

**Australasian Curriculum,
Assessment and
Certification Authorities
(ACACA)**

ACACA Report

VET in Senior Secondary Certificates of Education

PUBLISHED MARCH 2017



ACACA REPORT

VOCATIONAL EDUCATION AND TRAINING IN SENIOR SECONDARY CERTIFICATES OF EDUCATION

PUBLISHED MARCH 2017

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About ACACA

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

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

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

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

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INTRODUCTION

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

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

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

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

Role of VET in Senior Secondary Education

Students can undertake VET as part of a senior secondary certificate and its completion by the student provides credit towards both a recognised VET qualification and a senior secondary school certificate within the Australian Qualifications Framework (AQF).

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

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

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

There are a number of significant reasons why this has occurred. Australian and State/Territory governments are committed to the ongoing development and implementation of programs and initiatives to improve the transitions of all young people through, and from, school and post-school settings. While the majority of young people make successful transitions, research¹ shows that those young people who do not complete 12 years of schooling experience higher rates of “poor transitions” and are less likely to successfully engage with further education, training or employment. The research also shows that young people who undertake some form of work placement or vocational program while at school are more likely to make successful transitions to further education, training and work.

Schools have recognised that VET offered as a part of the senior secondary program can act as a strong engagement catalyst for students, while also providing them with the knowledge, skills and career awareness to make more informed choices about their post-school pathways and to assist their satisfactory transition into further education, training and work. The term engagement in this context does not necessarily relate to students who are disengaged from education, rather it relates to the notion that for many students, VET offers a more relevant educational option because it aligns better with their style of learning and post-secondary aspirations.

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

Recognition of VET in Senior Secondary Certificates of Education

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

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

- All VET given credit towards a Senior Secondary Certificate is drawn from nationally recognised training packages or accredited courses
- All VET given credit towards a Senior Secondary Certificate is delivered and/or assessed by Registered Training Organisations (RTOs) or in partnership with one, all of whom (including schools who are RTOs) are compliant with the VET Quality Framework or the Australian Quality Training Framework
- All VET that gains credit towards a Senior Secondary Certificate is assessed within a competency-based assessment framework by assessors who comply with the VET Quality Framework. Students are awarded nationally-recognised VET qualifications and/or Statements of Attainment by the RTO delivering and/or assessing the VET;

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

- Each ACACA agency consults with the VET sector and/or industry groups at the state/territory level in making decisions about the recognition arrangements between VET and its Senior Secondary Certificate.
- Most states and territory certification authorities make some differentiation in the level of VET recognised in their respective senior secondary certificates. In general, although not universally, Certificate I level VET is recognised at the Year 10 or 11 stages, with higher level VET being recognised at the Year 12 stage.

The relationship between Senior Secondary Certificates and VET

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

In the intervening period there has been a significant expansion in the ways that young people in their senior secondary years connect with the VET sector. Consequently the term 'VET in Schools programs' has now acquired a range of uses and expectations and has been mistakenly used by a range of groups as an entity in itself.

Instances of the inappropriate use of the term have included:

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

Over the last decade the definition of a 'school' has also become more complex in relation to the learning needs and pathways of young people engaged in senior secondary education:

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

There are now many stakeholders involved in educating secondary students across a breadth of contexts. This is why, when referring to the activities of students undertaking VET as a part of their Senior Secondary Certificate of Education the context in which a student is undertaking the VET must be considered from a broader perspective than the concept of the 'traditional classroom'.

Furthermore the concept of a secondary 'student' has also changed as each state and territory has gradually introduced policies to raise the school leaving age over time. Many

students in their final year of secondary education are now 18 years of age and as young adults, are seeking to maximise their learning experience so as to capitalise on post-secondary education opportunities. It is for this reason that decisions on matters relating to VET delivered to secondary students should not be based solely on where a student is registered for their education.

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

ACACA affirms that VET delivered to secondary students is the same as VET delivered to non-secondary students. No distinction is required and any attempts to do so lead to ambiguities about the outcomes and create transition issues for secondary students entering the workforce and/or further education.

Quality assurance and the responsibilities and accountabilities of ACACA agencies

The Curriculum, Assessment and Certification Authorities recognise VET towards the Senior Secondary Certificate of Education on the basis that the quality of VET is regulated by the VET system through the functions of the Australian Skills Quality Authority and the VET Quality Framework. The Authorities accept that the quality of VET as regulated by the VET sector must be sufficient for the recognition of VET in their Senior Secondary Certificates.

The education sector accepts that VET undertaken as a part of a secondary education program must comply with national standards and as such the necessary measures are taken to ensure it is delivered, assessed and certified under the same set of conditions as VET undertaken by non-secondary students. If in fact a VET program is modified outside of specifications stipulated in a training package, or delivered, assessed, or moderated under a different set of standards then it is not recognised as VET within the SSCE by ACACA agencies.

