements Not Met</li> </ul>	Subject name, e.g. Tourism Operations (VET) For Option A Achievement: <ul style="list-style-type: none"> <li>• Satisfactory Achievement</li> <li>• Recorded Achievement</li> <li>• Requirements Not Met</li> </ul> For Option B Achievement: <ul style="list-style-type: none"> <li>• Subject Achievement Score, e.g. 16/20</li> <li>• Grade, e.g. 'A', 'B'</li> <li>• Verbal description</li> <li>• University Entrance Points, e.g. 16.40.</li> </ul>
Strategy 2 Stand-alone VET	Number of NTCE units, 'status granted', with a generic subject code.	Not applicable.
Strategy 3 Embedded VET	Name of the SSASBA-accredited subject only, e.g. 'Integrated Studies'.	Name of the SSASBA-accredited subject only, e.g. 'Vocational Studies'.

The Department of Employment Education and Training, on behalf of NTBOS, has the facility to provide data relating to:

- units of competency completed and counted towards the NTCE;
- students enrolled per VET unit of competence and counted towards the NTCE;
- nominal hours in relation to the delivery of each unit of competency, as allocated by the State Training Authority.

SSABSA has the facility to provide data relating to nominal hours in relation to credit towards the NTCE, as allocated by the South Australia State Training Authority, attached to each unit.

The Registered Training Organisation, whether as the deliverer or partner, is responsible for the issuance of VET certification.

The Department of Employment Education and Training, on behalf of the three schooling sectors also collects and reports VET activity to ANTA through the MCEETYA Transition to Schools Taskforce.

## 2.4 QUEENSLAND

### 2.4.1 Policy changes due to ETRF. VET no longer embedded in Authority Registered Subjects and now offered as stand-alone

The QSA has a delegation from the Training and Employment Recognition Council (TERC) to register schools as RTOs, recognise vocational placement programs, and accredit courses to AQF Certificate II level (and Certificate III in Information Technology).

School-based Apprenticeships and Traineeships (SATS — SBNAs in other jurisdictions) are a significant feature in Queensland schools, with Queensland accounting for just under half the national number of SBNAs.

In 2005, Queensland entered the first phase of the implementation of the ETRF reforms. For VET in schools the embedded model of VET was removed from Authority Registered subjects. Four new syllabuses: Creative Arts, Recreation, Agriculture & Horticulture and Information & Communication Technology removed the embedded VET model and offered stand-alone certificates I and II qualifications from related national training packages. (See 2.4.3 recent developments)

### 2.4.2 Contribution of VET to the Senior Certificate

As the Queensland Senior Certificate is an achievement certificate, all nationally accredited VET may be recorded on it.

The Certificate of Post-compulsory School Education (CPCSE) recognises the achievements of young people who have either an impairment or difficulties in learning that are not primarily due to socioeconomic, cultural, and/or linguistic factors. VET achievements may be reported on this certificate.

#### Statistics

No. of Senior Certificates issued	40471
No. of students with at least 1 unit of competency recorded	21993
No. of students with at least one VET certificate recorded	14295
No. of students with at least one Certificate I	8123
No. of students with at least one Certificate II	8680
No. of students with at least one Certificate III	1110
No. of students with at least one Certificate IV	18
No. of students with a completed School-based New Apprenticeship	# 2256

# This number includes school-based New Apprenticeship students who have completed as much of their course as possible at school.

### 2.4.3 Recent Developments

The first stage of the implementation of the ETRF reforms was introduced. In 2005, four study area specifications (SAS) (syllabuses for Authority Registered Subjects together with recommended VET qualifications for stand-alone delivery) went into general implementation. These syllabuses provide three approaches for schools to offer vocational education:

Approach A VET Certificate (Stand-alone VET)

Approach B VL Strands (Vocational Learning Strands)

Approach C VET Strands (See 2.4.4 Strategy 2)

As stated in last years report, in August 2004, the Queensland Government released a joint ministerial statement entitled *Future directions for vocational education and training in Queensland schools* (Bligh & Barton, 2004). This document was developed to implement certain recommendations from *Queensland the smart state: Education and training reforms for the future: A white paper*, released in 2002.

Expected outcomes of the joint ministerial statement include:

- More students exit with recognised VET qualifications and with qualifications at Certificate III level if possible.
- Qualifications obtained through VET in Schools programs will receive better recognition from industry.
- QSA will have sustainable processes in syllabus development, support, and advice to schools to ensure qualifications are current.
- Pathways to VET and further education and employment will be stronger than at present.
- More VET study options will be available to students, including the option for school students to enrol in a Certificate III level qualification that can be completed post-school at an RTO.

Accompanying the joint ministerial statement was the QSA Memorandum *Advice to Schools*, which included information about implementation together with a timetable for phasing out embedded VET in Authority-registered subjects, [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au). In April 2005, the Queensland Government announced the implementation of the Queensland Certificate of Education (QCE) from 2008. Details may be found at [www.qld.edu.au/qce](http://www.qld.edu.au/qce). A key feature of the QCE is that a QCE may be achieved through VET alone.

#### **2.4.4 Strategies for Delivering VET in the Senior Certificate**

##### **Strategy 1 — Units of Competency Packaged as a QSA Subject**

not applicable

##### **Strategy 2 — Stand-alone VET Credited Towards the Senior Certificate**

##### **Enrolment Options**

Schools may register for any VET they wish to offer or students may go to any provider. All VET achievements may be recorded on the Senior Certificate.

##### **Study Area Specifications with stand-alone VET**

Approach A – VET certificates (stand alone delivery of VET)

Approach B – Vocational Learning Strand (no VET certificates)

Approach C – VET Strand (2 semesters of a certificate I qualification and 2 semesters of Approach B)

## Authority Registered syllabuses with stand-alone VET

Approach	VET component	Source of VET
<b>Creative Arts</b>		
A	CUS10101 Certificate I in Music Industry (Foundation) or CUS20101 Certificate II in Music Industry Foundation or CUE10103 Certificate I in Live Production, Theatre and Events or CUE20103 Certificate II in Live Production, Theatre and Events or CUV10103 Certificate I in Visual Arts and Contemporary Craft or CUV10203 Certificate I in Aboriginal or Torres Strait Islander cultural arts or CUV20103 Certificate II in Visual Arts and Contemporary Craft or CUV20203 Certificate II in Aboriginal or Torres Strait Islander cultural arts	Either the Music Industry Training Package CUS01 Entertainment Training Package CUE03 Visual Arts Training Package CUV03
B	(no VET)	
C (two semesters of VET only)	CUS10101 Certificate I in Music Industry (Foundation) or CUE10103 Certificate I in Live Production, Theatre and Events CUV10103 Certificate I in Visual Arts and Contemporary Craft or CUV10203 Certificate I in Aboriginal or Torres Strait Islander cultural arts	Either the Music Industry Training Package CUS01 Entertainment Training Package CUE03 Visual Arts Training Package CUV03
<b>Recreation</b>		
A	SRC10201 Certificate I in Community Recreation or SRC10204 Certificate I in Community Recreation SRO20203 Certificate II in Outdoor Recreation	Either the National Community Recreation Industry Training Package SRC01 ( superseded by SRC04) National Outdoor Recreation Industry Training Package SRO03
B	(no VET)	
C (two semesters of VET only)	SRC10201 Certificate I in Community Recreation or SRC10204 Certificate I in Community Recreation	Either the National Community Recreation Industry Training Package SRC01 ( superseded by SRC04) National Outdoor Recreation Industry Training Package SRO
<b>Agriculture and Horticulture</b>		
A	RTE10103 Certificate I in Rural Operations or RTE20703 Certificate II in Rural Operations	Rural Production Training Package RTE03
B	(no VET)	
C (two semesters of VET only)	RTE10103 Certificate I in Rural Operations	Rural Production Training Package RTE03
<b>Information &amp; Communications Technology</b>		
A	ICA10101 Certificate I in Information Technology or CUF10101 Certificate I in Media or ICA20199 Certificate II in Information Technology or, CUF20601 Certificate II in Multimedia	Either the Information Technology Training Package ICA99 or Film, Television, Radio and Multimedia CUF01
B	(no VET)	



## Assessment Program

As determined by the RTO in accordance with the training package / course requirements.

## Contribution to University Entrance Calculations

Achievement in stand-alone VET does not contribute to the calculation of the Overall Position and Field Positions for tertiary entrance purposes. VET achievements may be used in the calculation of a tertiary selection rank, using QTAC schedules for the purpose.

### Statistics

Certificate I	1508
Certificate II	1855
Certificate III	485
Certificate IV	18

Of the above, the following were gained through School-based New Apprenticeship Arrangements:

Certificate I	16
Certificate II	876
Certificate III	253
Certificate IV	8

## Strategy 3 — Units of Competency Embedded within a QSA subject

In 2005, there were three Authority subjects and Twelve study area specifications (SAS) (syllabuses for Authority-registered subjects) with embedded VET.

