



# **ACACA VET REPORT**

## **VET IN SENIOR SECONDARY CERTIFICATES OF EDUCATION**

**2008**

**DRAFT FOR APPROVAL**

## About ACACA

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

## 1.1 About this report

The purpose of this report is to describe how Vocational Education and Training (VET) is given recognition in Senior Secondary Certificates of Education in Australian state and territories.

The report also describes the work that has been undertaken by ACACA through its VET subgroup in working towards greater comparability in the recognition and reporting of VET in Senior Secondary Certificates of Education.

## 1.2 Key messages

- The context in which young people follow pathways through secondary schooling and into further education and training is complex and dynamic.
- The work of ACACA agencies in incorporating and recognising VET in Senior Secondary Certificates of Education continues to be a critical factor in the capacity to meet our nationally agreed targets to improve youth attainment and transitions.
- There is already a high level of consistency in the ways in which VET is recognised in Senior Secondary Certificates of Education and ACACA is committed to achieving greater comparability in the recognition and reporting of VET undertaken by young people as part of their secondary schooling.

## 1.3 Key terms and concepts

Definitions for the key terms and concepts used in this report are as follows.

**Vocational Education and Training (VET)** – VET is any training and assessment delivered by a registered training organisation which meets the requirements specified in national industry/enterprise Training Packages or in accredited courses. VET provides people with occupational or work-related knowledge and skills.

**VET Qualification** – the formal certification issued by a Registered Training Organisation in recognition that a person has achieved competencies relevant to industry needs as specified in a Training Package or an accredited course.

**VET Statement of Attainment** – the formal certification issued by a Registered Training Organisation and awarded when a person has completed one or more units of competency from a nationally recognised VET qualification or accredited course.

**Senior Secondary Certificate of Education (SSCE)** – senior secondary school qualifications issued by ACACA agencies and recognised under the Australian Qualifications Framework. Each ACACA agency issues the Senior Secondary Certificate of Education with its own title.

**Australian Qualifications Framework (AQF)** – is a framework for all qualifications in post-compulsory education and training and includes qualifications in the schools, vocational education and training and higher education sectors.

**Recognition** – the process of giving credit for VET in Senior Secondary Certificates of Education.

## **1.4 Strategies for recognising VET in Senior Secondary Certificates of Education**

The two broad strategies that have been used for recognising VET in Senior Secondary Certificates of Education in Australian states and territories are described and illustrated below.

### **1.4.1 Formalised Credit Arrangements**

Formalised credit arrangements are those where the ACACA agency has ‘packaged’ VET qualifications and/or units of competency for recognition in their Senior Secondary Certificate of Education. These programs/courses/subjects are usually ‘packaged’ by the ACACA agency to mirror other senior secondary courses or subjects.

In a number of cases, the ACACA agency also conducts an additional assessment process (to a set of units of competency specified in the program/course/subject) that results in a score/mark/grade. This has allowed the results of senior secondary VET study to be included in tertiary entrance calculations.

Current examples include:

- Victorian Certificate of Education (VCE) VET programs
- NSW Higher School Certificate (HSC) VET courses, including Industry Curriculum Frameworks
- South Australian Certificate of Education (SACE) Industry-specific subjects
- ACT Board of Senior Secondary Studies VET programs
- Embedded VET syllabuses (Queensland Studies Authority)

### **1.4.2 Unspecified Recognition**

Unspecified recognition refers to the ACACA agency recognising VET undertaken by students as contributing ‘directly’ to the requirements of the Senior Secondary Certificate of Education.

Current examples on include:

- Stand-alone VET (SACE Board of SA)
- Block credit recognition (Victorian Curriculum and Assessment Authority [VCAA])
- Credit Transfer towards the HSC (Board of Studies, NSW)
- VET stand-alone (Western Australian Curriculum Council)
- Recognition of full or partial qualifications (ACT Board of Senior Secondary Studies)
- Recognition of full or partial qualifications in the QCE (Queensland Studies Authority)
- Recognition of full or partial qualifications in the TCE (Tasmania Qualifications Authority)

The high level of consistency in the ways in which VET is recognised in Senior Secondary Certificates of Education is evident in the following practices:

- all VET recognised is nationally accredited, on the National Training Information System (NTIS) and delivered by Registered Training Organisations (RTOs), all of whom are bound by the requirements of the Australian Quality Training Framework (AQTF) (including schools who are RTOs)
- all VET is assessed within a competency-based assessment framework
- students are awarded nationally-recognised AQF VET qualifications and/or VET Statements of Attainment where the necessary industry competency standards have been demonstrated.

## 1.5 Overview of the Profile of VET in Senior Secondary Certificates of Education in 2008

	NSW	VIC	QLD*	SA	WA	TAS	NT	ACT
Total number of students who were awarded a senior secondary certificate in 2008	60 753	51 391	32 501	11 510	17 242	5179	991	3 935
Total number of students who were awarded their senior secondary certificate in 2008 and achieved at least one unit of competency	16 669	18 380	15 895	5 102	5 200	2180	502	1 735
Percentage of students who were awarded their senior secondary certificate in 2008 and achieved at least one unit of competency	27%	36%	45%	44%	30%	42%	51%	44%

**Table 1: Certification statistics for Australian citizens/permanent residents aged 15-19 years as at 31 December 2008**

\* There was a change to certification arrangements in Queensland in 2008. The figures in the table above refer to the numbers of both Queensland Certificate of Education (QCE) and Queensland Certificate of Individual Achievement (QCIA) awarded. The respective figures for the Senior Statements were 42,381, 21,079 and 50%.

Other aspects of the profile of VET recognised in Senior Secondary Certificates of Education include:

- the AQF levels of VET contributing to Senior Secondary Certificates of Education
- the quantity of VET that can contribute to a Senior Secondary Certificate of Education
- recognition at the unit of competency and/or qualification level
- work placement requirements and school based apprenticeships and traineeships.

### **1.5.1 Levels of VET contributing to Senior Secondary Certificates of Education**

Most States and Territories make some differentiation in the level of VET recognised. In general, although not universally, Certificate I level VET is recognised at the Year 10 or 11 stage, with higher level VET being recognised at the Year 12 stage.

### **1.5.2 Quantity of VET that can contribute to Senior Secondary Certificates of Education**

Recognition of a significant component of VET is allowed in all Senior Secondary Certificates of Education.

In Queensland, Tasmania, the ACT and South Australia (in the new SACE), a student may gain the Senior Secondary Certificate of Education fully through VET studies, as long as key non-VET requirements (e.g. literacy and numeracy, ICT, Individual Learning Plans) are met.

Other States and Territories require the inclusion of mandatory subjects such as English, but allow the remainder of the Senior Secondary Certificate of Education requirements to be met through VET study.

### **1.5.3 Recognition at unit of competency or qualification level.**

The mechanism most used by states and territories for recognition VET is at the unit of competency level. Units of competency are allocated an indicative value that is equated to the units of credit for the Senior Secondary Certificate of Education. For example, in the NSW Higher School Certificate (HSC), units of competency totalling 60 HSC indicative hours are recognised for one credit unit towards the HSC.

Another mechanism is that a completed VET qualification gains a fixed amount of credit towards the Senior Secondary Certificate of Education. For example, in the Queensland Certificate of Education (QCE), a Certificate II qualification is recognised for four credit units towards the QCE.

### **1.5.4 Work placement requirements and school based apprenticeships and traineeships**

Some States and Territories have mandatory work placement requirements for the VET to be recognised in the Senior Secondary Certificate of Education. In other state and territories, it is strongly recommended.

School-based apprenticeships and traineeships are available in all state and territories. In most states and territories the employment or 'on-the-job' component of the school-based apprenticeship or traineeship may also be given some additional recognition within the Senior Secondary Certificate of Education.

## 1.6 Towards greater national consistency

In 2008, the ACACA VET group focused on setting out key directions for achieving greater comparability and consistency in the recognition and reporting of VET in Senior Secondary Certificates of Education. These were set out in a Directions Paper considered by ACACA in 2009.

ACACA acknowledges that these key directions must operate within each state and territory's policy and legislative frameworks for their respective Senior Secondary Certificate of Education.