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

Looking Forward

ACACA uses the Education Council Framework for vocational learning and vocational education and training (VET) delivered to secondary students, *Preparing Secondary Students for Work* as a guide for future action towards strengthening the interplay between VET and the Senior Secondary Certificate of Education.

ACACA is working strategically across its agencies and with key stakeholders to address the implications and directions identified in the *Preparing Secondary Students for Work* Framework. ACACA is committed to working in close collaboration with those organisations in both the VET sector and the schooling sector with a direct responsibility and interest in the quality of VET programs.

AUSTRALIAN CAPITAL TERRITORY

1. Description of the Senior Secondary Certificate of Education

Name of qualification	ACT Senior Secondary Certificate, Tertiary Entrance Statement
Issued by	ACT Board of Senior Secondary Studies (BSSS)
Time frame for completion	Awarded following a program of full-time study completed over Years 11 and 12, over a period of up to 5 years
Units of credit	BSSS accredited units are generally delivered for a minimum of 55 hours over a semester to generate 1 standard unit towards the ACT Senior Secondary Certificate.
Minimum requirements for the award of ACT Senior Secondary Certificate	<p>ACT Senior Secondary Certificate Awarded on completion of an educational program approved by the college as having a coherent pattern of study. It must include at least 17 standard units and meet the following conditions:</p> <ul style="list-style-type: none"> • a minimum of four A, T, M, H courses from at least three different course areas, with a maximum of two C or E courses • a maximum of 8 standard units from any one course area. • completion of a course from the English course framework. <p>Tertiary Entrance Statement Student must complete at least 20 standard units over a minimum of 3.5 semesters, with a student intending to take longer than 2 years requiring the college principal's approval. The student must:</p> <ul style="list-style-type: none"> • complete at least 18 standard units classified as A, T, M or H, of which at least 12.5 standard units must be T or H • undertake the ACT Scaling Test (AST) <p>The A, T, M or H units must be arranged into courses to form at least:</p> <ul style="list-style-type: none"> • four majors and one minor or • three majors and three minors, with at least three major courses and one minor course classified T or H. <p>Minimum achievement levels A student's achievement in A, T and M courses is reported on the Senior Secondary Certificate on a five-point A to E scale. Grades are awarded on the proviso that the assessment and attendance requirements have been met.</p>
BSSS Subjects/Courses	<p>A Courses Courses approved as educationally sound and appropriate for students in Years 11 and 12.</p> <p>T Courses Courses approved as preparing students for higher education. Results can contribute to a student's ATAR.</p> <p>M Courses Courses providing appropriate educational experiences for students with a mild to moderate intellectual disability.</p>

	<p>VET (Vocational Education and Training) A, T or M courses that have embedded VET competencies.</p> <p>C Courses VET programs delivered and assessed by a college as the Registered Training Organisation (RTO). Assessment is competency-based only and the grades 'Pass or Participated' are awarded.</p> <p>E Courses Courses delivered by an external RTO leading to a nationally recognised vocational qualification (Certificate or Statement of Attainment).</p> <p>H Courses Courses accredited and delivered by an Australian university, which have been registered by the BSSS; successful completion is recognised towards an undergraduate degree and may contribute to a student's university entrance rank (ATAR). Reported on ACT Senior Secondary Certificate with university grades.</p> <p>R Units or Courses Courses or units designed to provide personal development, recreational or community service activities. Reported on ACT Senior Secondary Certificate with grade "Pass".</p>
<p>Link to the ACACA Agency website with more information about VET in the ACT Year 12 Certificate</p>	<p>http://www.bsss.act.edu.au/home</p>

2. VET Quality and the ACT Senior Secondary Certificate

The BSSS certifies VET qualifications and Statements of Attainment on behalf of ACT colleges that are Registered Training Organisations (RTOs). The Board also recognises VET qualifications delivered by external RTOs and facilitates the allocation of credit towards the ACT Senior Secondary Certificate based on hours of training and assessment.

The BSSS certifies VET that:

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

The BSSS recognises VET that:

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

The BSSS credit arrangements recognise VET:

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

In the ACT, VET is delivered through college RTOs in 16 industry areas. VET courses are developed by specialist teachers in consultation with industry, the Canberra Institute of Technology (CIT) and universities where applicable. Students may undertake a vocational pathway with/without a partnership arrangement between their home college and the CIT or other private RTO.

Quality Assurance

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

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

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

The BSSS facilitates VET course redevelopment through:

- monitoring of Training Package changes arising from the continuous improvement process.
- identification, analysis and evaluation of any changes that impact on BSSS courses.
- providing advice to teachers relating to the implications of identified changes and the appropriate timeframes to action any changes required in line with transition and teach out periods.
- facilitating discussion with local industry to ensure courses meet their needs.
- recommending that students undertake structured workplace learning (SWL) as a component of VET study. SWL units with specified competencies are embedded into BSSS accredited courses.
- only certificating VET for those colleges that are scoped to deliver the specified qualifications – this is verified through training.gov.au.