Authority Subjects (Syllabus Year)	SAS (Syllabus Year)
<b>Year 11 and Year 12 Students</b>	<b>Year 12 Students only</b>
Business Communications and Technologies (1998) and (2002)	Arts in Practice (2001) (Open Trial)
Hospitality Studies (2001)	Physical Recreation (2002)
Information Technology Systems (Trial) (1999), and (Pilot) (2002)	Computer Studies (1999)
	English Communication (1999)
	Literacy and Numeracy (2000)
	Trade and Business Mathematics (1999)
	<b>Year 11 and Year 12 Students</b>
	Hospitality Practices (1999)
	Industrial Skills (1999)
	Business (2002)
	Marine and Aquatic Practices (2001)
	Agricultural and Horticultural Studies (1999)
	Tourism (1999) and (2003)

## Authority Subjects with Embedded VET

Authority Subject	VET Component	Source of VET
Business Communication and Technologies	2002 syllabus BSB20101 Certificate II in Business	Business Services Training Package BSB01

Authority Subject	VET Component	Source of VET
Hospitality Studies	THH11002 Certificate I in Hospitality (Operations) or THH11102 Hospitality (Kitchen Operations)	Hospitality Training Package THH02
Information Technology Systems	2002 Pilot syllabus ICA30199 Certificate III in Information Technology (Software applications) or ICA30299 Certificate III in Information Technology (General) or ICA30399 Certificate III in Information Technology (Network Administration)	Information Technology Training Package ICA99 (version 3)

Students may achieve a complete qualification in the three 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.

The certificate II and III qualifications above may also be done through SAT arrangements.

### Enrolment Options

Students select subjects in the normal manner.

### Assessment Program

Assessment in Authority subjects with embedded VET may yield a competency-based result and a criteria and standards-based result. Teachers are encouraged to devise assessment instruments that meet the requirements for each form of assessment. Assessment programs are devised by schools.

### Contribution to University Entrance Calculations

Achievement in Authority subjects with embedded VET may contribute to the calculation of Overall Position and Field Positions for tertiary entrance purposes. Achievement in Authority-registered subjects does not contribute to the calculation of the Overall Position and Field Positions for tertiary entrance purposes; however, results in these subjects may be used in the calculation of a tertiary selection rank, using schedules for the purpose.

### Statistics

Authority Subjects	No. of students	
	Yr11	Yr 12
Business Communication & Technologies	7494	7580
Hospitality Studies	1231	1169
Information Technology Systems	2012	1415

### SASs with Embedded VET (syllabuses for Authority-registered Subjects)

SAS/Strands	VET component	Source of VET
<b>Agricultural and Horticultural Studies</b>		
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)	
<b>Arts in Practice</b>		
Entertainment	CUE10198 Certificate I & CUE20198 II in Entertainment	Entertainment Industry Training Package Music Industry Training Package Film, Television, Radio and
Music Industry	CUS10101 Certificate I & CUS20101 Certificate II in Music Industry (Foundation)	
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	
Broadcasting	CUF10101 Certificate I in Media and CUF20501 Certificate II in Broadcasting (Television) or CUF20401 Certificate II in Broadcasting (Radio)	Multimedia Industry Training Package
Multimedia	CUF10101 Certificate I & CUF20601 Certificate II in Media	
(6 other strands)	(no VET)	
<b>Business (2002)</b>		
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)	
<b>Computer Studies</b>		
Information Technology at Work	CNIT3 Certificate I & ICA20199 Certificate II in Information Technology	Information Technology Training Package
Practical Computing	(no VET)	
<b>Hospitality Practices</b>		
Hospitality	THH11002 Certificate I in Hospitality (Operations)	Hospitality Industry Training Package
	THH11102 Certificate I in Hospitality (Kitchen Operations)	
Introduction to Hospitality	Units of competency from THH02 Hospitality Industry Training Package	
Catering Practices	(no VET)	
<b>Industrial Skills</b>		
Building & Construction	BCG10198 Certificate I in Construction	General Construction Training Package
	BCG20198 Certificate II in Construction	

SAS/Strands	VET component	Source of VET
Engineering (Manufacturing)	MEM10198 Certificate I in Engineering	Metal and Engineering Training Package
Furnishing	LMF10102 Certificate I in Furnishing	National Furnishings curriculum Furnishing Industry Training Package
Practical Applications	(no VET)	
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 (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	(no VET)	
Tourism (2003)		
Tourism Operations	THT20502 Certificate II in Tourism (Operations)	Tourism Training Package
Tourism Issues	(no VET)	
Year 12 students only		
English Communication		
English Communication (Workplace)	CNC01 Certificate I & certificate CNC02 Certificate II in Communication for the Workplace	Developed from National communication Skill Modules
English Communication (Practical)	CNC01 Certifiacte I in communication for the Workplace	
English Communication (Studies)	(no VET)	
Literacy & Numeracy		
Applied Literacy	30031QLD Certificate I in Communication	Literacy - Cert I developed by CAC incorporating modules from Certificate I in Vocational Access TAFE Queensland course 15051
Consumer Mathematics	30009QLD Certificate I in Vocational Mathematics	
Practical Literacy	(no VET)	Numeracy – modules developed from TAFE Queensland Certificate I in Vocational Access 15051
Practical Numeracy	(no VET)	
Practical Studies	(no VET)	
Trade and Business Mathematics		
Workplace	CNTB01 Certificate I & CNTB02 Certificate II 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. The following table 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
Physical Recreation	
Tourism	
English Communication	
Trade and Business Mathematics	

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.

### Enrolment Options

Students select subjects in the normal manner.

### Assessment Program

Assessment in Authority-registered subjects with embedded VET may yield a competency-based result and a criteria and standards-based result. Teachers are encouraged to devise assessment instruments that meet the requirements for each form of assessment.

Assessment programs are devised by schools.

### Contribution to University Entrance Calculations

Achievement in Authority-registered subjects in SAS does not contribute to the calculation of the Overall Position and Field Positions for tertiary entrance purposes. Achievements in Authority-registered subjects may be used in the calculation of a tertiary selection rank, using schedules for the purpose.

### Statistics

Authority-Registered Subjects	No. of students	
	Yr 11	Yr 12
Agricultural & Horticultural Studies (Agriculture)	62	276
Agricultural & Horticultural Studies (Horticulture)	22	177
Arts in Practice (Broadcasting)	0	11
Arts in Practice (Entertainment)	0	71
Arts in Practice (Multimedia)	0	75
Arts in Practice (Music Industry)	16	97
Arts in Practice (Screen)	0	0
Business (Business Procedures)	591	822
Business (Foundation Skills)	118	79
Business (Retail Operations)	207	164

Authority-Registered Subjects	No. of students	
	Yr 11	Yr 12
Computer Studies (Info. Technology at Work)	626	3550
Hospitality Practices (Hospitality)	1868	1843
Hospitality Practices (Intro. to Hospitality)	2535	2468
Industrial Skills (Building & Construction)	0	1110
Industrial Skills (Engineering (Manufacturing))	2145	1714
Industrial Skills (Furnishing 2003)	1941	1392
Marine & Aquatic Practices (Marine Skills)	137	209
Physical Recreation (Recreation Foundations)	134	1133
Tourism (Tourism Operations)	1173	1100
<b>Year 12 students Only</b>		
English Communication (Practical)	0	462
English Communication (Workplace)	0	5881
Literacy & Numeracy (Applied Literacy)	0	130
Literacy & Numeracy (Consumer Mathematics)	0	1046
Trade & Business Mathematics (Workplace)	0	3258

#### 2.4.5 Reporting and Certification

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.

Under the AQTF, RTOs are responsible for issuing certificates and statements of attainment. The Queensland Studies Authority offers a printing service for certificates and statements of attainment to those schools that are RTOs.

## 2.5 SOUTH AUSTRALIA

### 2.5.1 Policy and Strategies for Delivering VET

*Recognition of VET Outcomes Towards the SACE* is the SSABSA policy statement for VET and the South Australian Certificate of Education (SACE). This can be viewed at <http://www.ssabsa.sa.edu.au/docs/policy/vet-pol.pdf>

In essence 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 by means of three strategies:

Strategy 1: Students undertake units of competency (modules) packaged as SSABSA–VET subjects in various industry areas, and receive dual accreditation towards an AQF qualification and the SACE.

Students can study one or more of these subjects at Stage 1 and Stage 2 of the SACE. Student achievement in these SSABSA–VET subjects can be graded, and so provide students with opportunities to count them towards the calculation of the TER.

Strategy 2: Students complete units of competency (modules) that are granted status towards completion of the SACE 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.

Strategy 3: Students may undertake units of competency (modules) embedded within existing SSABSA-accredited subjects.

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

### 2.5.2 Contribution of VET to the SACE

To complete the SACE, students need to satisfactorily complete 22 units. By adopting one or more of the three strategies outlined above, 18 of the 22 units can be completed using VET units of competency.

### 2.5.3 Recent Developments

SSABSA delivers Strategy 1 using SSABSA–VET subjects. Students and schools can select VET units of competency from an approved list to form a 1-unit or 2-unit subject. Schools have flexibility in the number and sequence of units of competency that can be undertaken.

SSABSA–VET subjects utilise a similar structure to that of current stand-alone VET (Strategy 2), in that a unit of SACE is measured by the number of nominal hours. Specifically, for a 1-unit subject, the units of competency undertaken must total a minimum of 60 nominal hours, and 120 nominal hours for a 2-unit subject.

## 2.5.4 Strategies for Delivering VET in SACE

VET contributes to the SACE using the three strategies described in the policy section.

### Strategy 1 — Units of Competency Packaged as SSABSA–VET Subjects

The following table shows the fourteen SSABSA–VET subjects offered in 2005, their relationship to the AQF qualification and the relevant National Training Package.