The commitment of ACACA to achieve greater comparability across states and territories in the recognition and reporting of VET in Senior Secondary Certificates of Education is to:

- maximise policy consistency and coherence in the alignment of VET that is recognised in senior secondary certificates with workforce needs, national and local skill shortages
- provide greater transparency and fairness for students through greater alignment of the 'credit' relativity of VET recognised and reported in different states and territories
- engage more strategically at the national level with key stakeholders
- strengthen the capacity of ACACA agencies to report in a consistent way to the Australian Government, the Council of Australian Governments (COAG), the Ministerial Council on Education, Employment, Training and Youth Affairs (MCYEETA), the Australian Curriculum, Assessment and Reporting Authority (ACARA), the National Centre for Vocational Education Research Ltd (NCVER), and other relevant bodies on progress towards nationally-agreed targets and other relevant initiatives/research.

## 1.7 Summary of recent developments in each State and Territory

Recent developments in the arrangements for recognising and reporting VET within Senior Secondary Certificate of Education are listed in the state and territory chapters of this report. Key developments in 2008 included:

- the focus of the national Trades Training Centres in Schools Program on Certificate III level qualifications
- the expansion of VET to students in Years 9 and 10 in New South Wales
- the development of ten new VET industry specific courses in Western Australia for implementation from 2009
- new credentialling arrangements in Queensland with the issue of the first Queensland Certificates of Education (QCEs)
- preparation for the introduction of the new South Australian Certificate of Education (SACE) from 2009.

## 1.8 ACACA VET Group operation in 2008

The membership of the ACACA VET group in 2008 included:

South Australia	Dr Paul Kilvert (chair), Dr Antonio Mercurio
Western Australia	Jeanette Dalla-Costa
Northern Territory	Susan Barton-Johnson
Queensland	Ian Fyfe (Executive Officer)
New South Wales	Ian Balcomb
Victoria	Margaret Mackenzie, Daryl Sutton (Executive Officer)
Australian Capital Territory	Jenny Cowell



Tasmania  
DEEWR

Dr Reg Allen  
Robyn Calder, John Murray, Margaret Sykes, Charles Rankin, Adrian Hain

The ACACA VET Group 2008 Workplan focussed on:

- policy around recognition arrangements for VET in Senior Secondary Certificates of Education
- national developments
- data collection and reporting VET participation and attainment
- ongoing operational matters.

The group met four times throughout 2008, including a two-day workshop in November 2008 focusing on developing key directions towards greater comparability in recognition and reporting arrangements.

Matters discussed by the group in 2008 included:

- the purpose(s) of VET in Senior Secondary Certificates of Education
- recognition arrangements
- development in particular states and territories
- terminology associated with VET in Senior Secondary Certificates of Education and 'VET in Schools'
- COAG Participation and Productivity agenda and targets
- national declaration on the education goals for young Australians
- national curriculum
- revised Training Package development and endorsement processes, including the implications of continuous improvement on ACACA agencies
- Australian Technical Colleges
- Trade Training Centres in Schools
- Job Ready Certificate
- On-the-job Training Initiative
- links with Industry Skills Councils
- data collation and collection arrangements for national reporting of VET undertaken by young people
- selection criteria for Defence Technical Scholarships.

Presentations and discussions were held with organisations including:

- AiGroup on their report *It's Crunch Time*
- Performance Measurement and Reporting Taskforce (PMRT) on VET performance and program measures
- National Centre for Vocational Education Research (NCVER) on VET data collection and reporting
- Institute of Trade Skills Excellence on potential relationships with ACACA agencies
- Australian College of Education and TAFE Directors Australia at the *Engaging Australia at the Engaging Youth in Vocational Skills Forum* in Hobart in April 2008
- VETnetwork Australia through a presentation by members of the group on *VET in schools in different state and territories* at the biennial conference in Sydney in October 2008.

## 2 New South Wales

### 2.1 Description of the Senior Secondary Certificate of Education

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

### 2.2 Recognition of VET in the HSC

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

#### 2.2.1 Formalised credit arrangements

HSC VET courses provide credit units towards the HSC.

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

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

HSC VET courses have certain requirements which may include:

- Mandatory units of competency that must be studied for the HSC
- Elective units of competency that can be chosen to lead to particular AQF VET qualifications
- HSC indicative hour requirements, for example, to complete a 120 indicative hours VET course, students must study units of competency whose HSC indicative hours total to a minimum value of 120 HSC indicative hours.
- Work placement requirements, for example, a student completing a 240 indicative hour course may have to complete a minimum of 70 hours of mandatory work placement

- HSC Requirements and Advice for mandatory units of competency that set out the depth of study required for the purposes of the HSC

Assessment for all HSC VET courses is competency based.

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

### ***Board Developed HSC VET courses***

- ***Industry Curriculum Framework Courses***

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

Typically each industry curriculum framework includes

- a 120 indicative hours course (2 HSC credit units)
- a 240 indicative hour course (4 HSC credit units) – the “standard” course in each framework
- specialisation courses - (60, 120, 180 or 240 hours courses) - allowing more HSC recognition for study at the same AQF VET qualification level
- extension courses - (60, 120, 180 or 240 hours courses) - allowing more HSC recognition for study at higher AQF qualification levels.

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

Each industry curriculum framework course has a mandatory work placement requirement.

In addition to the competency based assessment, an optional HSC examination is available in each industry curriculum framework. Only students who have completed the 240 indicative hours course in the framework are eligible to sit for the HSC examination.

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

The HSC VET examinations are independent of the competency-based assessment undertaken during the course and have no impact on student eligibility for AQF VET qualifications.

In 2008, there were 11 industry curriculum frameworks:

- Automotive
- Business Services
- Construction
- Electrotechnology
- Entertainment Industry
- Hospitality
- Information Technology
- Metal and Engineering
- Primary Industries
- Retail Services

- Tourism and Events
- ***Board Developed Accounting Course***

The Board Developed TAFE NSW-delivered VET Accounting Course is a 240 indicative hours course based on the Financial Services Training Package (FNS04).

HSC assessment is through a combination of a TAFE NSW examination and internal assessment. Students receive an HSC mark which can be included in university entrance calculations.

### ***Board Endorsed HSC VET Courses***

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

Assessment for all VET courses is competency based.

## **2.2.2 Unspecified recognition**

### ***Credit Transfer***

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

## **2.3 Work Placement Requirements and Recognition of Work Placement for VET in the HSC**

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

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

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

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

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

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

## 2.4 School-based Apprenticeships and Traineeships

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

For school-based apprenticeships and traineeships, the formal training component must contribute credit units towards the HSC.

Access to the appropriate qualifications and units of competency for school based apprenticeships and traineeships is available through either industry curriculum framework VET course or Board Endorsed VET courses.

In 2008, school based traineeships were available in forty occupational fields and school based apprenticeships in eight occupational fields.

## 2.5 Contribution of HSC VET to Tertiary Entrance

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

Only Board Developed 240 indicative hour VET courses can contribute to the ATAR. For 240 indicative hour industry curriculum framework courses, the mark used in the ATAR calculation is derived from the mark achieved in the optional HSC examination. For Accounting it is derived from a combination of the TAFE NSW examination and internal assessments.

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

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

## **2.6 Mechanisms for the delivery of VET recognised in the HSC**

### **2.6.1 School based RTOs**

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

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

### **2.6.2 TAFE NSW institutes**

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

### **2.6.3 Other RTOs**

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

## **2.7 Certification (Reporting to Students)**

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

- **NSW Higher School Certificate**
- **HSC Record of Achievement**  
This shows the course name, unit value and results achieved for all courses satisfactorily completed. For all VET courses the statement “refer to Vocational documentation” appears next to the course name and unit value. Credit transfer appears only as “Credit Transfer” with the number of units of credit granted.
- **AQF VET Certificate (and transcript) or Statement of Attainment**  
Students who have who have undertaken their VET course through a school sector RTO and have met the requirements of an AQF VET Certificate receive their AQF VET Certificate as part of the HSC documentation. The Certificate is accompanied by a Transcript of Competencies Achieved. Those who do not qualify for a full VET Certificate receive an AQF VET Statement of Attainment in partial completion of the relevant Certificate which lists the units of competency achieved.

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

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

- **Course Report**

This describes the standards of achievement in a particular course. For VET courses it is issued only to students who have undertaken the optional HSC exam in a 240 indicative hour industry curriculum framework course.

## **2.8 Other Reporting**

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

The Office reports to the NSW school sectors on enrolments and qualifications in HSC VET courses and compiles the NSW MCEETDYA VET in Schools collection data (“AVETMISS data”) for submission to the National Centre for Vocational Education Research (NCVER).