All other VET compliance is the responsibility of the college RTO.

Note: industry endorsement is a mandatory requirement for all ACT VET college based courses.

3. *Recognition of VET in the ACT Senior Secondary Certificate*

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

There are a range of policies and procedures to ensure that VET study undertaken by students during Years 11 and 12 through college RTOs or external RTOs can contribute towards the requirements for an ACT Year 12 Certificate.

a. Formalised

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

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

Currently there are 24 BSSS accredited vocational programs:

Active Volunteering C	Automotive Technology A/V
Business Administration A/V/M	Construction Pathways A/V/M
Construction Pathways C	Furniture Construction A/V/M
Hospitality A/T/V/M	Hospitality Industry C
Information, Cultural Services A/V/M	Information Technology A/T/V/M
Information Technology C	Live Production and Services C
Media A/T/V/M	Metal Engineering A/V
Metal Engineering C	Music Industry C
Outdoor Education A/T/V	Pathways to Work and Learning A/V/M
Retail A/V	Social and Community Work A/V/M
Sport, Fitness and Administration A/T/V	Textiles and Fashion A/T/M/V
Tourism and Event Management A/T/V/M	Work Education A/V

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

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

Academy of Interactive Entertainment	Creative Industries Media
Information Technology Vocational Certificate II	Information Technology Vocational Certificate III
Media Vocational	Australasian Beauty Therapy Academy
Makeup Artistry	Nail Grooming Services
Australian Institute of Personal Trainers	Fitness Vocational
Canberra Institute of Technology	Accounting Vocational
Beauty Services Vocational	Business Vocational Certificate II
Business Vocational Certificate III	Children's Services Vocational
Combined Hair and Beauty Vocational	Design and Graphics Vocational
Electronics Vocational	Hairdressing Vocational
Indigenous Arts Vocational Certificate I	Indigenous Arts Vocational Certificate II
Indigenous Arts Vocational Certificate III	Music Certificate II
Music Certificate III	Photography Vocational
Reception Skills Vocational	

b. Unspecified

Where a student obtains other vocational qualifications from an external RTO during years 11 and 12, recognition towards the Senior Secondary Certificate is given as an E course, the value of which is determined by the BSSS based on the hours of training and assessment. The student must be enrolled in the college while undertaking the program.

4. Workplace learning options and recognition in the ACT Senior Secondary Certificate

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

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

- the student is undertaking a relevant industry specific course at school
- the part-time work occurs concurrently with the VET program
- specific competencies within the course are identified as being addressed in the part-time work
- an agreement is made between the employer and school to provide evidence for assessment of competencies.

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

5. *Australian School-Based Apprenticeships (ASBAs)*

ASBAs offer students, 15 years of age or over, the opportunity to achieve a nationally recognised vocational qualification by combining paid work and training as part of their education program.

A Certificate II qualification requires a minimum of 8 hours (equivalent to one day) in the workplace and a minimum of 3 hours off the job training per week. A certificate III qualification has a greater time and work commitment and may require further work and study after the completion of Year 12.

a. *Structure*

Some students complete the formal training component through their home college as the RTO by studying a BSSS accredited VET program. Other students complete their training with an external RTO and gain credit as an E course.

b. *Contribution to the ACT Senior Secondary Certificate*

The on and off-the-job components of ASBAs are recognised on the Senior Secondary Certificate, up to a maximum of eight standard units in the relevant industry area.

6. *Contribution of VET in the ACT Senior Secondary Certificate to tertiary entrance*

VET courses with embedded competencies contribute to the requirements for a Tertiary Entrance Statement and ATAR where the course has been accredited by the BSSS as preparing students for higher education. A maximum of eight standard units can be used from any one industry area. Currently there are seven BSSS accredited vocational programs with a T classification.

7. *Mechanisms for the delivery of VET*

a. *Directly by an RTO*

i) *School which is an RTO*

All government colleges (years 11 and 12) and many of the non-government schools in the ACT are RTOs. As such, they must meet the Standards for NVR Registered Training Organisations 2015. Colleges must demonstrate that their VET teachers have the relevant qualification, industry currency and a Certificate IV in Training and Assessment. In addition, colleges must meet any other requirements and have the physical resources specified in the Training Package.

ii) *TAFE*

A number of students undertake vocational studies through the Canberra Institute of Technology (CIT) while enrolled in senior secondary studies at a college. These opportunities may be developed and promoted by the home college or accessed by the student through their own initiative. Any competencies achieved are given direct credit if the

student is studying a related VET course of study at the school. Credit may also be given in the form of E units, in accord with BSSS policies, where there is no duplication of content with school based study.

iii) Other RTO

A number of students undertake vocational studies through an external RTO while enrolled in senior secondary studies at a college. The same conditions apply as for the delivery of VET by a TAFE.

b. By the school in partnership/auspice arrangement with an RTO

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.