The SSABSA-VET Curriculum Statement containing the fourteen subjects is available at: <http://www.ssabsa.sa.edu.au/flexible/subjects.htm>

SSABSA–VET Subjects	Year 11	Year 12	AQF Qualification	National Training Package(s)
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 Broadcasting (Radio) (CUF30301) Certificate III in Broadcasting (Television) (CUF30401) Certificate III in Multimedia (CUF30601)	Film, Television, Radio and Multimedia (CUF01)
Business Services (VET)	✓	✓	Certificate II in Business (BSB20101) Towards: Certificate III in Business (BSB30101) Certificate III in Business Administration (BSB30201) Certificate III in E-Business (BSB30601)	Business Services (BSB01)
Community Services (VET)	✓	✓	Certificate II in Community Services (Community Work) (CHC20499) Certificate II in Community Services Support Work (CHC20102) Certificate III in Community Services Aged Care Work (CHC30102)	Community Services (CHC02)
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)
Financial Services (VET)	✓	✓	Certificate II in Financial Services (FBN20199) Towards: Certificate III in Financial Services (FNB30199)	Financial Services (FNB99)
General Construction (VET)	✓	✓	Certificate I in General Construction (BCG10103) Certificate II in General Construction (BCG20103)	General Construction (BCG03)
Hospitality (VET)	✓	✓	Certificate I in Hospitality (Kitchen Operations) (THH11102) Certificate II in Hospitality (Kitchen Operations) (THH22002)	Hospitality (THH02)
Information Technology (VET)	✓	✓	Certificate II in Information Technology (General) (ICA20199) Towards: Certificate III in Information Technology (General) (ICA302099)	Information Technology (ICA99)
Laboratory Operations	✓	✓	Towards:	Laboratory Operations



SSABSA–VET Subjects	Year 11	Year 12	AQF Qualification	National Training Package(s)
(VET)			Certificate III in Laboratory Skills (PML30199)	(cross-industry) (PML99)
Manufacturing and Engineering (VET)	✓	✓	Certificate I in Engineering (MEM10198) Certificate II in Engineering (Production) (MEM20198)	Metal & Engineering (MEM98)
Retail (VET)	✓	✓	Certificate I in Retail Operations WRR10102 Certificate II in Retail Operations (WRR20102)	Retail (WRR02)
Seafood Operations (VET)	✓	✓	Certificate I in the Seafood Industry (Aquaculture) (SFI10100) Certificate I in the Seafood Industry (Fishing Operations) (SFI10200) Certificate I in the Seafood Industry (Seafood Processing) (SFI10500) Towards: Certificate II in Seafood Industry (Aquaculture) (SFI20100) Certificate II in Seafood Industry (Fishing Operations) (SFI20200)	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) (SRO20303) Towards: Certificate II in Sport (Coaching) (SRS20302) Certificate II in Sport (Officiating) (SRS20399) Certificate II in Sport (Career-orientated Participation) (SRS20299) Certificate III in Community Recreation SRC30201 Certificate III in Community Recreation (Instruction) SRC30301	Community Recreation (SRC01) Outdoor Recreation (SRO02) Sport Industry (SRS03)
Tourism Operations (VET)	✓	✓	Certificate I in Tourism (Australian Indigenous Culture) (THT10102) Certificate II in Tourism (Operations) (THT20502)	Tourism (THT02)

### Enrolment Options

At Stage 1 (Year 11), students can enrol in:

- 1-unit
- 2-unit programs.

There are no limits to the number of 1-unit or 2-unit programs students can undertake.

At Stage 2 (Year 12), students can enrol in one of two options in each of the thirteen SSABSA–VET subjects:

- Option A
- Option B.

Option A allows students to count the subject towards the SACE.

Option B allows students to count the subject towards the SACE and the University Aggregate. Students enrolling in Option B undertake an additional assessment component, Work Project (see below).

## Assessment Program

Each of these SSABSA–VET subjects includes four assessment components:

1. Evidence Folio;
2. Student Record of Competency;
3. Workplace Reflection;
4. Work Project.

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

## Contribution to University Entrance Calculations

All fourteen SSABSA–VET subjects (Option B versions) are accepted by the South Australian universities as suitable for the calculation of the University Aggregate and the TER.

## Statistics

The number of students undertaking VET utilising this strategy is increasing.

Year	Students Undertaking SSABSA–VET Subjects
2002	515
2003	855
2004	1,154
2005	1,482

## Strategy 2 — Stand-alone VET Credited towards the SACE

All units of competency from AQF levels Certificate I to Advanced Diploma across all industry areas can be completed in a stand-alone fashion and contribute to the SACE in the following way:

- 50 nominal hours = 1 SACE unit.

Status is granted for up to 8 units towards the SACE.

## Assessment Program

Assessment for units of competency adheres to VET AQF assessment requirements.

## Contribution to University Entrance Calculations

Stand alone VET programs do not contribute to the University Entrance Calculation.

## Statistics

The number of students undertaking stand-alone VET continued to increase in 2005, having dipped in 2003.

Year	Total No. Stand-alone VET Nominal Hours completed by SACE students
2002	1 094 227
2003	999 508
2004	1 111 293
2005	1 500 777

### Strategy 3 — Units of Competency Embedded within a SACE subject

All units of competency, from AQF levels Certificate I to Advanced Diploma across all industry areas, can be embedded within a SSABSA-accredited subject such as Information Processing, Tourism, or Vocational Studies A or B.

In 2005 there was an overall decline in the embedding of VET units of competency within SSABSA-accredited subjects. The most popular subject in which VET was embedded was Vocational Studies, which continued to record a substantial increase in student enrolments.

#### Statistics

The growth in the number of students completing Vocational Studies A or B over the last three years has been notable.

Year	Vocational Studies Students	Students who Completed SACE
2002	518	11 102
2003	626	11 070
2004	948	11 329
2005	1 313	11 513

#### 2.5.5 Reporting and Certification

SSABSA provides students with the following documentation of their achievements:

1. Statement of Results
2. Record of Achievement
3. SACE.

Strategy	Reported at Year 11	Reported at Year 12
Strategy 1 SSABSA-VET subjects	Subject name, e.g. Tourism Operations (VET) Achievement: <ul style="list-style-type: none"><li>• Satisfactory</li><li>• Recorded Achievement</li><li>• Requirements Not Met</li></ul>	Subject name, e.g. Tourism Operations (VET) For Option A Achievement: <ul style="list-style-type: none"><li>• Satisfactory Achievement</li><li>• Recorded Achievement</li><li>• Requirements Not Met</li></ul> For Option B Achievement: <ul style="list-style-type: none"><li>• Subject Achievement Score, e.g. 16/20</li><li>• Grade, e.g. 'A', 'B'</li><li>• Verbal description</li><li>• University Entrance Points, e.g. 16.40</li></ul>
Strategy 2 Stand-alone VET	Number of SACE units, 'status granted', with a generic subject code	Not applicable
Strategy 2 Embedded VET	Name of the SSABA-accredited subject only, e.g. 'English'	Name of the SSABA-accredited subject only, e.g. 'Information Technology'

SSABSA has the facility to provide data relating to:

- units of competency completed and counted towards the SACE;
- students enrolled per VET unit of competency and counted towards the SACE;
- nominal hours, as allocated by the State Training Authority, attached to each unit for South Australia.

The RTO, whether as the deliverer or partner, is responsible for issuing VET certification.

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

SSABSA maintains the following data on VET units of competency:

- registered training organisation
- certificate code
- certificate name
- unit code (national, TAFE)
- unit name (title)
- nominal hours attached to each unit
- year in which VET unit of competency was undertaken
- result achieved.

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

## 5. STATE REPORTS 2005

### 2.6 Tasmania

#### 2.6.1 Policy and Strategies for delivering VET

VET is delivered to Tasmanian senior secondary students by Registered Training Organisations. Almost all schools offering courses to Year 11 and 12 students are Registered Training Organisations. Some VET training is done by specialist providers and by TAFE.

It is policy that, wherever possible, Training Packages are used. Generally schools focus on Certificate I, II and III outcomes.

#### 2.6.2 Contribution of VET to the Senior Secondary Certificate

VET outcomes, at both certificate and unit of competence level are recorded by the TQA and shown on the Tasmanian Certificate of Education (TCE). Students are eligible to receive the TCE when they finish Year 12 (or earlier if they exit the senior secondary system).

Students undertaking VET as a part of their senior secondary studies usually included a (nominally) 150 hour TCE subject VS708 Vocational Placement as a part of their overall program. This enabled the workplace skill development and assessment necessary in most VET certificate programs.

#### 2.6.3 Recent developments

Legislation has recently been passed by the Tasmanian Government which will require, from 2008, all students to remain in the education and training system until they either complete Year 12, attain a Certificate III qualification, obtain full-time employment or turn 17 years of age.

The TQA is developing a proposal for a completion/graduation certificate to formal mark completion of the senior secondary phase of learning. Consultations regarding specific requirements are being conducted during 2006 with a decision expected in the latter part of the year.

#### 2.6.4 Strategies for delivering VET in the Australian Senior Secondary Certificate issued in Tasmania

##### Strategy 2 – Stand-alone VET credited towards Senior Secondary Certificate Enrolment Options

##### Assessment Program

All assessments are as required by the relevant Training Package or accredited course. All delivery meets AQTF standards.

##### Contribution to University Entrance Calculations

VET results did not contribute towards the calculation of the Tertiary Entrance Rank (TER) in 2005.