## **2.9 Recent Developments**

Significant developments that occurred in NSW in 2008 included:

- the expansion of access to VET courses by students in Years 9 and 10 to all schools in NSW
- the introduction of new Industry Curriculum Frameworks in skill shortage areas of Automotive and Electrotechnology
- the review of arrangements to facilitate recognition of prior learning (RPL) and credit transfer within VET courses.

### 3 Victoria

#### 3.1 Description of the Senior Secondary Certificates of Education

##### 3.1.1 Victorian Certificate of Education (VCE)

<b>Name of Qualification</b>	Victorian Certificate of Education (VCE)
<b>Issued by</b>	Victorian Curriculum and Assessment Authority (VCAA)
<b>Time frame for Completion</b>	The VCE can be completed over an unspecified period of time. Generally students complete the certificate in two to three years – years 10, 11 and 12
<b>Units of Credit</b>	<p>A 'study' is broken up into four units. Each VCE study unit is numbered 1, 2, 3 or 4.</p> <p>Most students undertake a study in the following sequence:</p> <ul style="list-style-type: none"> <li>• Units 1 and 2 (normally Year 11)</li> <li>• Units 3 and 4 (normally Year 12)</li> </ul>
<b>Minimum Requirements for the award of the VCE</b>	<p>16 units are required for satisfactory completion of the VCE. Students must have at least three units from the English group of studies with at least one of the units from the Unit 3 or 4 level.</p> <p>Students must also have three sequences of Unit 3 and 4 studies in addition to the sequence chosen from the English group. These sequences can be from VCE studies and/or VCE VET programs.</p>
<b>Subjects/Courses</b>	<p>The VCAA develops courses that enable VCE students to acquire skills and knowledge in a wide range of studies.</p> <p>VCE Studies and VCE VET programs contribute to the successful completion of the VCE, an accredited Senior Secondary Certificate.</p>

##### 3.1.2 Victorian Certificate of Applied Learning (VCAL)

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



## **3.2 Recognition of VET in the VCE and VCAL**

The Victorian Curriculum and Assessment Authority (VCAA) develops, approves, and manages a suite of 26 VCE VET programs (comprising 32 individual VET certificates) and 11 School Based Apprenticeship (SBA) programs.

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

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

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

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

### **3.2.1 Formalised credit arrangements**

#### **VCE**

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

Where possible, the same recognition arrangements are made available for a SBA where the industry area is included in the suite of approved VCE VET programs.

Of the minimum 16 units required for satisfactory completion of the VCE, up to 13 may come from VET. These VET credits may be achieved in the suite of VCAA-managed VCE VET and SBA programs and through Block Credit Recognition (for more details see 0.2.2 Unspecified Recognition)

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

#### **VCAL**

VCE VET programs and SBAs provide credit towards the VCAL in the Industry Skills and Work Related Skills strands. Students are required to achieve a minimum of 100 hours of competencies/modules to gain 1 unit.

### **3.2.2 Unspecified recognition**

#### **VCE**

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

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

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

#### **VCAL**

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

As previously outlined students are required to complete VET units of competence in multiples of 100 hours to gain credit towards the VCAL. (1 unit = 100 hours)

### **3.3 Work Placement Requirements and Recognition of Work Placement for VET in the VCE and VCAL**

#### **VCE VET**

Within VCE VET programs Structure Workplace Learning (SWL) is strongly recommended. Each program outlines a minimum time to be spread across the duration of the program.

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

Please see section 3.4 School Based Apprenticeships for on-the-job requirements for students undertaking a School Based Apprenticeship.

#### **VCAL**

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

SWL and part time work may be undertaken within these strands provided they link to the VCAL learning program and / or the accredited curriculum contained within the learning program, for example - VCE VET program, VET program, School Based Apprenticeship or Traineeship

### 3.4 School-based Apprenticeships

In Victoria, School-Based Apprenticeships (SBAs) can be undertaken as part of the VCE and VCAL. The following arrangements were implemented from December 2008. A school-based apprentice or trainee must complete at least one day a week on-the-job and/or in training during the normal school week.

The minimum hours to be completed are 13 hours per week incorporating:

- at least 7 hours of employment and
  - at least 6 hours of training
- averaged over 3 periods of 4 months in each year of the program.

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

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

### 3.5 Contribution of VET in the VCE to Tertiary Entrance

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 2008, 14 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 performance judgments on 3 coursework tasks and an external examination at the end of the year.

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

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

- Certificate II in Business  
with an extended program incorporating units from the Certificate III Business Administration
- Certificate II in Community Services Work  
with units from the Certificate III Community Services or the Certificate III in Children's Services (undertaken as separate study streams)

- Certificate II in Dance
- Certificate II in Electrotechnology (Shared Technologies)
- Certificate II in Engineering Studies
- Certificate III in Engineering Studies
- Certificate II in Equine Industry
- Certificate II in Furnishing (Cabinet Making Stream)
- Certificate III in Financial Services
- Certificate II in Hospitality (Operations)  
with units from the Certificate III in Hospitality (Operations) (undertaken as Commercial Cookery and Food and Beverage streams)
- Certificate III in Information Technology
  - \* This program is a partial qualification. Students are also able to undertake an extended program for the completion of the Certificate III in Information Technology.
- Certificate III in Laboratory Skills
- Certificate III in Multimedia
- Certificate III in Music
- Certificate III in Music (Technical Production)
- Certificate II in Community Recreation or Certificate II in Outdoor Recreation  
with an extended program incorporating Certificate III units of competence – includes Aquatics, Community Recreation, Fitness and Outdoor recreation foci.

### ***Unscored programs***

For students who undertake a VCE VET program that does not include scored assessment but does contain a designated Unit 3–4 sequence or who receive Block Credit Recognition for a Unit 3–4 sequence in a VET program, Victorian Tertiary Admission Centre (VTAC) may award a 10% increment towards their ENTER. Up to two 10% increments may be used in the ENTER calculation.

## **3.6 Mechanisms for the delivery of VET recognised in the VCE**

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

### **3.6.1 School based RTOs**

The VCE VET and VET program delivered in schools where the schools is the RTO generally tend to be VET qualifications which are less resource intensive eg. Business, Information Technology, Sport and Recreation. School based RTOs are also used where cluster arrangements exists with a group of school co-located within a region.

### **3.6.2 TAFE institutes**

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

Where auspicings takes place, TAFEs act as the RTO and schools conduct the delivery and assessment of the program. School staff are required to comply with element 1.4 of the AQTF 2007 to enable them to deliver this training and design and report assessment outcomes to the

RTO. Within this arrangement schools must also agree to be compliant with all other AQTF requirements required by the RTO.

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

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

### **3.6.3 Other RTOs**

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

## **3.7 Certification (Reporting to Students)**

The Victorian Curriculum and Assessment Authority (VCAA) issues a Statement of Results at the end of the calendar year to all students who have obtained results in the VCE and VCAL and VET units of competence/modules.

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

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

All VET Certificates and Statements of Attainment are awarded by the student's Registered Training Organisation.

## **3.8 Other Reporting**

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

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

## 3.9 Recent Developments

### ***Trade Training Centres***

The Australian Government *Trade Training Centres in Schools Program* will have an impact on the longer term participation of students in VET. Initial interest has been strong from schools with successful Round 1 applicants being announced in 2008. The requirements for students to undertake Certificate III level training or pathways into Certificate III qualifications may see a need for change in current practice in some industry areas.