8. Supply of VET data to ACACA Agency

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

Competency based assessment results achieved through external RTOs are communicated to the BSSS through colleges for VET recognition, for allocation of E units towards the Senior Secondary Certificate.

9. Certification (reporting to students)

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

Vocational learning is reported on the ACT Senior Secondary Certificate in a variety of ways:

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

10. *Other reporting*

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

Qualifications/competencies achieved through external RTOs are not reported to AVETMISS, although the total number of students undertaking vocational courses through external RTOs is reported to the Board annually.

11. *Future directions*

From 2015:

- There will be a testamur issued which will be called the “Australian Capital Territory Senior Secondary Certificate”. The record of results (previously called “Australian Capital Territory Year 12 Certificate”) will be called the “Australian Capital Territory Senior Secondary Record of Achievement”.
- Students will be required to complete a course under the English course framework as a requirement for the award of an ACT Senior Secondary Certificate.
- The minimum requirement for the award of the Certificate will be raised to four courses over three separate course areas. The number of E and C courses that can contribute to the minimum requirement of the ACT Year 12 Certificate will not exceed two.
- External courses will contain all external VET. This includes Australian School Based Apprentices (ASBAs) and block credit, which have both previously been credited as R courses. Standard units in multiples of 0.5 will be awarded in E courses.

NEW SOUTH WALES

1. Description of the Senior Secondary Certificate of Education

Name of qualification	Higher School Certificate (HSC)
Issued by	NSW Education Standards Authority (NESA)
Time frame for completion	May be accumulated over a period of up to five years. Students typically complete in two years – Year 11 and Year 12.
Units of credit	Preliminary and HSC credit units. 1 unit = 60 indicative hours of programmed teaching time.
Minimum requirements for the award of the HSC	Students must complete a minimum of 22 credit units – 12 Preliminary and 10 HSC. Must include four credit units of English. Students must satisfactorily complete HSC course requirements to be awarded credit units. From 2020, students must meet minimum standards of literacy and numeracy (ACSF Level 3).
Subjects/Courses	Board Developed courses are developed by NESA. Board Endorsed courses are endorsed by NESA.
Link to the ACACA Agency website with more information about VET in the HSC	educationstandards.nsw.edu.au educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet

2. VET quality and the NSW Higher School Certificate (HSC)

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

Nearly all VET recognised in the HSC is through HSC VET courses. In addition to the VET sector quality assurance arrangements that apply to all VET recognised in the HSC, the quality of HSC VET is underpinned by packaging appropriate VET qualifications and units of competency for study as part of the HSC and mandatory work placement requirements.

NESA has extensive consultative processes including industry and employer representation to ensure that courses accord with industry training needs and are appropriate for school-aged students.

The quality of VET studied as part of the HSC is also underpinned by the delivery arrangements used in NSW where Registered Training Organisations (RTOs) have direct responsibility for the quality of delivery and assessment. There is virtually no use of partnership (or auspicing) arrangements for VET delivered in schools.

NSW schools are generally part of school system RTOs with direct responsibility and accountability for compliance with the VET Quality Framework. School system RTOs ensure that all school teachers delivering and assessing AQF VET qualifications as part of the HSC hold both the industry specific (vocational) VET qualifications to at least the same level as

that being delivered and assessed, and the current VET sector trainer qualification in addition to their teaching qualification.

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

3. *Recognition of VET in the HSC*

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

Assessment for all HSC VET courses is competency-based.

a. Formalised

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 credit units. For example, a 120 indicative hour HSC VET course provides 2 credit units towards the HSC.

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

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

[Industry Curriculum Frameworks](#) (Frameworks) are suites of HSC VET courses in a specific industry area made up of AQF VET qualifications and units of competency from national Training Packages.

Typically each Framework includes:

- a 120 indicative hour course (2 credit units)
- a 240 indicative hour course (4 credit units) – the ‘standard’ course in most Frameworks.

Frameworks may also include:

- specialisation study courses allowing more HSC recognition for study at the same AQF qualification level as the ‘standard’ course
- extension courses allowing more HSC recognition for study at higher AQF qualification levels than the ‘standard’ course.
- Board Developed Framework courses have certain requirements which include:
 - HSC indicative hour requirements (for example, to complete a 120 indicative hour VET course, students must study units of competency whose HSC indicative hours total a minimum value of 120 HSC indicative hours)

- mandatory focus areas and associated units of competency that must be studied for the HSC
- HSC Content (focus areas) that set out the scope and depth of study required for the purposes of the HSC and the HSC examination.
- elective units of competency that can be chosen to lead to particular AQF VET qualifications
- work placement requirements (for example, a student completing a 240 indicative hour course completing a minimum of 70 hours of mandatory work placement).