## Statistics

The following VET results were obtained by senior secondary students in 2005 -

Title	Code	Statements		Units	Hours
		Certificates	Of Attainment		
Certificate I in Workplace Skills	69992	155	266	3358	67100
Certificate IV in Interior Decoration	90614NSW	0	3	4	n/a
Certificate I in Automotive	AUR10105	22	13	223	7000
Certificate I in Automotive	AUR10199	48	35	529	11288
Certificate I in General Construction	BCG10103	57	30	899	26770
Certificate I in Construction	BCG10198	15	1	76	2260
Certificate II in General Construction	BCG20198	1	13	106	2364
Certificate I in Business	BSB10101	23	4	159	3880
Certificate II in Business	BSB20101	89	73	1474	38655
Certificate III in Business	BSB30101	5	2	57	2120
Certificate IV in Assessment and Workplace Training	BSZ40198	2	0	16	420
Certificate I in Work Preparation	CHC10102	13	2	43	1430
Certificate II in Community Services Support Work	CHC20102	5	1	68	1845
Certificate II in Community Services (Aged Care Work)	CHC20199	0	1	1	30
Certificate II in Community Services Work	CHC20202	157	100	2149	63989
Certificate II in Community Services (Children's Services)	CHC20399	0	1	1	30
Certificate III in Aged Care Work	CHC30102	41	9	462	13395
Certificate III in Home and Community Care	CHC30202	1	0	8	230
Certificate III in Disability Work	CHC30302	2	2	10	294
Certificate III in Children's Services	CHC30402	2	0	10	300
Certificate I in Live Production, Theatre and Events	CUE10103	17	0	87	2445
Certificate II in Live Production, Theatre and Events	CUE20103	24	12	286	8882
Certificate III in Live Production, Theatre and Events (Technical Operations)	CUE30203	10	2	136	4036
Certificate III in Venues and Events (Customer Service)	CUE30303	8	3	116	3415
Certificate II in Broadcasting (Television)	CUF20501	4	3	51	1368
Certificate II in Multimedia	CUF20601	28	36	552	13700
Certificate III in Screen	CUF30101	6	2	43	1632
Certificate III in Broadcasting (Television)	CUF30401	1	0	5	160
Certificate II in Music Industry (Foundation)	CUS20101	5	5	67	2800
Certificate I in Visual Arts and Contemporary Craft	CUV10103	13	3	93	2790
Certificate II in Visual Arts and Contemporary Craft	CUV20103	6	4	78	2340
Certificate II in Food Processing (Wine)	FDF20403	1	4	48	1440
Certificate I in Information Technology	ICA10101	12	13	112	3170
Certificate II in Information Technology	ICA20199	51	44	981	21759
Certificate II in Information Technology (Applications)	ICA20201	0	7	7	205
Certificate III in Information Technology (Software Applications)	ICA30199	0	11	89	1890
Certificate III in Information Technology (General)	ICA30299	1	0	15	373
Certificate IV in Information Technology (Client Support)	ICA40199	1	0	6	148
Certificate I in Furnishing	LMF10102	9	17	97	2910
Certificate II in Furniture Making	LMF20302	2	1	30	900
Certificate I in Engineering	MEM10198	11	29	314	6742
Certificate II in Engineering - Production	MEM20198	1	6	49	1285
Certificate II in Racing (Thoroughbred) - Stablehand Level 1	RGR20198	1	1	6	410
Certificate I in Conservation and Land Management	RTD10102	1	0	8	240
Certificate II in Conservation and Land Management	RTD20102	5	5	128	3890
Certificate III in Conservation and Land Management	RTD30102	1	0	16	460

Certificate I in Rural Operations	RTE10103	6	20	130	3900
Certificate II in Agriculture	RTE20103	17	21	568	17470
Certificate II in Rural Operations	RTE20703	3	10	168	5040
Certificate III in Agriculture (Horse Breeding)	RTE30703	0	4	35	1080
Certificate I in Horticulture	RTF10103	18	6	135	4050
Certificate II in Horticulture	RTF20103	3	4	51	1500
Certificate I in Agriculture (Horse Breeding)	RUA10798	1	1	1	22
Certificate II in Horticulture	RUH20198	8	11	233	6850
Certificate I in Animal Studies	RUV10104	3	0	18	540
Certificate II in Animal Studies	RUV20104	7	0	75	2250
Certificate II in Animal Studies	RUV20198	0	2	9	435
Certificate I in Seafood Industry (Aquaculture)	SFI10104	3	0	24	748
Certificate II in Seafood Industry (Aquaculture)	SFI20104	2	0	36	1097
Certificate I in Sport and Recreation	SRO10103	52	27	1230	33473
Certificate II in Sport and Recreation	SRO20103	5	25	469	13212
Certificate II in Outdoor Recreation	SRO20203	10	79	977	28272
Certificate II in Outdoor Recreation (Multiple activities)	SRO20303	0	1	25	710
Certificate I in Transport and Distribution (Maritime Operations)	TDM10101	7	1	61	1090
Certificate II in Transport and Distribution (Maritime Operations)	TDM20101	0	18	308	7670
Certificate I in Transport and Distribution (Warehousing and Storage)	TDT10102	0	9	65	1710
Certificate I in Hospitality (Operations)	THH11002	41	54	620	12531
Certificate I in Hospitality (Kitchen Operations)	THH11102	59	52	839	12760
Certificate II in Hospitality (Operations)	THH21802	34	213	1190	22187
Certificate III in Hospitality (Operations)	THH33002	0	11	55	935
Certificate II in Tourism (Operations)	THT20502	94	45	1502	36016
Certificate I in Electrotechnology	UTE10102	7	9	117	1340
Certificate III in Electrotechnology Computer Systems	UTE30599	0	11	63	250
Certificate III in Beauty	WRB30199	0	18	18	630
Certificate II in Hairdressing	WRH20100	41	33	509	11072
Certificate I in Retail Operations	WRR10102	30	24	230	6647
Certificate II in Retail Operations	WRR20102	11	27	422	11878
<b>Total</b>		<b>1319</b>	<b>1500</b>	<b>23256</b>	<b>580155</b>

### 2.6.5 Reporting and Certification

The TQA provides students with the following documentation of their achievements:

Year 11 students	Statement of Results showing achievements in the current year
Year 12 students	Tasmanian Certificate of Education which includes details of all recorded achievements, including VET certificates and units of competence/modules

	Reported at Year 11	Reported at Year 12
Strategy 1: VET subjects		
Strategy 2: Stand-alone VET	Number of units of competence attained, together with details of any certificate issued by an RTO in that year	Details of any certificate issued  Details of all units of competence attained
Strategy 3: Embedded VET		

The RTO is responsible for issuing the Certificate or Statement of Attainment. The TQA has a formal arrangement with most school based RTOs to print the Certificate or Statement of Attainment on behalf of the RTO.

## 2.7 Victoria

### 2.7.1 Policy and Strategies for delivering VET

Nationally recognised VET is a highly valued component of senior secondary education in Victoria. Increasingly, students in Year 10 are enrolling in a VET program as the first step towards completion of a senior secondary certificate. Victoria has always made student access to a full VET certificate the primary principle for VET in Schools. However with the introduction of the VCAL, access to parts of a VET certificate or small components of a range of VET certificates has become a practical alternative.

There are two strategies whereby VET counts towards satisfactory completion of one of the senior secondary certificates: the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL).

#### Strategy 1

VCE VET programs that are stand-alone

The Victorian Curriculum and Assessment Authority (VCAA) develops, approves, and manages a suite of 25 VCE VET (comprising 37 individual VET certificates) and 13 SBNA programs. In consultation with industry, TAFE institutes and schools, the VCAA develops a VCE VET program with a VET qualification outcome within the rules of the relevant training package or curriculum. Each VCE VET program is stand-alone.

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

The VCAL offers three certificate levels: Foundation, Intermediate, and Senior. VET is built into the completion requirements of VCAL. VET is a mandatory component of the VCAL at Intermediate and Senior levels and optional at Foundation level. Students may undertake a VCE VET program to fulfil the VET requirement.

#### Strategy 2

Block Credit Recognition in the VCE

The VCAA makes available unspecified Block Credit Recognition within the VCE, for students who have completed or partially completed nationally recognised VET qualifications that are not available in the suite of centrally maintained VCE VET programs and SBNAs.

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

The amount and level of credit in the VCE available through Block Credit Recognition is determined by a formula. Any training at AQF level 2 and above, of a minimum of 90 hours per unit of credit, will provide credit in the VCE.

### 2.7.2 Contribution of VET to the Senior Secondary Certificates

VET contributes directly as stand-alone components contributing to satisfactory completion of either the VCE or the VCAL.

VCE

A VCE VET program provides recognition in the VCE within the same structure as mainstream VCE studies:

Units 1 and 2 (normally Year 11)

Units 3 and 4 (normally Year 12)



The expectation is that students will want to complete a whole qualification. Where possible, the same recognition arrangements are made available for an SBNA where the industry area is included in the suite of approved VCE VET programs.

Of the minimum 16 units required for satisfactory completion of the VCE (at least 8 of which must be at Unit 3–4 level and must include at least 3 English units), up to 13 may come from VET. These VET credits may be achieved in the suite of centrally managed VCE VET and SBNA programs and through Block Credit Recognition.

#### **VCE VET programs are available for students enrolled in either the VCE or the VCAL.**

The completion of components of VET and Further Education certificates is built into the structure of the VCAL. There are four learning strands in the VCAL; in the Industry Specific Skills strand at Intermediate and Senior levels, students are required to achieve a minimum of 100 hours of competencies/modules that may come from a range of training packages or curriculum. The VET component is optional at Foundation level VCAL. 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 Recent developments**

In late 2005, the Office of Training and Tertiary Education undertook a review of the VET sector in Victoria. The report, *Inquiry into Vocational Education and Training* was published in early 2006 and included a chapter on VET in Schools. The inquiry listed a series of key recommendations for VETiS in Victoria including:

- that differences in regional provision of VET across Victoria be examined
- that the Victorian Institute of teaching place a priority on providing education and training and career paths for those teaching in VET in Schools
- to incorporate the Employability Skills in teaching and assessment approaches as part of the Victorian Essential Learning Standards
- to align structured workplace learning places with industry area priorities
- to support the use of high intensity models of delivery for VET in Schools including use of hubs or specialist centres in schools
- to promote SBNAs in areas of skills shortage
- to broaden opportunities for year 10 students to undertake VETiS programs.