### ***VCE VET Program Development***

Work on the following revised VCE VET programs was undertaken in 2008:

- Business – BSB20107 Certificate II in Business with selected units of competence from BSB30107 Certificate III in Business
- Equine Industry – 21908VIC Certificate II in Equine Industry
- Clothing Products/Applied Fashion Design and Technology – LMT21707 Certificate II in Applied Fashion Design and Technology and selected units of competence from LMT31407 Certificate III in Applied Fashion Design and Technology
- Hospitality
  - SIT20207 Certificate II in Hospitality and selected units of competence from SIT30707 Certificate III in Hospitality or
  - SIT20307 Certificate II in Hospitality (Kitchen Operations)
- Interactive Digital Media (formerly Multimedia) –
  - CUF20107 Certificate II in Creative Industries (Media) and
  - CUF30107 Certificate III in Media
- Small Business – 21530VIC Certificate II in Small Business (Operations/Innovation)

## 4 Queensland

### 4.1 Description of the Senior Secondary Certificate of Education

<b>Name of Qualification</b>	Queensland Certificate of Education (QCE)
<b>Issued by</b>	Queensland Studies Authority (QSA)
<b>Time frame for Completion</b>	Credit towards a QCE can be accumulated over a nine year banking period but generally three years – Years 10–12
<b>Units of Credit</b>	There are four areas of learning: <ul style="list-style-type: none"> <li>• Preparatory</li> <li>• Core</li> <li>• Enrichment</li> <li>• Advanced</li> </ul>
<b>Minimum Requirements for the award of the QCE</b>	A student must achieve 20 credits and meet literacy and numeracy requirements. At least 12 credits must come from completed Core Learning. A maximum of 8 credits can come from each of Advanced and Enrichment. A maximum of 6 credits can come from Preparatory Learning.
<b>Subjects/Courses</b>	<u>Preparatory Courses of Study</u> Preparatory courses of study are generally courses that are used as stepping stones to further study. <u>Core Learning</u> Authority subjects – can be used in the calculation of Overall Position for tertiary entrance purposes Authority – registered subjects VET Certificates II, III and IV Eligible International Baccalaureate courses

#### 4.1.1 Senior Education Profile

Students exiting Year 12 receive a Senior Education Profile (SEP) which contains one or more of the following documents.

1. Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Achievement (QCIA) (both of which are Senior Secondary Certificates of Education)
2. Senior Statement
3. Tertiary Entrance Statement (if eligible). The Tertiary entrance Statement reports the student's Overall Position (OP) and Field Positions (FPs)

Only eligible students receive a QCE. In 2008, about 76% of exiting Year 12 students received a QCE.

Further details can be found at <http://www.qsa.qld.edu.au/certificates/7474.html>

#### 4.1.2 Senior Statement

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

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

#### 4.1.3 Statement of Results

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

#### 4.1.4 The Queensland Certificate of Individual Achievement (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) recognises the achievements of students who are on individualised learning programs. To be eligible, students must have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural or linguistic factors.

The certificate is an official record that students have completed at least 12 years of education, and provides students with a summary of their skills and knowledge that they can present to employers and training providers.

Before 2008, the certificate was known as the Certificate of Post-Compulsory School Education.

The QCIA records the student's educational achievement in two areas:

- The **Statement of Achievement** provides descriptions of the student's demonstrated knowledge and skills in areas of study and learning; communication and technologies; community, citizenship and the environment; leisure and recreation; personal and living dimensions; and vocational and transition activities.
- The **Statement of Participation** lists activities that a student has undertaken, for example, community-based learning, work placement or work experience, extra-curricular activities, community access programs or mentor programs with employers. Completed modules or competencies in vocational education and training are recorded on the student's Senior Statement and can contribute towards the QCE.

### 4.2 Recognition of VET in the Queensland Certificate of Education

#### 4.2.1 Formalised credit arrangements

There is no 'packaging' of VET into subject-like packages in the QCE.

#### 4.2.2 Unspecified recognition

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



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

\* See Appendix 4 of the *QCE Handbook* for more information (available from the QSA website at [www.qsa.qld.gov.au](http://www.qsa.qld.gov.au)).

### 4.3 Work Placement Requirements and Recognition of Work Placement for VET in the QCE

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

Students may undertake Workplace Learning projects as part of their QCE. Credit is given for these.

Students undertaking a School-based Apprenticeship may have their on-the-job training recognised for the QCE (see table in Section 4.2.2 above)

### 4.4 Australian School-based Apprenticeships

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

Students may undertake any Traineeship or Apprenticeship under school-based arrangements. Recognition for these is described in Section 4.2.2 above.

Students undertaking a School-based Apprenticeship may have their on-the-job training recognised for the QCE (see table in Section 4.2.2 above).

## 4.5 Contribution of VET in the Senior Education Profile to Tertiary Entrance

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

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

Results in Authority subjects may be used in the calculation of OPs and FPs

Four Authority subjects have embedded VET certificates:

Authority Subject	Embedded VET Certificate
Business Communication and Technologies	BSB20101 Certificate II in Business
Hospitality Studies	THH11002 Certificate I in Hospitality (Operations) and THH11102 Certificate I in Hospitality (Kitchen Operations)
Information Technology Studies	ICA20105 Certificate I in Information Technology
Tourism	THT20502 Certificate I in Tourism

In these subjects, assessment instruments assess both standards-based and competency-based assessments. The VET components of these subjects are delivered by RTOs.

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

## 4.6 Mechanisms for the delivery of VET recognised in the Senior Education Profile

The QSA has a delegation from the State Training Agency, the Training and Employment Recognition Council (TERC), to register Queensland schools as Registered Training Organisations (RTOs) to AQF Certificate II level (Certificate III in Information Technology). About 370 schools are RTOs.

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

## **4.7 Certification and reporting VET in the Senior Education Profile**

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

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

RTOs are responsible for issuing VET Certificates and Statements of Attainment

## **4.8 Other Reporting**

### **4.8.1 School reports on Year 12 outcomes**

This annual report is compiled from data provided by Queensland schools and the Queensland Tertiary Admissions Centre (QTAC). For each school, the report includes information on the number of students awarded certificates and qualifications, the proportion of OP-eligible students with OP 1 to 15 and the proportion of QTAC applicants receiving a tertiary offer.

The report can be found at <http://www.qsa.qld.edu.au/about/617.html>

### **4.8.2 National reporting**

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

QSISS holds registration data for school registered by QSA as RTOs under the delegation from TERC. This data is transferred quarterly to STAC for inclusion in NTIS.

Enrolment and outcome data from QSISS is transferred to STAC for inclusion in Queensland's reports to NCVER. NCVER then reports to MCEETYA.

Each year, the Minister for Education publishes a Year 12 Outcomes Report in the Courier Mail newspaper, as a public accountability measure. The 2008 report is found at [http://www.qsa.qld.edu.au/downloads/about/qa\\_stats\\_yr12\\_outcomes\\_08.pdf](http://www.qsa.qld.edu.au/downloads/about/qa_stats_yr12_outcomes_08.pdf).

### **4.8.3 Supply of VET data to ACACA agency**

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

SDCS and QGIS are not Australian VET Management Information Statistical Standard (AVETMISS) compliant. However, AVETMISS compliant data can be extracted from QGIS.

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

Schools registered to deliver Certificate III qualifications (other than Certificate III in Information Technology) report these qualifications using this method.

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

Students are able view their enrolments and outcomes in SLIMS via the QSA's website.

Information in SLIMS is used to generate QCEs and Senior Statements.

## **4.9 Recent Developments**

The first QCEs were issued in December 2008. QCEs will be issued twice yearly, in July and December.

QSA is currently undertaking a Senior Syllabus Review. Subjects with embedded VET and Study Area Specifications (SASs) are included in this review. Changes for VET credit towards Tertiary Entrance Ranks have been announced for implementation in 2011.

## 5 South Australia

### 5.1 Description of the Senior Secondary Certificate of Education

<b>Name of Qualification</b>	South Australian Certificate of Education (SACE)
<b>Issued by</b>	SACE Board of South Australia (formerly Senior Secondary Assessment Board of South Australia, 'SSABSA')
<b>Time frame for Completion</b>	No limit. Usually completed over two years in Years 11 and 12.
<b>Units of Credit</b>	1 unit = 50-60 indicative hours of instruction time
<b>Minimum Requirements for the award of the SSCE</b>	To meet the standards required to qualify for the current SACE, a student must: <ul style="list-style-type: none"> <li>• reach at least recorded achievement in 22 units of study;</li> <li>• reach satisfactory achievement in at least 16 of the 22 units, including at least 6 units (three 2-unit sequences) at Stage 2 <ul style="list-style-type: none"> <li>– at least 2 units must be English</li> <li>– at least 1 unit must be Mathematics</li> <li>– at least 1 unit must be Australian Studies</li> </ul> </li> </ul>
<b>Subjects/Courses</b>	<ul style="list-style-type: none"> <li>• Board-accredited curriculum statements (subjects) at Stage 1 and Stage 2</li> <li>• Vocational education and training (VET) units of competency</li> <li>• Community-developed programs</li> <li>• Self-directed community learning</li> </ul>

### 5.2 Recognition of VET in the SACE

*Recognition of Vocational Education and Training Outcomes Towards the SACE* is the SACE Board policy statement for the recognition of VET in the SACE.