Frameworks in trade areas include pathways for school-based apprentices, allowing access to qualifications and units of competency not generally available to students.

In addition to the competency-based assessment, an HSC examination is available in each Framework. This provides the opportunity for students to have this HSC examination mark contribute to the calculation of their Australian Tertiary Admission Rank (ATAR). Students who have completed the 240-hour course in the Framework are eligible to sit for the HSC examination.

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

Currently there are 13 Industry Curriculum Frameworks:

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

[Board Endorsed VET courses](#) exist in a wide range of industry areas not covered by Industry Curriculum Frameworks, and are based on AQF VET qualifications and units of competency from national Training Packages or accredited courses.

The courses are generally structured as 120, 180, 240 or 360 indicative hour courses. Students must attempt units of competency to meet minimum indicative hour requirements for the HSC VET course and qualification packaging rules.

b. Unspecified

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

4. Workplace learning options and recognition in the HSC

Mandatory work placement requirements are a significant feature of the NSW model of VET for school students. They underpin the quality and industry recognition of the outcomes of HSC VET courses. Work placement involves educational and industrial sectors entering into partnerships, delivering benefits for the student, local business/host employer and industry.

Work placement is a mandatory requirement for many HSC VET courses. When allocating work placement hours, advice is sought from industry to ensure it is appropriate to the industry and the qualification outcome.

Board Developed Industry Curriculum Frameworks have mandatory work placement requirements. More recently, allocation of these requirements have allowed for variances in industry requirements and expectations and consideration of the qualification outcome of the course, rather than applying a generic requirement based on the unit credit the course attracts. Previously, a minimum of 35 hours of work placement would be allocated to a 120 indicative hour course and a minimum of 70 hours of work placement would be allocated to a 240 indicative hour course.

Work placement requirements for Board Endorsed VET courses vary, in that some courses have mandatory work placement, while others have recommended only or no specified work placement requirement.

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

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

For school-based apprentices and trainees (SBA/T's), HSC VET course work placement requirements are met through the on-the-job component of the apprenticeship or traineeship.

Students undertaking an SBA/T may also elect to complete the Board Endorsed Industry-based Learning course, to gain up to 4 additional credit units for evidence of learning from their employment in the work place. This course has generic course outcomes based around employability skills. It is not an HSC VET course.

5. *Australian School-based Apprenticeships and Traineeships*

a. *Structure*

In NSW, apprenticeships and traineeships are employment-based training arrangements approved under the *Apprenticeship and Traineeship Act 2001*. The apprenticeship and traineeship system in NSW is administered by Training Services NSW within the NSW Department of Industry, Skills and Regional Development.

Apprenticeships are established in recognised trade vocations and traineeships in other industry areas or qualifications. [School-Based Apprenticeships and Traineeships](#) (SBA/Ts) are established when the signed application for a Training Contract has been approved by Training Services NSW.

It is a requirement that a Training Plan be developed by the RTO for SBA/Ts. The plan sets out the proposed combination of school, work and formal training that the apprentice or trainee will undertake. The plan must be endorsed by the apprentice or trainee, parent or guardian (if student is under 18 years), RTO, school principal or authorised representative, school system and employer.

All the formal training components of the Training Contract which support a SBA/T must be completed by the end of Term 3 of the year they will complete their HSC to ensure that the student receives appropriate credit for the HSC.

b. *Contribution to the HSC*

In NSW students can only undertake a SBA/T as part of their HSC pattern of study and the formal training component (VET course) must contribute unit credit towards the HSC.

Appropriate qualifications and units of competency for SBA/Ts are identified by industry representatives and made available through either Board Developed VET courses (Industry Curriculum Frameworks) or Board Endorsed VET courses.

With school system support, a student may commence an SBAT in Year 10 through early commencement of an HSC VET course.

6. *Contribution of VET in the HSC to tertiary entrance*

NSW universities use the marks achieved by a student in their best 10 HSC credit units from Board Developed courses (including 2 HSC credit units from English) to calculate an ATAR. The ATAR is the main mechanism for selection to university direct from Year 12. Board Endorsed courses do not contribute to the ATAR.

For students who have completed a 240-hour Board Developed VET course (ie Framework course) and undertaken the HSC VET examination can have the mark awarded for the examination contribute to their ATAR.

NSW universities have, however, currently designated Board Developed VET courses and VET examinations as 'Category B'. For the purposes of calculating the ATAR, no more than two units can be included from Category B courses.

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

7. Mechanisms for the delivery of VET

a. Directly by an RTO

i) School who is an RTO

In NSW, secondary schools or colleges are designated delivery sites of school system RTOs. This includes the four NSW Public Schools RTOs, nine Catholic Dioceses RTOs and the Association of Independent Schools of NSW. There are a few individual schools or colleges with their own RTO status – generally specialised trade or vocational colleges.