In 2005 two new VCE VET programs were approved and program booklets published for:

Certificate II in Conservation and Land Management;  
Certificate II in Plastics.

Both these VCE VET programs were developed in response to approaches by industry to the VCAA, to attract young people into areas of skills shortage and as part of whole-of-government strategic workforce policies.

Recently, formal pre-apprenticeship arrangements have been put in place to provide direct articulation into trade apprenticeships. The Office of Training and Tertiary Education and state industry training boards have agreed on wage rates and training recognition articulation arrangements for students who complete the VCE VET programs in the traditional trades.

In 2005 the industry areas with greatest growth in VET in Schools were Building and Construction, Automotive and Engineering.

##### **2.7.4 Strategies for delivering VET in the Australian Senior Secondary Certificates issued in Victoria**

### Strategy 1 – (Board of Studies subject) not applicable

Victoria does not embed units of competence/modules in Board accredited or Board endorsed subjects. All VET is stand-alone and contributes to the senior secondary certificates as full or partial completion of nationally recognised VET certificates.

### Strategy 2 - Stand-alone VET credited towards Senior Secondary Certificates

#### Recognition mechanism A.

##### VCE

The following qualifications have been packaged as VCE VET programs. There are 25 program areas with 35 individual qualifications.

Qualifications outside this suite can contribute to the VCE through Block Credit Recognition (see Strategy 2).

#### VCE VET programs

VCE VET programs 2005	Year 11 (Units 1–2)	Year 12 (Units 3–4)	AQF Qualification	National Training Package(s)
VCE VET Agriculture	✓	✓	Certificate II in Agriculture (RTE20103)	Agriculture (RTE03)
VCE VET Automotive	✓	✓	Certificate II in Automotive Technology (21110VIC)	Nationally recognised Victorian qualification using competency standards
VCE VET Business Administration	✓	✓	Certificate II in Business (BSB20101) and additional units from Certificate III in Business (BSB30101)	Business Services (BSB01)
VCE VET Building and Construction	✓	✓	Certificate II in Building and Construction (Pre-apprenticeship in Carpentry, Bricklaying and Painting and Decorating) (21393VIC)	Nationally recognised Victorian qualification
CISCO Networking Academy	✓	✓	IT vendor training mapped to: UTENES106AA and UTENES206AA	Cisco training curriculum mapped to UTE99
VCE VET Clothing Products	✓		Certificate II in Clothing Production (Intermediate) LMT20600]	TCF (LMT00)
		✓	Certificate III in Concept Development for Clothing Products (21471VIC)	Nationally recognised Victorian qualification using competency standards
VCE VET Community Services	✓	✓	Certificate II in Community Services Work (CHC20202) and additional units from Certificate III in Community Services Work (CHC30802) and Certificate III in Children's Services (CHC30402)	Community Services (CHC02)
VCE VET Dance	✓	✓	Certificate II in Dance (21078VIC)	Nationally recognised Victorian curriculum
VCE VET Desktop Publishing	✓	✓	Certificate II in Desktop Publishing (21232VIC)	Nationally recognised Victorian curriculum
VCE VET Electrotechnology	✓	✓	Certificate II Electrotechnology (Shared Technologies) (21583VIC)	Nationally recognised Victorian curriculum
VCE VET Engineering Studies	✓	✓	Certificate II in Engineering Studies (21566VIC)	Nationally recognised Victorian curriculum
	✓	✓	Certificate III in Engineering Studies (21565VIC)	Nationally recognised Victorian curriculum
VCE VET Equine Industry	✓	✓	Certificate II in Equine Industry (21327VIC)	Nationally recognised Victorian qualification

				using competency standards
VCE VET Financial Services	✓	✓	Certificate III in Financial Services (FNB30199)	Financial Services (FNB99)
VCE VET Food Processing (Wine)	✓	✓	Certificate II in Food Processing (Wine) (FDF20403)	Food Processing Industry — Wine sector (FDF03)
VCE VET Furnishing	✓	✓	Certificate II in Furnishing (Pre-apprenticeship - Cabinet Making) (21278VIC) (including units from the LMF02 Furnishing Training Package)	Nationally recognised Victorian qualification using competency standards
VCE VET Horticulture	✓	✓	Certificate II in Horticulture (RTF20103) RTF20203 Certificate II in Horticulture (Aboriculture) RTF20303 Certificate II in Horticulture (Floriculture) RTF20403 Certificate in Horticulture (Landscape) RTF20503 Certificate II in Horticulture (Retail Nursery) RTF20603 Certificate II in Horticulture (Wholesale Nursery) RTF20703 Certificate II in Horticulture (Parks and Gardens) RTF20803 Certificate II Horticulture (Turf)	Horticulture (RTF03)
VCE VET Hospitality	✓	✓	Certificate II in Hospitality (Operations) (THH21802) and additional units leading to Certificate III in Hospitality	Hospitality (THH02)
VCE VET Information Technology	✓		Certificate II in Information Technology (ICA20199)	Information Technology (ICA99)
	✓	✓	Certificate III in Information Technology (Software Applications) (ICA30199)	Information Technology (ICA99)
	✓	✓	Certificate III in Information Technology (General) (ICA30299)	Information Technology (ICA99)
	✓	✓	Certificate III in Information Technology (Network Administration) (ICA30399)	Information Technology (ICA99)
VCE VET Laboratory Skills	✓	✓	Certificate III in Laboratory Skills (PML30199)	Laboratory Skills PML99
VCE VET Multimedia	✓		Certificate II in Multimedia (CUF20601)	Film, Television, Radio and Multimedia (CUF01)
		✓	Certificate III in Multimedia (CUF30601)	Film, Television, Radio and Multimedia (CUF01)
VCE VET Music Industry	✓		Certificate II in Music Industry (CUS20101)	Music Industry (CUS03)
	✓	✓	Certificate III in Music (CUS30101)	Music Industry (CUS03)
	✓	✓	Certificate III in Music Industry (Technical Production) (CUS30201)	Music Industry (CUS03)
VCE VET Retail Operations	✓		Partial completion of Certificate II in Retail Operations (WRR20102)	Retail (WRR02)
VCE VET Seafood Industry	✓	✓	Certificate II in Seafood Industry (Aquaculture) (SFI20100)	Seafood Industry (SFI00)
	✓	✓	Certificate II in Seafood Industry (Seafood Processing) (SFI20500)	Seafood Industry (SFI00)
	✓	✓	Certificate II in Seafood Industry (Seafood Sales/Distribution) (SFI20600)	Seafood Industry (SFI00)
VCE VET Small Business	✓		Certificate II in Small Business	Nationally recognised

			(Operations/Innovation) (2204AKC)	Victorian curriculum
VCE VET Sport & Recreation	✓	✓	Certificate II in Community Recreation (SRC20201)	Community Recreation (SRC01)
	✓	✓	Certificate II in Fitness (SRF20201)	Fitness (SRF01)
	✓	✓	Certificate II in Outdoor Recreation (SRO20299)	Outdoor Recreation (SRO99)

### School Based New Apprenticeship programs

The following certificates are SBNAs promoted through VCAA centrally managed recognition arrangements, which contribute directly to the VCE under the same arrangements that operate for the corresponding VCE VET programs.

SBNA programs	Year 11 (Units 1–2)	Year 12 (Units 3–4)	AQF Qualification	National Training Package(s)
Agriculture	✓	✓	Certificate II in Agriculture (RTE20103)	Agriculture (RTE03)
Automotive	✓	✓	Certificate II in Automotive: (Mechanical — Tyre Fitting and Repair Light) AUR21599 (Mechanical — Underbody) AUR21699 (Mechanical — Vehicle Servicing) AUR21799 (Sales — Replacement Parts and Accessories) AUR22099 (Sales — Service Station Operations) AUR22199 (Sales — Warehousing) AUR22399 (Vehicle Body — Detailing) AUR22599 (Vehicle Body — Paint/Panel Preparation) AUR22899 Certificate II in Bicycles (Services) AUR23099 Certificate II in Outdoor Power Equipment (Services) AUR23399 Certificate III in Automotive: (Mechanical — Heavy Vehicle) AUR30899 (Mechanical — Light Vehicle) AUR31099	Automotive AUR99
Business Administration	✓	✓	Certificate II in Business (BSB20101) and additional units from Certificate III in Business (BSB30101)	Business Services (BSB01)
Community Services	✓	✓	Certificate II in Community Services Support Work (CHC20102) Certificate II in Community Services Work (CHC20202) Certificate II in Health Support Services (Client/Patient Support Services) (HLT20702)	Community Services (CHC02) Health (HLT02)
Engineering	✓	✓	Certificate II in Engineering Production (MEM20198)	Metals and Engineering (MEM98)
Food Processing	✓	✓	Certificate II in Food Processing (FDF20198) (General Foods, Confectionery, Dairy Processing, Fruit and Vegetables)	Food Processing Industry – (FDF98)
Food Processing (Wine)	✓	✓	Certificate II in Food Processing (Wine) (FDF20403)	Food Processing Industry — (Wine Sector) (FDF03)
Horticulture	✓	✓	Certificate II in Horticulture (RTF20103) RTF20203 Certificate II in Horticulture (Aboriculture) RTF20303 Certificate II in Horticulture (Floriculture)	Horticulture (RTF03)