The SACE Board recognises all nationally accredited VET units of competency for the purposes of contributing to the SACE, from Certificate I to Advanced Diplomas across all industry areas.

VET contributes towards the SACE in the following ways:

#### 5.2.1 Formalised credit arrangements

Students undertake units of competency (modules) that can contribute towards the assessment of Board-accredited subjects that are specifically identified as 'SSABSA-VET' in various industry areas, or as a smaller component of Board-accredited subjects in other Learning Areas. Students can then 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 Board-accredited subjects, including SSABSA-VET subjects, may be graded, and so provide students with opportunities to count them towards the calculation of a TER.

### **5.2.2 Unspecified recognition**

Students complete units of competency (modules) through a 'stand-alone' mode, where 50 (nominal) hours of successfully completed VET is recognised as 1 unit towards completion of the SACE. Using this stand-alone mode 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.

## **5.3 Work Placement Requirements and Recognition of Work Placement for VET in the SACE**

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

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

Where students undertake VET units of competency (modules) towards the assessment of Board-accredited subjects, either SSABSA-VET or in other Learning Areas, those subjects may require students to complete a workplace learning component. Workplace learning offers students opportunities to relate the units of competency to workplace situations. Workplace learning can take a variety of forms. It can be in paid or unpaid, real or simulated workplace situations. Schools must implement workplace learning in accordance with state policy, as stated in Workplace Learning Guidelines 2004 (DECS), to which the school sectors are signatories.

## **5.4 Australian School-based Apprenticeships**

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

ASBAs are not recognised distinctly from the strategies for recognising VET in the SACE described in Section 5.2. Students undertaking ASBAs will commonly undertake one or more SSABSA-VET subjects, the Board-accredited Vocational Studies subject(s) and the maximum amount of unspecified recognition (stand-alone).

## **5.5 Contribution of VET in the SACE to Tertiary Entrance**

VET recognised as unspecified recognition, commonly referred to as 'stand-alone', cannot contribute to Tertiary Entrance mechanisms.

Where students undertake VET units of competency (modules) towards the assessment of Board-accredited subjects, either SSABSA-VET or in other Learning Areas, those subjects may contribute towards the Tertiary Entrance mechanisms. In these instances an assessment component such as a Work Project in SSABSA-VET, or an Investigative Project in Vocational Studies, must be completed as described in the Curriculum Statement.

## **5.6 Mechanisms for the delivery of VET recognised in the SACE**

The SACE Board policy Recognition of Vocational Education and Training Outcomes Towards the SACE recognises that the partnerships developed between schools, industry, and registered training organisations (RTOs) provide opportunities for students to continue their secondary education and complete the SACE, and promote successful transitions from school to work and/or further education and training. The policy acknowledges that an RTO is responsible for conducting, or authorising the delivery and assessment procedures of, a training program.

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

### **5.6.1 In conjunction with an RTO**

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

- the school delivers training and assessment of students' competencies in partnership with an RTO.
- the RTO delivers training and assessment of students' competencies.
- a combination of the two approaches described above is used.

The school is responsible for:

- enrolling its students with the SACE Board;
- registering its students with the RTO;
- submitting its students' results to the SACE Board and the RTO.

The RTO is responsible for:

- providing students with transcripts (e.g. student academic record); and/or
- awarding the AQF qualifications or statements of attainment to students.

### **5.6.2 As an RTO**

In South Australia the Training and Skills Commission has the authority to register training organisations. A school that is registered by the Training and Skills Commission as an RTO is responsible for all aspects of training, delivery, assessment, quality assurance, record management procedures, and issuing transcripts (e.g. student academic record), AQF qualifications, and/or statements of attainment. The school is also responsible for enrolling its students with the SACE Board and for submitting students' results to the SACE Board.

## **5.7 Supply of VET data to ACACA agency**

The RTO responsible for accrediting successfully completed VET units supplies the school/student with a statement of attainment. The school then supplies the SACE Board with VET enrolment and outcome data (according to the statement of attainment) using the DATEX Online ICT System.

The SACE Board 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 independently of the SACE Board.

## 5.8 Certification (Reporting to Students)

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

- Statement of Results
- Record of Achievement
- SACE.

Model	Reported at Year 11	Reported at Year 12
<b>Formalised credit arrangements:</b>  VET towards the assessment of Board-accredited subjects in other Learning Area subjects          VET towards the assessment of Board-accredited SSABSA-VET subjects	<ul style="list-style-type: none"> <li>• Name of SACE-Board-accredited subject, eg 'English'</li> <li>• Achievement, eg 'Satisfactory', 'Recorded'</li> </ul> <ul style="list-style-type: none"> <li>• Name of SACE-Board-accredited subject, eg 'Tourism Operations (VET)'</li> <li>• Achievement, eg 'Satisfactory', 'Recorded'</li> </ul>	<ul style="list-style-type: none"> <li>• SACE-Board accredited subject, eg 'English'</li> <li>• Subject Achievement Score, eg '16/20'</li> <li>• Grade, eg 'A', 'B'</li> <li>• Verbal description</li> <li>• University Entrance Points, eg '16.40'</li> </ul> For Option A (non-TER) Achievement, eg 'Satisfactory', 'Recorded'  For Option B (TER) <ul style="list-style-type: none"> <li>• SACE-Board accredited subject, eg 'Tourism Operations (VET)'</li> <li>• Subject Achievement Score, eg '16/20'</li> <li>• Grade, eg 'A', 'B'</li> </ul>



Model	Reported at Year 11	Reported at Year 12
		<ul style="list-style-type: none"> <li>Verbal description</li> <li>University Entrance Points, eg '16.40'</li> </ul>
<b>Unspecified recognition:</b> 'Stand-alone' free choice units	Number of SACE units, 'status granted' with a generic subject code	Not applicable

A statement detailing the stand-alone VET units recognised towards the student's SACE can be supplied upon request.

## 5.9 Other Reporting

The SACE Board of South Australia collects and reports the stand-alone VET that students use to meet the requirements of the South Australian Certificate of Education (SACE).

- This data is collected at the candidate level and includes the VET unit being undertaken, the nominal hours attached to that VET unit and the AQF certificate to which that VET unit is attached.
- 'Stand-alone' VET data is not reported publicly at the unit level.
- Participation figures that relate to the three models of VET that contribute to the SACE appear in aggregated form in Data Information Releases found on the SACE Board website. Participation in SSABSA-VET subjects appear in the SACE Board's Annual Report.
- VET data is supplied to the South Australian Department of Further Education, employment, Science & Technology (DFEEST) for the purposes of reporting VET in schools data for the MCEETYA report.
- This data is supplied to DFEEST using the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) validation software.
- The data supplied is at the candidate level for those students that have enrolled in any VET units for that particular year.
- This data set is forwarded from DFESST to NCVER who then manipulate the data for inclusion in the MCEETYA report.
- This data is provided once a year.

## 5.10 Recent Developments

A new South Australian Certificate of Education is being introduced from 2009 in all South Australian schools with secondary students. Year 12 students in 2011 will be the first to graduate with the new SACE.

The new SACE builds on the achievements of the current certificate, and includes new compulsory subjects and greater flexibility in the way students can earn credits towards completing their SACE.

The new SACE has been designed to meet the needs and interests of today's young people, as well as making it more relevant for employers, who are increasingly looking to employ highly skilled workers.

In this way, the new SACE will allow students to develop their skills both at school and outside of school. Students will be able to count vocational training, university studies, community service, and part-time work towards their SACE.

At the time of writing, the SACE Board has endorsed key directions for recognising vocational education and training (VET) in the new SACE particularly:

- an expanded role for VET in the SACE.
- the development of a SACE Recognition Register which will guide the recognition of VET units towards the SACE.

The final recognition arrangements will come into effect from 2011 and will be shaped by the advice of a VET in SACE Partnership Group.