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

ii) TAFE

Where HSC VET courses are delivered by TAFE NSW institute RTOs, students undertake the 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, the course is delivered through a combination of school RTO and TAFE NSW RTO delivery.

iii) Other RTO

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

b. By the school in partnership/auspice arrangement with an RTO

There is virtually no use of partnership (or auspicing) arrangements for VET delivered in schools.

8. Supply of VET data to ACACA agency

School system RTOs enrol students in VET qualifications and units of competency as part of the HSC course entry process managed through the NESA Schools Online (Administration) system. The unit of competency outcomes are also managed through this system. NESA issues VET credentials on behalf of school system RTOs from this data in conjunction with the HSC credentials.

Students doing their HSC VET courses through TAFE NSW are enrolled directly into the TAFE NSW student management system. The data on VET qualifications and unit of competency participation and achievement is transferred electronically to NESA in the following year as part of the national AVETMISS (Australian Vocational Education and Training Management Information Statistical Standard) reporting processes.

Some RTOs other than school system RTOs and TAFE NSW institutes can enter VET qualification and unit of competency participation and achievement data directly to the NESA RTOs Online system.

9. *Certification (reporting to students)*

NESA provides the following [credentials](#) to students who are eligible for an HSC which includes a VET course:

- Higher School Certificate testamur
- HSC Record of Achievement
- AQF VET Certificate or Statement of Attainment (vocational documentation).

The HSC Record of Achievement 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 Units' with the number of units of credit granted.

Students who leave school before achieving their HSC are issued with a [Record of School Achievement](#) (RoSA) that shows similar information to the HSC Record of Achievement.

AQF VET Certificate (and transcript) or Statement of Attainment

Students who have undertaken their HSC VET course through a school system RTO, and have met the requirements of the qualification, receive an AQF VET Certificate. 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 showing partial completion of the relevant Certificate listing 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 NESA on behalf of school system RTOs.

For students who have undertaken their HSC VET course through TAFE NSW or another non-school system 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.

10. *Other reporting*

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

NESA also reports to the NSW school systems on enrolments and qualifications in HSC VET courses and compiles the AVETMISS for submission to the National Centre for Vocational Education Research (NCVER).

NORTHERN TERRITORY

1. Description of the Senior Secondary Certificate of Education

Name of qualification	Northern Territory Certificate of Education and Training (NTCET)
Issued by	Northern Territory Board of Studies
Time frame for completion	Most students complete their NTCET over three years – Year 10 (Personal Learning Plan), Year 11, and Year 12. There is no time limit within which students must complete their NTCET. Stage 1 level subjects are usually studied in Year 10 and 11; Stage 2 subjects are usually studied in Year 12.
Units of credit	1 unit (10 credits) = approximately 60 hours of teaching and learning time and generally considered to be equivalent to one semester course 1 unit (10 credits) = 70 nominal hours of VET delivery
Minimum requirements for the award of the Northern Territory Certificate of Education	A student is required to gain 200 credits to complete the NTCET. This comprises of compulsory elements awarded 100 credits and non-compulsory elements awarded a total of 100 credits. Compulsory elements: students must complete at a grade of C or better (or equivalent for courses) all of the following requirements: <ul style="list-style-type: none"> • Personal Learning Plan – at Stage 1, awarded 10 credits • literacy requirement – at Stage 1 or 2, awarded 20 credits • numeracy requirement – at Stage 1 or 2, awarded 10 credits • other Board-accredited subjects and/or Board-recognised course at Stage 2 awarded 60 credits. Non-compulsory elements: students must complete 100 credits from Board-accredited subjects and/or Board-accredited courses (e.g. VET qualifications, University Studies, interstate and overseas courses or other recognised learning). Student must complete 140 credits at a C or better.
Subjects/ Courses	<ul style="list-style-type: none"> • Board-accredited curriculum statements (subjects) at Stage 1 and Stage 2 • Vocational education and training (VET) qualifications and units of competencies towards qualifications • Subject or courses from interstate or overseas senior secondary certificates of education • University Studies • Community Learning.
Link to the ACACA Agency website with more information about VET in the Northern Territory Certificate of Education	http://www.education.nt.gov.au/students/curriculum-ntbos/ntcet

2. VET quality and the Northern Territory Certificate of Education

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

The Board will only recognise VET that:

- is on the National Training Register and is listed on the *training.gov.au* website and delivered and assessed by a Registered Training Organisation (RTO).
- is delivered and assessed in accordance with relevant VET Quality Framework
- can be certified on a transcript, statement of attainment, or qualification issued by an RTO

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

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

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

Australian Skills Quality Authority (ASQA) is the national regulator for Australia's Vocational Education and Training. It is the body with responsibility for quality assurance of VET. ASQA is committed to ensuring the quality of VET in NTCET arrangements.