			RTF20403 Certificate in Horticulture (Landscape) RTF20503 Certificate II in Horticulture (Retail Nursery) RTF20603 Certificate II in Horticulture (Wholesale Nursery) RTF20703 Certificate II in Horticulture (Parks and Gardens) RTF20803 Certificate II Horticulture (Turf)	
Hospitality	✓	✓	Certificate II in Hospitality (Operations) (THH21802) and additional units leading to Certificate III in Hospitality	Hospitality (THH02)
Information Technology	✓	✓	Certificate III in Information Technology (Software Applications) (ICA30199)	Information Technology (ICA99)
	✓	✓	Certificate III in Information Technology (General) (ICA30299)	
	✓	✓	Certificate III in Information Technology (Network Administration) (ICA30399)	
Retail Operations	✓		Certificate II in Retail Operations (WRR20102)	Retail (WRR02)
Seafood Industry	✓	✓	Certificate II in Seafood Industry (Aquaculture) (SFI20100)	Seafood Industry (SFI00)
	✓	✓	Certificate II in Seafood Industry (Seafood Processing) (SFI20500)	
	✓	✓	Certificate II in Seafood Industry (Seafood Sales/Distribution) (SFI20600)	
	✓	✓	Certificate II in Seafood Industry (Fishing Operations) (SFI20200)	
Sport & Recreation	✓	✓	Certificate II in Community Recreation (SRC20201)	Community Recreation (SRC01)
	✓	✓	Certificate II in Fitness (SRF20201)	Fitness (SRF01)
	✓	✓	Certificate II in Outdoor Recreation (SRO20299)	Outdoor Recreation (SRO99)
	✓	✓	Certificate II in Sport and Recreation (SRO20199)	Sport (SRS99)
	✓	✓	Certificate II in Sport (Officiating) (SRS20499)	Sport (SRS99)
	✓	✓	Certificate II in Sport (Career Oriented Participation) (SRS20299)	Sport (SRS99)

## VCAL

The VCAL broadens the options available to students in Years 11 and 12 and is designed for students whose needs are not met by the traditional VCE program.

VET is a mandatory component of the student's VCAL learning program at Intermediate and Senior levels of the VCAL. VET is optional at the Foundation level of the VCAL. VET is built into one of the four Strands – Industry Related Skills Strand - that are the prescribed components of the VCAL.

Students are not expected to complete whole VET qualifications but may complete individual units of competence/modules from a range of VET certificates. Of course some VCAL students may complete a full VET qualification if that is consistent with their learning program. It is not intended that students will graduate as qualified in an occupational area, but that they will have gained highly relevant experience and employability skills for a particular industry sector.

The majority of VCAL students are enrolled in the VCE VET programs which contribute to the VCAL via the strands.

## **Enrolment Options**

There is no restriction on when a student may enrol in the VCE.

VCE VET programs contribute to the VCE at Year 11 (Units 1–2) or Year 12 (Units 3–4). VCE VET programs contribute to the VCAL through the strands at the Foundation, Intermediate, and Senior VCAL levels.

Students can be enrolled in multiple VCE VET programs. VCAL students commonly may be enrolled in components of Certificate I, II, or III level training programs or a mixture of these. Given this, the figures for total number of students and total number of enrolments will be different.

## **Assessment Program**

Students are assessed for competence against the units of competence/modules within the VET qualification.

In addition, a number of VCE VET programs also provide students with the option of scored assessment in order to receive a study score for the VCE VET Unit 3–4 sequence.

## **Contribution to University Entrance Calculations**

### **VCE**

Contribution to the Equivalent National Tertiary Entrance Rank (ENTER) is contingent upon the student receiving credit for a Unit 3–4 sequence in the VCE VET program undertaken. Students may count up to three VCE VET programs in the calculation of their ENTER score.

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

### **Scored programs**

In 2005, 13 VCE VET programs provided students with the option of undertaking scored assessment of the designated Unit 3–4 sequence.

For scored VCE VET programs, the study 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, that is, as one of the 'primary four' scores.

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

- 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 Equine Industry
- 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 — includes Commercial Cookery and Food & Beverage streams
- Certificate III in Information Technology (Network Administration) or (General) or (Software Applications)
- Certificate III in Laboratory Skills

- Certificate III in Multimedia
- Certificate III in Music
- Certificate III in Music (Technical Production).

A range of materials and activities support the scored assessment process for each program:

- assessment guide
- task samples booklet
- support advice for assessors including advice on contextualising scoring criteria
- sample exam papers
- state-wide briefing seminars and workshops conducted in March and December of each year.

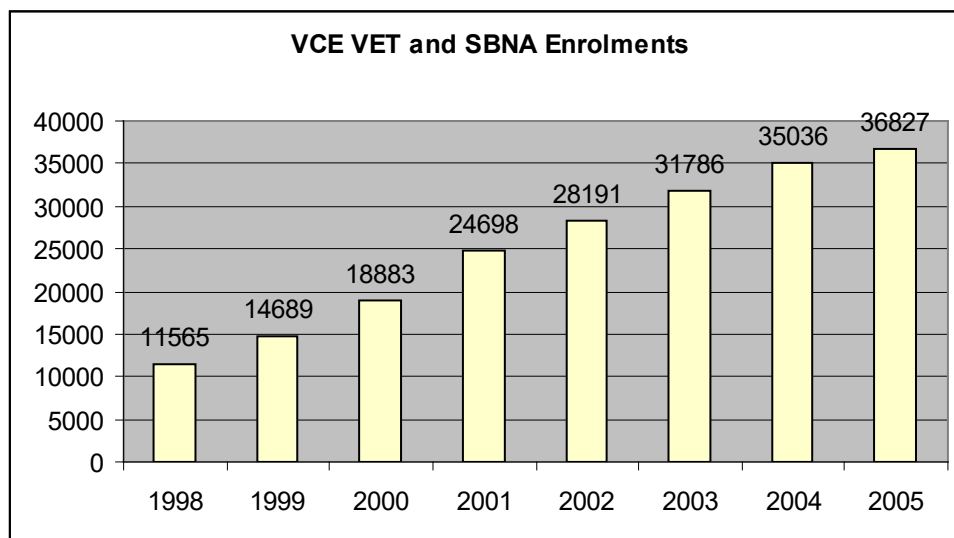
For VCE VET Multimedia, the externally assessed examination has been conducted successfully online for the past six years.

### Unscored programs

'Unscored' VCE VET programs that provide students with a Unit 3–4 sequence contribute as an increment to the ENTER calculated as 10% of the average of the primary four scaled study scores. This means that the unscored VCE VET program counts as the fifth or sixth subject.

Victorian Tertiary Admissions Centre data each year shows that for the majority of students receiving a study score for a scored VCE VET program, the scored Unit sequence contributes to the 'primary four', thereby adding value to the student's ENTER.

### Statistics



NB. This chart shows enrolment numbers NOT individual students.

## Strategy 2

### Recognition mechanism B

#### Block Credit Recognition in the VCE

Unspecified block credit within the VCE is available for students who have completed or partially completed nationally recognised VET qualifications at AQF level II or above, that are not available in the VCAA approved VCE VET programs and SBNA.

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.

Credit is awarded in the VCE at units 1-2 level for AQF II level training; credit is awarded in the VCE at units 3-4 level for AQF level III and above. The amount of credit is determined by the number of hours of training successfully completed: 90 hours equates to one VCE unit of credit.

### **Enrolment Options**

Students enrol directly into units of competence/modules under the VET qualification. Credit towards VCE is accrued through completion of nominal hours.

The same enrolment mechanism is used for all qualifications that are not available through VCE VET or approved SBNA programs. This training contributes either to the VCE through Block Credit Recognition or to the VCAL via the Industry Related Skills strand and Work Related Skills strand.

### **Assessment Program**

Students are assessed for competence against the units of competence/modules within the VET qualification.

### **Contribution to University Entrance Calculations**

Students who receive a Unit 3–4 sequence for contribution towards satisfactory completion of the VCE under Block Credit Recognition, will receive a contribution to their ENTER via an increment, that is 10% of the average of the primary four scaled Study Scores (as with unscored VCE VET programs).

## **Enrolments in VCAL and BLOCK CREDIT for VCE enrolments BY INDUSTRY AREA, 2005**

### **ALL (non VCE VET enrolments)**

<b>Industry</b>	<b>All</b>
Adult Community - Further Education	4362
Agriculture and Horticulture	209
Animal Handling	23
Automotive	52
Building and Construction	363
Business Services	411
Community Services and Health	491
Cultural & Recreation - Arts & Design	405
Cultural & Recreation - Entertainment	311
Cultural & Recreation - Racing	14
Cultural & Recreation - Recreation	172
Electrical and Electronics	214
Food Processing	15
Furnishing	243
Information Technology	362
Metals and Engineering	120
Primary and Forest - Forest	2
Printing	28
Process Manufacturing	47
Public Administration and Safety	109
Textile Clothing and Footwear	19
Tourism and Hospitality	769
Transport and Storage	40
Wholesale Retail and Personal Services	2077
<b>Total</b>	<b>10858</b>



### Strategy 3 – (Embedding in a Board subject) Not applicable

#### 2.7.5 Reporting and Certification

	Reported at Year 11	Reported at Year 12
<p>Strategy 2</p> <p>Recognition mechanism A</p> <p>VCE VET programs</p> <p>VCE</p> <p>VCAL</p>	<p>Statement of Results showing satisfactory completion of VCE VET or SBNA units</p> <p>(eg. VCE VET Hospitality Operations)</p> <p>VET Statement listing units of competence/modules achieved by students.</p> <p>Statement of Results showing credit towards the Industry Related Skills Strand.</p> <p>VET Statement listing units of competence/modules achieved by students.</p>	<p>Statement of Results showing satisfactory completion of VCE VET or SBNA units</p> <p>(eg. VCE VET Hospitality Operations)</p> <p>VET Statement listing units of competence/modules achieved by students.</p> <p>For scored programs the Statement of Results also shows:</p> <ul style="list-style-type: none"> <li>• Coursework score and grade</li> <li>• Examination score and grade</li> <li>• Study Score.</li> <li>•</li> </ul> <p>Statement of Results showing credit towards the Industry Related Skills Strand.</p> <p>Statement of units of competence/modules achieved by students.</p>
<p>Strategy 2</p> <p>Recognition mechanism B</p> <p>Block Credit for VCE</p>	<p>Statement of Results showing credit according to industry area.</p> <p>VET Statement of units of competence/ modules achieved by students.</p>	<p>Statement of Results showing credit according to industry area.</p> <p>Statement of units of competence/modules achieved by students.</p>

## 2.8 Western Australia

### 2.8.1 Policy and Strategies for delivering VET

There will be three options for ensuring students have access to VET in the new WACE

- Strategy 1:** VET **versions** of council-developed courses  
**Strategy 2:** VET **integrated** within council-developed courses  
**Strategy 3:** VET **stand-alone** (recognised as council-endorsed programs)

These options do not prescribe delivery modes. All can be delivered by WACE providers that meet AQTF requirements in partnership with an RTO or by achieving RTO status, with the required scope.