## 6 Western Australia

### 6.1 Description of the Senior Secondary Certificate of Education

<b>Name of Qualification</b>	Western Australian Certificate of Education (WACE)
<b>Issued by</b>	Curriculum Council of Western Australia
<b>Time frame for Completion</b>	No limit, however students typically complete in two years (Year 11 and 12) although increasingly students are commencing in Year 10
<b>Units of Credit</b>	1 unit = 55 notional class contact hours
<b>Minimum Requirements for the award of the WACE</b>	Students must complete a minimum of 20 credit units, must include four units of English, must achieve a 'C' grade average or better from at least 10 units, must meet the English language competence standard, must complete at least one course from List A (arts/languages/social science) and one course from list B (mathematics/science/technology) in their final year
<b>Subjects/Courses/Programs</b>	<p>Council developed subjects, developed by the Council and being phased out (last year 2009).</p> <p>Council developed courses, developed by the Council for the 'new' WACE are being phased in (full implementation by 2010).</p> <p>Council endorsed programs are endorsed by the Council.</p>

### 6.2 Recognition of VET in the Western Australian Certificate of Education (WACE)

Any VET completed by students in their senior secondary years can contribute towards the WACE.

#### 6.2.1 Formalised credit arrangements

##### ***VET industry specific council developed courses***

In 2008, the Curriculum Council developed ten VET industry specific courses for implementation in schools in 2009.

- Automotive
- Business Services
- Community Services
- Construction
- Creative Industries: Art
- Creative Industries: Media
- Hospitality
- Information Technology
- Primary Industries
- Tourism

These courses will provide course unit credit towards the WACE.

In the development of these new WACE courses, full qualifications are ‘packaged’ into a course and each qualification within a course is allocated a number of course units. At the Certificate I level, this is generally 2 units and at the Certificate II and Certificate III level, this is generally 4 units.

VET industry specific courses will have certain requirements:

- compulsory units of competency that must be studied
- elective units of competency that can be chosen to complete a full AQF qualification
- mandated additional workplace learning; one unit for Certificate I and 2 units for Certificate II and Certificate III.

Assessment for all VET industry specific courses is competency-based and if the full qualification is completed, then a ‘C’ grade is awarded for each of the course units allocated to the course program. This can then be used in the calculation of the required ‘C’ grade average.

If the full qualification is not achieved, recognition of the units of competency that have been achieved is given through unspecified credit transfer (known in WA as VET stand alone).

Each VET industry specific course may have an optional examination based on underpinning knowledge and skills from the course’s compulsory units of competency. This written examination will be independent of the competency-based assessment taken during the course and have no relevance to a student’s eligibility to receive training package qualifications. Whether examinations for these VET industry specific courses are held will be jointly negotiated between schools offering the courses and the Council.

### ***VET integrated in general courses***

In the development of new courses, suggested units of competency have been closely mapped to the content of particular ‘general’ course units and could be integrated with the teaching of the syllabus for these units. If students complete units of competency in this way, and providing all delivery requirements are met, the units of competency can be recorded on their Statement of Results but do not provide any unit equivalence.

#### **6.2.2 Unspecified recognition**

Students who have completed VET full or partial qualifications through a registered training organisation may gain up to 10 units of credit towards the WACE. This is known in WA as VET stand alone and achievement is allocated unit credit on the basis of one unit equivalent for each 55 nominal hours.

In 2008 this is the only way students can gain unit equivalence for VET.

### **6.3 Work Placement Requirements and Recognition of Work Placement for VET in the WACE**

In the 'new' WACE, workplace learning can contribute to a student's WACE and is available in four ways:

1. Workplace Learning as a course, accredited with 4 semester length units.
2. Workplace learning as an endorsed program called Workplace learning – employability skills (Minimum of 110 hours in the workplace = 2 unit credits).
3. Workplace learning as an endorsed program called Workplace learning – on-the-job training (Minimum of 55 hours in the workplace = 1 unit credit).
4. Workplace learning as a personal development program called Work Skills (Minimum of 180 hours in the workplace = 2 unit credits).

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

Students enrolling in any VET industry specific course must also enrol in workplace learning of some sort.

2008 was the final year for the teaching of Year 12 structured workplace learning (SWL) subjects and there were 4073 students who completed studies in eighteen specific subject areas.

## **6.4 Australian School-based Apprenticeships and Traineeships**

In WA, school-based apprenticeships and traineeships are employment based training arrangements approved under the Western Australian Vocational Education and Training Act 1996.

School based traineeships and apprenticeships allow senior secondary students to start a traineeship or apprenticeship while also completing the Western Australian Certificate of Education (WACE). Under these arrangements students are both a full-time student and a part-time employee with the same employment and training responsibilities as other trainees or apprentices. Specific school-based traineeships for aboriginal students are also available.

A school apprenticeship link (SAL) training program over one to two years is available for school students interested in an apprenticeship post school. It allows students to 'try a trade' to see if the industry area is where they want to work.

Access to the appropriate qualifications for these programs is available through VET credit transfer (stand alone) arrangements.

## **6.5 Contribution of VET in the WACE to Tertiary Entrance**

In WA, VET achievement can not contribute directly to a student's TER.

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

## **6.6 Mechanisms for the delivery of VET recognised in the WACE**

### **6.6.1 School based RTOs**

In 2008 there were 21 senior secondary schools registered as training organisations (approximately 9% of the providers of senior secondary education). These 21 RTOs delivered approximately 10.5% of WACE VET.

### **6.6.2 TAFE institutes (State)**

In 2008 approximately 55% of WACE VET was delivered by TAFEWA. In most of these cases, the school worked in partnership with the TAFE.

### **6.6.3 Other RTOs**

In 2008 approximately 32% of WACE VET was delivered by private training organisations in partnership arrangements with schools. Universities as RTOs delivered the other 2%.

## **6.7 Supply of VET data to ACACA agency**

In WA all WACE VET data is provided electronically by the school to the Curriculum Council. Audits are conducted to ensure the data provided by the school has been validated. If the school is not the RTO, they are required to have evidence from the training organisation of students' achievement.

## **6.8 Certification (Reporting to Students)**

The Curriculum Council provides the following documentation to students who complete any VET included in the WACE:

- the Western Australian Certificate of Education
- a Statement of Results that includes
  - the full qualification (if achieved) and the name of the RTO
  - a list of the units of competency achieved and the name of the RTO
  - the unit equivalence the achievements have been allocated
- an individual Course Report for courses completed at Stage 2 and 3 levels – this will include VET industry specific courses.

## **6.9 Other Reporting**

The office of the Curriculum Council reports directly to schools on the WACE results of their students and provides student results to the Tertiary Institutions Service Centre (TISC) for use in the calculation of their TER.

The office of the Curriculum Council provides the Department of Education and Training with data for inclusion in the VET in Schools data report (AVETMISS data) for submission to the national centre for Vocational Education Research (NCVER).

## **6.10 Recent Developments**

During 2008, the Curriculum Council developed 10 VET industry specific courses for implementation in schools in 2009. Work on the development of sample optional examinations for these courses was also commenced.

Vocational subjects and SWL subjects were available for the last time in 2008 as the 'old' graduation senior secondary arrangements are being phased out. The 'new' arrangements for VET and workplace learning in the WACE were finalised in 2008 and will commence implementation in 2009.

## 7 Tasmania

### 7.1 Description of the Senior Secondary Certificate of Education

<b>Name of Qualification</b>	Tasmanian Certificate of Education (TCE)
<b>Issued by</b>	Tasmanian Qualifications Authority (TQA)
<b>Time frame for Completion</b>	First issued in the second year following completion of Year 10
<b>Units of Credit</b>	Up to 2008, the TCE was issued to record attainment. From 2009, the TCE is only issued on meeting standards for participation and achievement (120 units of credit with at least 80 at TQA level 2 or above) and everyday adult literacy, numeracy and ICT
<b>Minimum Requirements for the award of the TCE</b>	See above
<b>Subjects/Courses</b>	See above

### 7.2 Recognition of VET in the TCE

The TCE recognises all achievement in nationally recognised training (VET) .

#### 7.2.1 Unspecified recognition

All VET is delivered by Registered Training Organisations as part of Training Packages qualifications or accredited VET courses.

All qualifications that are recognised in the TCE (including VET) are rated in terms of a three element framework:

- size or volume ('how big is this', 1 unit equals 10 hours of notional learning time or the equivalent)
- complexity ('how demanding is this' – a hierarchy of eight levels (plus preliminary) aligned with the eight levels of the Victorian Credit Matrix
- robustness of quality assurance ('how much confidence can we have in the results' – five levels reflecting the reliability and validity of the results).