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

3. Recognition of VET in the Northern Territory Certificate of Education

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

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

VET that is recognised for NTCET purposes

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

- Completed qualifications
- Completed one or more units of competency

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

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

To complete the NTCET, students must achieve 200 NTCET credits, 160 of which can be gained through the recognition arrangements for VET in NTCET. In addition to these 160 VET-based credits, students must also fulfil the literacy, numeracy and personal learning plan requirements of the NTCET.

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

VET contributes towards the NTCET in the following ways:

a. Formalised

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

b. Unspecified

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

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

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

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

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

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

Completed VET qualifications at Certificate III level or above can be used as recognised study towards an ATAR.

4. *Workplace learning options and recognition in the Northern Territory Certificate of Education*

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

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

5. *Australian School-Based Apprenticeships and Traineeships*

a. Structure

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.

b. Contribution to the Northern Territory Certificate of Education

VET undertaken as part of an Australian School-Based Apprenticeship or traineeship have the same recognition arrangements as VET in the NTCET.

6. *Contribution of VET in the Northern Territory Certificate of Education to tertiary entrance*

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

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

- must qualify for the NTCET
- comply with the rules regarding precluded combinations
- comply with the rules regarding counting restrictions
- complete at least 90 credits of study at Stage 2 of which 60 credits of study must be
- 20 credit Tertiary Admissions Subjects from a maximum of three attempts which need not be in consecutive years. Twenty credits, which may be from additional tertiary admission subjects or from 'recognised studies' can contribute to the calculation of the ATAR. VET studies completed at AQF Certificate III or above (that have been deemed to be equivalent to Stage 2 of the NTCET) are considered 'recognised study'. For the completion of a VET Certificate III or above, the student receives a scaled score that is equivalent to the average scaled scores for the 70 credits from Board-accredited subjects.

7. *Mechanisms for the delivery of VET*

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

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

a. Directly by an RTO

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

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

b. By the school in partnership / auspice arrangement with an RTO.

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

- the school delivers training and assessment of students in qualifications or units of competencies in agreement with an RTO
- the RTO delivers training and assessment of students in qualifications or units of competencies
- a combination of the two approaches described above is used.

The school is responsible for:

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

The RTO is responsible for:

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

8. Supply of VET data to ACACA agency

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

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

9. Certification (reporting to students)

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

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

- Record of Achievement
- NTCET.

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

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

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

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

10. Other reporting

The SACE Board of South Australia collects and reports the VET that students use to meet the requirements of the Northern Territory Certificate of Education and Training (NTCET).

- This data is collected at the student level and includes the VET unit being undertaken, the nominal hours attached to that VET unit, and the AQF certificate to which that VET unit is attached.
- The data is supplied to DBE using AVETMISS and forwarded to NCVET once a year.

QUEENSLAND

1. Description of the Senior Secondary Certificate of Education

1.1 Description of the Queensland Certificate of Education (QCE)

Name of qualification	Queensland Certificate of Education (QCE)
Issued by	Queensland Curriculum and Assessment Authority (QCAA) (formerly Queensland Studies Authority (QSA))
Time frame for completion	Credit towards a QCE can be accumulated over a nine year banking period but generally three years: Years 10-12. Students who do not achieve the required credit in the required pattern to qualify for a QCE by the end of Year 12 can add to their learning account for a further seven years after leaving school. Once they achieve 20 credits and meet all the QCE requirements, the QCAA will award their QCE in the following July or December.
Units of credit	Not applicable – see below.
Minimum requirements for the award of the Queensland Certificate of Education	To be awarded a QCE, a student must demonstrate a significant amount of learning, to a set standard and in a set pattern and meet literacy and numeracy requirements. The QCE recognises four areas of learning. These requirements are measured in terms of credits. Credits are banked when the set standard has been met. These areas of learning are: <ul style="list-style-type: none"> • Core: At least 12 credits must come from completed Core courses • Preparatory: A maximum of 6 credits can come from Preparatory courses • Enrichment: A maximum of 8 credits can come from Enrichment courses • Advanced: A maximum of 8 credits can come from Advanced courses. In addition to 20 credits, in the required pattern, students must also meet literacy and numeracy requirements. Options to meet these requirements can be found at: www.qcaa.qld.edu.au/3054.html
Subjects/ Courses	<u>Core courses</u> are usually undertaken by students during the senior phase of learning and include Authority and Authority-registered subjects. <u>Preparatory courses</u> are generally used as stepping stones to further study or training. <u>Enrichment courses</u> provide learners with opportunities to develop their skills and knowledge at a higher level. <u>Advanced courses</u> go beyond the scope and depth of typical senior secondary schooling.
Link to the ACACA Agency website with more information about VET in the Queensland Certificate of Education	https://www.qcaa.qld.edu.au/senior/certificates-qualifications/qce