Simulated and/or actual workplace learning and assessment is an essential part of all three options.

#### **Strategy 1: VET versions of courses**

For the first time in Western Australian schools, students and teachers will have access to centrally packaged and supported VET versions of courses that may be used for entry into employment, further training or university.

Seventeen courses have been identified as being suitable for students to achieve a VET qualification as well as the course outcomes.

#### **VET versions of courses**

Agriculture	Marine and Maritime Technology
Applied Information Technology	Materials Design and Technology
Automotive Engineering and Technology	Media Production and Analysis
Building and Construction	Music
Business Management and Enterprise	Physical Education Studies
Children, Family and the Community	Recreational & Environmental Studies
Computer Science	Visual Arts
Food Science and Technology	Visual Communication and Design
Health Studies	

VET versions of courses involve identification of qualifications and competencies to enable students to:

- complete a VET qualification
- gain credit for one or more units in a council-developed course for the WACE
- achieve a level on the scales of achievement for each course outcome (and thus be able to use achievement in the course as a contribution to the TER).

Project briefs are included in VET versions of courses to ensure there is an industry focus and opportunities to integrate content for achievement of course outcomes.

Teachers implementing a VET version of a course must use:

- the workplace contexts as defined in the training package to ensure project briefs outlined in the course are set in the actual or simulated workplace
- the project briefs to gather evidence for judging both the competencies (using the training package requirements for the selected qualification, including performance criteria and evidence guides) and the course outcomes (using the scales of achievement and the indicators).

## Strategy 2:

### **VET integrated within council-developed courses**

In selected courses, students are able to attain relevant units of competency while meeting the course content and outcomes. This option is similar to a VET version of a course but relevant clusters of units of competency rather than a complete qualification, are built into the course.

#### **VET integrated courses:**

Accounting and Finance  
Career and Enterprise  
Engineering Studies  
Physics

Aviation  
Drama  
Chemistry

VET versions and VET in courses enable students to achieve units of competency and understand the links between general education and VET. They are able to explore VET pathways and achieve meaningful skills sets while keeping other post-school pathways open.

### **Strategy 3: VET stand-alone**

VET stand-alone is non-integrated vocational education and training resulting in the achievement of a full qualification or one or more units of competency from a nationally recognised qualification or accredited course. It is available to all students and is particularly well suited to students undertaking school based traineeships, school apprenticeship link programs and other VET for School Students (VETfSS) programs. Students will be awarded WACE unit equivalence for attainment of VET units of competency or complete qualifications as council-endorsed programs. Students are not able to have their VET stand-alone achievement count directly for inclusion in the TER.

#### **Unit equivalence**

Evidence of competency must be provided before unit equivalence is determined. Students will be granted unit equivalence for units of competency recorded on a statement of attainment or qualification provided by the registered training organisation. Unit equivalence for VET stand-alone achievement will be allocated on the basis of nominal hours where the unit of competence has been attained. Ninety nominal hours of units of competency attained will be deemed equivalent to one council-endorsed unit. The achievement of partial qualifications will be recognised through the allocation of points, with five points being equal to one unit. One point will be granted for each 18 nominal hours of units of competency attained.

#### **Exceptions**

It is acknowledged that there may be some qualifications for which the allocated nominal hours do not reflect the actual time typically required to demonstrate competence. Schools may apply in writing to the Curriculum Council for consideration of such exceptional cases. A panel has been convened to develop the business rules for consideration of these exceptions so that, if approved, a WACE unit equivalent conversion rate between 55 and 90 hours may be determined and applied to all students.

## 2.8.2 Contribution of VET to the WACE

To qualify for a WACE from 2008 a student must:

<b>Complete at least twenty units</b> <ul style="list-style-type: none"><li>• at least ten units must be from council-developed courses (including at least three two-unit combinations)</li><li>• up to ten unit equivalents can be from council-endorsed programs</li></ul>
<b>Achieve an average Level 4 on outcomes from at least five courses</b> <ul style="list-style-type: none"><li>• or at least four courses if council-endorsed programs equivalent to eight units are included</li><li>• or at least three courses if council-endorsed programs equivalent to ten units are included</li></ul>
<b>Meet the requirement for English Language Competence</b> <ul style="list-style-type: none"><li>• Students must achieve an average Level 4 across all outcomes in Texts, Traditions and Cultures, English, or English as a Second Language</li><li>• or an average Level 4 in the Curriculum Council English Language Competence Test</li></ul>
<b>Complete four units from an English course</b>
<b>Include all 13 overarching learning outcomes in an overall program of study</b>

Up to 50% of the WACE requirements can be met through VET stand-alone, a category of council-endorsed program. Further VET can be undertaken through VET versions or VET in courses.

## 2.8.3 Recent developments

The main impetus for the 2005 trend to increased delivery of stand-alone VET appeared to be the expansion of 'profile hours' that were available to students in some districts. '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, which are broadly based on projected local area industry needs. Profile-funded VET for school students is a major initiative to increase the participation of 15 to 19-year-olds in post-compulsory education and training. Profile funding has been 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.

The 2005 implementation of School Apprenticeship Link (SAL) program has increased the number of school students engaged in VET delivery in TAFE settings. SAL programs are being developed in industry areas of skill shortage against training package qualifications, as well as 'skills sets'.

A new policy related to VET for School Students has been prepared by the Department of Education and Training and implemented in 2006.

The VET version of Media Production and Analysis course was implemented in 2006. Accounting and Finance, Applied Information Technology, Computer Science, Music, Physical Education Studies and Visual Arts are in the draft consultation stage and are to be implemented from 2007. Professional learning opportunities have been provided to assist teachers to implement VET versions.

Support materials have also been developed to help teachers deliver and assess VET versions of courses.

Changes have been made to Structured Workplace Learning to comply with the national definition. Students from 2007 can select from 2 modes of workplace learning – Mode 1 Workplace Learning: On-the-job Training or Mode 2 Workplace Learning: Employability Skills. From 2008 SWL will no longer be offered to students and workplace learning under the new guidelines will be fully implemented as council-endorsed programs.

#### **2.8.4 Strategies for delivering VET in the Australian Senior Secondary Certificate issued in Western Australia**

As a result of the new VET for School Students policy, students may engage in any VET qualifications at any AQF level providing AQTF standards are complied with and the units of competency are within the provider's scope of delivery.

*The following VET qualifications have been aligned with the VET versions of courses. (I know this list is out of date. I have asked Suzanne to check it over)*

WA VET VERSION COURSE	<b>QUALIFICATIONS</b> Schools will select one of the approved qualifications to deliver in the VET version of a course.
<b>Agriculture</b>	RTE20103 Certificate II in Agriculture (Plants /Crops focus) RTE20103 Certificate II in Agriculture (Animals focus)
<b>Applied Information Technology</b>	ICA10105 Certificate I in Information Technology ICA20105 Certificate II in Information Technology
<b>Automotive Engineering &amp; Technology</b>	AUR10105 Certificate I in Automotive
<b>Building &amp; Construction</b>	BCC20103 Certificate II in Civil Construction
<b>Business Management &amp; Enterprise</b>	BSB20101 Certificate II in Business
	BSB30301 Certificate III in Business (Sales)
	WRR20102 Certificate II in Retail (Operations)
	THT20502 Certificate II in Tourism (Operations)
<b>Children, Family And The Community</b>	CHC10102 Certificate I in Work Preparation
	CHC20202 Certificate II in Community Services Work
	CHC30102 Certificate III in Aged Care Work
	CHC30402 Certificate III in Children's Services
<b>Computer Science</b>	ICA10105 Certificate I in Information Technology
	ICA20105 Certificate II in Information Technology
	ICA30105 Certificate III in Information Technology (Software Applications)
	ICA30205 Certificate III in Information Technology (General))
<b>Food Science &amp; Technology</b>	THH11102 Certificate I in Hospitality (Kitchen Operations)
	THH11002 Certificate I in Hospitality (Operations)
	THH21802 Certificate II in Hospitality (Operations)
<b>Health Studies</b>	Certificate II in Population Health
<b>Marine &amp; Maritime Technology</b>	TDM10101 Certificate I in Transport and Distribution (Maritime Operations)
	TDM20101 Certificate II in Transport and Distribution (Maritime Operations)
<b>Materials Design And Technology</b>	MEM10198 Certificate I in Engineering
	LFM10102 Certificate I in Furnishing
	CUV20103 Certificate II in Visual Art and Contemporary Craft (Wood focus)
	Certificate II in Fashion Design and Technology LMTxxxxx (Not yet endorsed)
<b>Media Production And Analysis</b>	CUF20601 Certificate II in Multimedia
	CUF20401 Certificate II in Broadcasting (Radio)
	CUF20501 Certificate II in Broadcasting (Television)
	CUF30601 Certificate III in Multimedia
	CUF30401 Certificate III in Broadcasting (Television)
<b>Music</b>	CUS20101 Certificate II in Music Industry (Foundation)
	CUS30101 Certificate III in Music
<b>Physical Education Studies</b>	SRS20203 Certificate II in Sport (Career-orientated Participation) Australian Rules Football, Cricket; Golf; Netball.
	SRS20303 Certificate II in Sport (Coaching) Athletics; Basketball; Martial Arts; Netball; Surf Life Saving.
	SRS20403 Certificate II in Sport (Officiating) Australian football; Basketball; Netball; Soccer; Surf Life Saving.
<b>Recreational And Environmental Studies</b>	SRO20203 Certificate II in Outdoor Recreation
	SRO20203 Certificate II in Outdoor Recreation (Multiple Activities)
	SRC10201 Certificate I in Community Recreation
	SRC20201 Certificate II in Community Recreation
<b>Visual Arts</b>	CUV20103 Certificate II in Visual Art and Contemporary Craft (VET in Schools)
	CUV20103 Certificate II in Visual Art and Contemporary Craft (Aboriginal or Torres Strait Islander)
	CUV20103 Certificate II in Visual Art and Contemporary Craft (Textile Focus)
	CUV20103 Certificate II in Aboriginal and Torres Strait Islander Cultural Arts
<b>Visual Communication Design</b>	CUV20103 Certificate II in Visual Art and Contemporary Craft (VET in Schools)
	CUV20103 Certificate II in Visual Art and Contemporary Craft (Photoimaging)
	CUV30303 Certificate III in Design Fundamentals