These ratings provide the basis for tables of 'credit points' that allow a systematic approach to giving unspecified credit for a wide variety of different studies.

### 7.3 Work Placement Requirements and Recognition of Work Placement for VET in the TCE

All VET delivered by RTOs can be credited towards the TCE.



## **7.4 Australian School-based Apprenticeships**

All VET delivered by RTOs can be credited towards the TCE.

## **7.5 Contribution of TCE VET to Tertiary Entrance**

In 2006, the University of Tasmania (UTAS) approved schedules and tables allowing the determination of an equivalent Tertiary Entrance Rank (TER) for students not eligible for a regular TER, up to a maximum equivalent TER of 65. This process uses results in all TQA accredited and recognised courses, as well as VET competencies and certificates. The TQA does the calculations for the TER and the equivalent TER as part of its partnership with UTAS.

## **7.6 Mechanisms for the delivery of VET recognised in the TCE**

All VET recognised in the TCE is delivered by Registered Training Organisations. In 2008, these included TAFE Tasmania, Tasmanian Secondary Colleges and several individual schools registered as RTOs.

## **7.7 Certification (Reporting to Students)**

The TQA provides the following documentation to students who complete any VET included in the TCE:

- The Tasmanian Certificate of Education
- in 2008 this included
  - the VET qualifications (if achieved) and the name of the RTO
  - a list of the units of competency achieved and the name of the RTO

The TQA also prints the certificates and statements of attainment required by the AQTF as a service to schools that are RTOs.

## **7.8 Other Reporting**

In April each year, the TQA provides schools and sectors with comprehensive data profiles for students in their second or subsequent year since completing year 10. These profiles show a range of participation and achievement measures, including several based on VET, and aggregate background information (based on geocoding on students' addresses) about remoteness and SES.

## **7.9 Recent Developments**

As from 2009, students will only be issued the TCE on meeting standards for participation and achievement and standards for everyday adult reading, writing, mathematics, use of computers and the internet.

The certification function of the 2008 TCE (a formal record of a student's full profile of qualifications and results) will be retained but this document will now be called the Qualifications Certificate.

These developments sit within a context that in Tasmania, post-compulsory education and training is increasingly seen together, with meeting the requirements of the new TCE something that marks the first phase in life-long learning after the end of Year 10 rather than as the completion of school. A student can therefore meet the requirements of the new TCE in a range of settings, of which traditional year 11/12 school is only one. The notion of 'VET in schools' imposes what is in this context an arbitrary and somewhat meaningless divide. A post-compulsory provider (such as the Tasmanian Polytechnic which will operate from 2009) may provide education and training to students of any age and with programs that lead to qualifications up to Advanced Diploma. Students in their first two years after completing Year 10 are increasingly including study in approved University units, results that give them credit toward a TER and towards a degree.

## 8 Northern Territory

### 8.1 Description of the Senior Secondary Certificate of Education

<b>Name of Qualification</b>	Northern Territory Certificate of Education (NTCE)
<b>Issued by</b>	Northern Territory Board of Studies (NTBOS)
<b>Time frame for Completion</b>	No limit, but generally takes a minimum of two years to complete.
<b>Units of Credit</b>	1 unit = 50 nominal hours of programmed teaching time
<b>Minimum Requirements for the award of the SSCE</b>	To qualify for an NTCE, students must record achievement in 22 units and achieve satisfactory results in at least 16 of them. A student must include 2 English units and 1 Mathematics unit and complete a pattern of studies in Stage 1 (usually Year 11) and Stage 2 (usually Year 12). A maximum of 12 credits for Vocational Education and Training (VET) may be included in the study pattern.
<b>Subjects/Courses</b>	Stage 1 and 2 courses are developed by the SACE Board of South Australia (SACE Board of SA).

### 8.2 Recognition of VET in the NTCE

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.

To complete the NTCE, students are required to satisfactorily complete 22 units and may incorporate VET. Students can usually count up to 600 (nominal) hours of nationally accredited stand-alone VET from the complete range of AQF qualifications towards the NTCE. This is the equivalent of 12 NTCE units.

In the Northern Territory, most stand-alone VET competencies are allocated a Group status to meet the Group requirements for NTCE completion. Furthermore, some VET competencies can be used to meet the compulsory requirements for English and Mathematics at Stage 1.

#### 8.2.1 Formalised credit arrangements

Students undertake units of competency (modules) packaged as SACE–VET subjects in various industry areas and receive credit towards the NTCE. Students can study one or more of these subjects at Stage 1 and Stage 2 of the NTCE. Student achievement in these SACE–VET subjects at Stage 2 can be graded and counted towards the calculation of the Tertiary Entrance Rank (TER).

Alternatively, students undertaking units of competency (modules) can embed them within existing SACE Board of SA accredited subjects, eg. Vocational Studies.

### **8.2.2 Unspecified recognition**

Students can complete units of competency (modules) and are granted status towards completion of the NTCE in a stand-alone fashion.

## **8.3 Work Placement Requirements and Recognition of Work Placement for VET in the NTCE**

Work placement is recommended for students undertaking VET certificates. However, there is no credit towards the NTCE for work placement. Students may undertake Workplace Learning projects as part of their NTCE. Credit is given for these.

## **8.4 Australian School-based Apprenticeships**

Students may undertake any Traineeship or Apprenticeship under school-based arrangements. Students undertaking a School-based Apprenticeship may have their on-the-job training recognised for the NTCE.

## **8.5 Contribution of VET in the NTCE to Tertiary Entrance**

The SACE Board of SA uses the marks achieved by a student in their best five Stage 2 subjects to calculate a TER.

Student achievement in SACE–VET subjects at Stage 2 can be graded and counted towards the calculation of the TER. However, the use of SACE–VET subjects can only contribute to a restricted list of courses.

Students may embed units of competency within existing SACE Board of SA Stage 2 subjects. This will not have any influence on the type of TER that a student obtains.

## **8.6 Mechanisms for the delivery of VET recognised in the NTCE**

### **8.6.1 School RTOs**

In the NT several secondary schools are RTOs. There are also two school sector RTOs – Catholic Education Office and the Northern Territory Christian Schools Association. One school offers VET to remote schools as well as their own school.

### **8.6.2 Non school RTOs**

Approximately one half of NTCE VET is delivered by Charles Darwin University (CDU). Students undertake the NTCE VET course wholly through CDU. Other NT RTOs deliver across the NT (e.g. Batchelor Institute of Indigenous Tertiary Education, Institute for Aboriginal Development).

### 8.6.3 Interstate RTOs

A small proportion of VET courses are delivered by interstate RTOs under contractual arrangements with individual schools.

## 8.7 Supply of VET data to ACACA agency

All School RTOs use the Student Administration Management System (SAMS) to enter data. Non-school RTOs send paper copies of student results to the contact school for the student. For government schools, data is entered manually into SAMS and then exported into DATEX Online, the online system for South Australian and Northern Territory senior secondary results. For non-government schools, data is entered manually into DATEX Online.

The SACE Board of South Australia sends an export of AVETMISS data for all NT schools to the NT Curriculum, Teaching and Phases of Learning Division. This data is validated by the NT Curriculum, Teaching and Phases of Learning Division and submitted to the National Centre for Vocational Education Research (NCVER) through the NT Training and Higher Education Division.

## 8.8 Certification (Reporting to Students)

The NT Board of Studies provides the following documentation to students who complete their NTCE including at least one VET course

- **NT Certificate of Education**
- **Record of Achievement**  
This shows the course name, unit value and results achieved for all Stage 1 and Stage 2 courses. The VET completed displays as the number of equivalent Stage 1 units in Groups. For example subject code=ZV2 and units=5 means that the student has achieved Satisfactory Achievement in VET Group 2 and the student has been credited with 5 Stage 1 equivalent units.
- **Statement of Results (Stage 1)**  
This shows the course name, unit value and results achieved for all Stage 1 courses. The VET completed displays as the number of equivalent Stage 1 units in Groups. For example subject code = ZV2 and units = 5 means that the student has achieved Satisfactory Achievement in VET Group 2 and the student has been credited with 5 Stage 1 equivalent units.
- **VET information sheet**  
This shows all competencies that the student has successfully completed.

Students receive their AQF VET Certificate or Statement of Attainment direct from the RTO.

## **8.9 Other Reporting**

The NT Board of Studies reports directly to schools on the NTCE results of their students and releases results to the South Australian Tertiary Admissions Centre for use in selection for university entrance.

The NT Board of Studies compiles the NT VET in Schools data report (“AVETMISS data”) for submission to NCVER.

## **8.10 Recent Developments**

Consideration is currently occurring about arrangements for VET in the Northern Territory Certificate of Education and Training (NTCET). Year 12 students in 2011 will be the first to graduate with the NTCET.

## 9 Australian Capital Territory

### 9.1 Description of the Senior Secondary Certificate of Education

<b>Name of Qualification</b>	ACT Year 12 Certificate, Tertiary Entrance Statement
<b>Issued by</b>	ACT Board of Senior Secondary Studies
<b>Time frame for Completion</b>	Awarded following a program of full-time study completed over years 11 and 12, or equivalent (in a period not exceeding 5 years)
<b>Units of Credit</b>	BSSS accredited units are generally delivered for a minimum of 55 hours over a semester.
<b>Minimum Requirements for the award of the ACT Year 12 Certificate</b>	<p><b>A standard package</b> for a Year 12 Certificate will be awarded on completion of an educational program approved by the college as having a coherent pattern of study and which includes the equivalent of at least 17 standard units in a period not exceeding five years. This package must contain a minimum of three A, T, M, H, courses from different course areas.</p> <p>To meet the requirements of a <b>Tertiary Entrance Statement</b>, during years 11 and 12 studies a student must complete units that accrue a minimum of:</p> <ul style="list-style-type: none"> <li>• 20 standard units which must include at least 18 standard A, T, M, H units of which at least 12.5 standard units must be T or H.</li> </ul> <p>The accredited units must be arranged into courses to form at least the following patterns:</p> <ul style="list-style-type: none"> <li>• four majors and one minor or</li> <li>• three majors and three minors, with at least three major courses and one minor course must have been classified T or H.</li> </ul> <p><b>Minimum achievement levels</b> A student's achievement in A, T, and M courses is reported on the Year 12 Certificate on a five point A to E scale. Grades are awarded on the proviso that the assessment and attendance requirements have been met. In R units the grade is reported as Pass.</p>
<b>Courses</b>	<p><b>Accredited Courses</b></p> <p><b>A Courses</b> A classification is given to courses that have been deemed by the Board to be educationally sound and appropriate for students in years 11 and 12.</p> <p><b>T Courses</b> T classification is given to an accredited year 11 and 12 course that is considered by the Board to prepare students for higher education.</p> <p><b>M Courses</b> M classification is given to an accredited course which is considered by the Board to provide appropriate educational experiences for students who satisfy specific disability criteria.</p>

	<p><b>Registered Courses</b></p> <p><b>H Courses</b> H classification is given to a year 11 and 12 course which is designed and accredited by an Australian university and where successful completion of the course will be recognised towards an undergraduate degree. H courses may contribute to a student's UAI calculation. If the student has completed insufficient H units to form a course, the units may be included in the home college course in the same course area but do not contribute to the course score.</p> <p><b>R Units or Courses</b> R classification is given to a registered unit or course that is appropriate for students in years 11 and 12, and is usually designed to provide personal development, recreational or community service activities.</p>
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## 9.2 Recognition of VET in the ACT Year 12 Certificate

The Board recognises the value of Vocational Education and Training (VET) programs and their contribution to a high quality general education and enhanced transitions to work and further education. The Board has a range of policies and procedures to ensure that VET study undertaken during years 11 and 12 through colleges as Registered Training Organisations (RTOs) or external RTOs can contribute towards the requirements for an ACT Year 12 Certificate and be recognised on certificates issued by the Board.

### 9.2.1 Formalised credit arrangements

Board accredited and registered vocational programs undertaken during years 11 and 12 can contribute to the requirements for the ACT Year 12 Certificate and Tertiary Entrance Statement. The credit is based on the specific vocational program undertaken by the individual student up to a maximum of eight standard units from any one industry area.

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

In 2008 there were 20 Board accredited vocational programs:

- Accounting A/T/V
- Automotive Technology A/V
- Business Administration A/V
- Business Studies A/T/V
- Fashion Design A/T/V
- Flight T/V
- Furniture Construction A/V



- General Construction A/V
- Hospitality Studies A/V
- Information Technology A/T/V
- Media A/T/V
- Metal Engineering A/V
- Music Industry A/V
- Outdoor Education T/V
- Production for Live Theatre A/V
- Retail A/V
- Social and Community Work A/V
- Sports Administration A/V
- Sport and Recreation Industry A/V
- Tourism Studies A/V

### **9.2.2 Unspecified recognition**

Where a student obtains vocational qualifications from an external RTO during years 11 and 12, recognition towards a Year 12 Certificate will be determined by the Office of the Board upon request from a college, providing the vocational program is agreed to by the principal and registered with the Board prior to the student starting the program and the student remains enrolled in the college during the program. A maximum of eight standard units can be recognised from any one industry area.

## **9.3 Work Placement Requirements and Recognition of Work Placement for VET in the ACT Year 12 Certificate**

In the ACT, Structured Workplace Learning (SWL) is the unpaid, workplace component of a nationally recognised industry specific VET in School program. It provides supervised learning activities contributing to an assessment of competence and achievement of outcomes and requirements of a particular Training Package. Local industry advisers determine SWL requirements for each specific industry area/Board accredited vocational program. Mandatory SWL units provide credit towards Board accredited vocational programs and are reported on the Year 12 Certificate under the relevant industry course.

## **9.4 Australian School-based Apprenticeships (ASBAs)**

The on and off the job components of ASBAs contribute credit towards the Year 12 Certificate up to a maximum of eight standard units in the specific industry area. Many students will complete the formal training component through their home college as the RTO and study a Board accredited or registered VET program. Others students will complete their training with an external RTO and get credit through Board registered units.

## **9.5 Contribution of VET in the ACT to Tertiary Entrance**

Vocational programs can contribute towards the requirements for Tertiary Entrance where they have been accredited by the Board with T classification. A maximum of eight standard

units can be used from any one industry area. Currently there are six Board endorsed vocational programs with a T classification. (Refer section 9.2.1)

## **9.6 Mechanisms for the delivery of VET recognised in the ACT Year 12 Certificate**

### **9.6.1 School based RTOs**

To provide accredited and/or registered vocational programs, colleges must be registered as Registered Training Organisations (RTOs) or provide training in collaboration with an external RTO. Scope is granted to individual colleges by the ACT Accreditation and Registration Council (ARC) on the basis of the RTO's ability to meet the *AQTF 2007 Essential Standards for Registration* and the trainer/assessor and physical resource requirements set out in the industry specific Training Package.

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

### **9.6.2 The Canberra Institute of Technology (CIT) and other RTOs**

A number of students undertake vocational studies through CIT and other RTOs while enrolled in their senior secondary education at a college. These opportunities are developed and promoted by the home college or accessed through the general interest of individual students.

## **9.7 Certification (Reporting to Students)**

The Board produces certificates and statements on behalf of college RTOs, after provision of accurate, reliable data from colleges. Vocational qualifications certificated by the Board include Certificate I, Certificate II, Certificate III and Statements of Attainment.

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

- as courses with A-E grades where they are Board accredited programs
- as registered units for ASBAs recognising the on and off the job training component, and
- as registered units/courses for block credit of study with an outside RTO.

## **9.8 Other Reporting**

The Board publishes student VET achievements for Year 10, 11 and 12 annually in the BSSS Vocational Education Study. We also complete the AVETMISS VET in Schools collection submitted through NCVER for national reporting of ACT VET activity.

## 9.9 Recent Developments

The Board recently introduced two new course classifications to provide greater flexibility in the delivery and assessment of vocational programs and their contribution to the ACT Year 12 Certificate.

### ***C Courses***

C classification is given to a Board accredited vocational education and training program appropriate for students in Year 11 and 12, which is delivered and assessed by Registered Training Organisations (RTOs) approved by the BSSS (section 27 A-D, BSSS Act 1997) and registered by the ACT Accreditation and Registration Council under the Australian Quality Training Framework

### ***E Courses***

E classification is given to a Board registered course, Vocational Program Industry, which leads to a nationally recognised vocational qualification (Certificate or Statement of Attainment) and is delivered by an external Registered Training Organisation.

The certification of C and E courses take effect from the 2010 graduating cohort.