Code	Qualification
<b>Certificate I</b>	
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
<b>Certificate II</b>	
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)

Code	Qualification
<b>Certificate III</b>	
ICA30299	Information Technology
Unit bank for	Certificate II in Film, TV, Radio & Multimedia

### 2.8.5 Reporting and Certification

#### VET

- 30% of WA's Year 12 students participated in VET courses in 2005.
- 2614 full VET qualifications were awarded to Year 12 students in 2005.
- The most popular qualification being Certificate II in Business with 390 Year 12 students achieving this certificate.

The Curriculum Council includes all competencies achieved on the student's Statement of Results. The Council also prints VET qualifications and Statements of Attainment for students in RTP schools.

Full implementation of AVETMISS completed. Significant difficulties have been experienced by schools in adapting their databases to record all of the required AVETMISS fields. This impacted on the Curriculum Council's data gathering and data verification procedures with significant risks having to be managed in both areas.

The following data summarises the amount and characteristics of VET in the WACE.

<b>Table 1: Number of Schools with Students* who Completed Units of Competency/National Training Modules, 2005</b>				
School Sector	Schools with Years 8, 9 or 10 Students	Schools with Year 11 Students	Schools with Year 12 Students	All Schools
Government	75	113	124	141
Catholic	10	32	34	38
Other Independent	9	27	34	37
Total	94	172	192	216
* Students who successfully completed at least one Unit of Competency/National Training Module in 2005.				



**Table 2: Number of VET Subject Equivalents Achieved by Students, 2005**

Number of Subject Equivalents Achieved	Years 8 to 10 Students			Year 11 Students			Year 12 Students			All Students		
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
0.5	165	77	242	418	376	794	216	233	449	799	686	1485
1.0	148	124	272	520	454	974	361	315	676	1029	893	1922
1.5	154	72	226	395	270	665	233	225	458	782	567	1349
2.0	36	53	89	210	118	328	159	213	372	405	384	789
2.5	48	52	100	103	102	205	164	239	403	315	393	708
3.0	30	12	42	89	54	143	124	108	232	243	174	417
3.5	9	5	14	72	44	116	123	109	232	204	158	362
4.0*	10	12	22	84	34	118	285	225	510	379	271	650

\* Up to four VET Subject equivalents could have been used towards meeting the requirements for a Western Australian Certificate Of Education

**Table 3: Year 12 Students VET using Subject Equivalents to Achieve a Western Australian Certificate of Education (WACE), 2005**

Category of Students*	Male	Female	Persons
Students who achieved subject equivalents	1665	1667	3332
Students who had subject equivalents and needed these to achieve a WACE	299	216	515
Students who had subject equivalents but did not achieve a WACE	280	193	473

\* Students included in this table achieved subject equivalents by successfully completing stand-alone competencies/modules.

**Table 4: Number of Students\* who Completed Units of Competency/National Training Modules by Delivery Strategy, 2005**

Type of Competency/ Module Completed	Years 8 to 10 Students			Year 11 Students			Year 12 Students			All Students		
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Integrated only	19	13	32	1463	1551	3014	935	1188	2123	2417	2752	5169
Stand Alone only	867	632	1499	1267	997	2264	1139	1170	2309	3273	2799	6072
Both Integrated and Stand Alone	62	45	107	892	663	1555	499	550	1049	1453	1258	2711
Total	948	690	1638	3622	3211	6833	2573	2908	5481	7143	6809	13952

\* Number of students who successfully completed at least one Unit of Competency/National Training Module in 2005.

<b>Table 5: Number of Year 11 Students who Participated in Units of Competency/National Training Modules, 2005</b>						
<b>School Sector</b>	<b>Year 11 Students</b>					
	<b>Male</b>		<b>Female</b>		<b>Persons</b>	
	<b>Enrolled*</b>	<b>Completed**</b>	<b>Enrolled*</b>	<b>Completed**</b>	<b>Enrolled*</b>	<b>Completed**</b>
Government	3416	2697	2975	2331	6391	5028
Catholic	630	574	556	510	1186	1084
Other Independent	375	351	397	370	772	721
Total	4421	3622	3928	3211	8349	6833

\*\* Students who successfully completed at least one Unit of Competency/National Training Module in 2005.

<b>Table 6: Number of Year 12 Students who Participated in Units of Competency/National Training Modules, 2005</b>						
<b>School Sector</b>	<b>Year 12 Students</b>					
	<b>Male</b>		<b>Female</b>		<b>Persons</b>	
	<b>Enrolled*</b>	<b>Completed**</b>	<b>Enrolled*</b>	<b>Completed**</b>	<b>Enrolled*</b>	<b>Completed**</b>
Government	2166	1884	2362	2128	4528	4012
Catholic	432	419	420	416	852	835
Other Independent	277	270	374	364	651	634
Total	2875	2573	3156	2908	6031	5481

\* Students who enrolled in at least one Unit of Competency/National Training Module in 2005. Enrolled refers to those students who studies the competency/module, however, they may not have successfully completed the competency/module in 2005.

\*\* Students who successfully completed at least one Unit of Competency/National Training Module in 2005. Those students who were given either recognition of prior learning or credit transfer are also included in the completed numbers.

**Table 7: Number of Students who Participated/Completed in Units of Competency/National Training Modules, 2005**

School Sector	Years 8 to 12 Students					
	Male		Female		Persons	
	Enrolled*	Completed**	Enrolled*	Completed**	Enrolled*	Completed**
Government	6646	5266	6153	5012	12799	10278
Catholic	1183	1109	1038	986	2221	2095
Other Independent	812	768	856	811	1668	1579
Total	8641	7143	8047	6809	16688	13952

- Students who enrolled in at least one Unit of Competency/National Training Module in 2005. Enrolled refers to those students who studied the competency/module, however, they may not have successfully completed the competency/module in 2005.

\*\* Students who successfully completed at least one Unit of Competency/National Training Module in 2005. Workplace Learning Subject in 2005.

**Table 8: Number of Students\* who Completed Structured Workplace Learning Subjects, 2005**

School Sector	Years 8 to 10 Students			Year 11 Students			Year 12 Students			All Students		
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Government	93	48	141	2128	1849	3977	1455	1664	3119	3676	3561	7237
Catholic	16	3	19	491	447	938	376	385	761	883	835	1718
Other Independent	6	9	15	294	288	582	267	320	587	567	617	1184
Total	115	60	175	2913	2584	5497	2098	2369	4467	5126	5013	10139

- \* Students who completed at least one Structured Workplace Learning Subject in 2005.

<b>Table 9: Number of Students* who Completed Units of Competency/National Training Modules and Structured Workplace Learning Subjects, 2005</b>													
<b>School Sector</b>	<b>Years 8 to 10 Students</b>			<b>Year 11 Students</b>			<b>Year 12 Students</b>			<b>All Students</b>			
	<b>Male</b>	<b>Female</b>	<b>Persons</b>	<b>Male</b>	<b>Female</b>	<b>Persons</b>	<b>Male</b>	<b>Female</b>	<b>Persons</b>	<b>Male</b>	<b>Female</b>	<b>Persons</b>	<b>Male</b>
Government	50	35	85	1640	1385	3025	1168	1343	2511	2858	2763	5621	50
Catholic	16	3	19	304	292	596	253	276	529	573	571	1144	16
Other Independent	1	8	9	174	165	339	194	225	419	369	398	767	1
Total	67	46	113	2118	1842	3960	1615	1844	3459	3800	3732	7532	67

\* Students who successfully completed at least one Unit of Competency/National Training Module and at least one Structured Workplace Learning Subject in 2005.

## 4. 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 Australian Certificate of Education
SSABSA	Senior Secondary Assessment Board of South Australia
TQA	Tasmanian Qualifications Authority
TCE	Tasmanian Certificate of Education
UAI	University Admissions Index
VCAA	Victorian Curriculum and Assessment Authority
VCE	Victorian Certificate of Education
VET	Vocational Education and Training
WACE	West Australian Certificate of Education