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

Name of qualification	Queensland Certificate of Individual Achievement (QCIA) (formerly the Certificate of Post-Compulsory School Education)
Issued by	Queensland Curriculum and Assessment Authority (QCAA) (formerly Queensland Studies Authority (QSA))
Time frame for completion	The QCIA recognises the achievements of students who undertake individualised learning programs while enrolled at a school.
Units of credit	Not applicable – see below.
Minimum requirements for the award of the Queensland Certificate of Education	To be eligible, students must have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural or linguistic factors.
Subjects/ Courses	<p>The QCIA records the student's educational achievement in two areas:</p> <ul style="list-style-type: none"> • 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.
Link to the ACACA Agency website with more information about VET in the Queensland Certificate of Individual Achievement	https://www.qcaa.qld.edu.au/senior/certificates-qualifications/qcia

Senior Statement

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

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

Senior Education Profile

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

- Queensland Certificate of Education (QCE)
- Queensland Certificate of Individual Achievement (QCIA)
- Tertiary Entrance Statement. The Tertiary Entrance Statement reports the student's Overall Position (OP) and Field Positions (FPs).

Statement of Results

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

2. *VET quality and the Queensland Certificate of Education (QCE)*

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

3. *Recognition of VET in the QCE*

a. Formalised

VET Certificates I-IV and Diploma units of competency contribute credit towards the QCE. There is no 'packaging' of VET into subject-sized units of credit in the QCE. All VET qualifications at AQF Certificate I level and above may contribute to the achievement of a QCE.

Formalised Credit Arrangements

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

4. Workplace learning options for VET in the QCE

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

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

Students undertaking a School-based Apprenticeship may have their on-the-job training recognised for the QCE (see *Formalised Credit Arrangements table*).

5. Australian School-based Apprenticeships and Traineeships

In Queensland, Australian School-Based Apprenticeships are known as School-Based Apprenticeships and Traineeships (SBA/Ts).

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

Students may undertake any traineeship or apprenticeship under school-based arrangements. Recognition for these is described in *the Formalised Credit Arrangements table*.

Students undertaking a School-Based Apprenticeship may have their on-the-job training recognised for the QCE (see *Formalised Credit Arrangements table*).

6. *Contribution of VET in the Senior Education Profile to tertiary entrance*

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

Students exiting Year 12 may be OP eligible or non-OP eligible. Non-OP eligible students may be eligible for tertiary entrance using Selection Ranks. Details of Selection Ranks may be found at www.qtac.edu.au/Applying-CurrentYr12/2014NonOP.html.

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

7. *Mechanisms for the delivery of VET*

a. *Directly by an RTO*

Data suggests that approximately 23 per cent of VET undertaken by Queensland school students is through non-school RTOs, both public (TAFE) and private providers. Most of this VET is funded by the Queensland Government and is predominately SBA/Ts (ASBAs in other jurisdictions).

i) *School who is an RTO*

There are approximately 340 Queensland schools that are RTOs, registered by the Queensland Curriculum and Assessment Authority, acting under a delegation from the Australian Skills Quality Authority. Several schools are registered directly with ASQA, as they offer VET to non-school students. Data suggests that approximately 77 per cent of VET undertaken by Queensland school students is through schools which are also RTOs.

ii) *TAFE*

See 7 (a).

b. *By the school in partnership/auspice arrangement with an RTO*

Whilst there may be some of these arrangements in place between schools and RTOs, they are not a preferred model in Queensland. No data is available.

8. *Supply of VET data to ACACA agency*

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

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

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

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

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

9. Certification and reporting VET in the Senior Education Profile

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

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

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

10. Other reporting

School reports on Year 12 outcomes

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

National reporting

Data from school RTOs and collected by QCAA is combined with data from non-school RTOs collected by the State Training Agency Clearinghouse (STAC). STAC forwards all Queensland data to the NCVET, from which various national reports are generated.

School RTO data supplied in this way is used to populate the Competency Completion Online Software (CCOS) used for RTO Quality Indicators.

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

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

SOUTH AUSTRALIA

1. Description of the Senior Secondary Certificate of Education

Name of qualification	South Australian Certificate of Education (SACE)
Issued by	SACE Board of South Australia
Time frame for completion	Most students complete their SACE over three years – Year 10 (Personal Learning Plan), Year 11, and Year 12. There is no time limit within which students must complete their SACE. Stage 1 level subjects are usually studied in Year 10 and 11; Stage 2 subjects are usually studied in Year 12.
Units of credit	10 credits = 50–60 hours of teaching and learning time (usually one semester)
Minimum requirements for the award of the South Australian Certificate of Education	A student is required to gain 200 credits to complete the SACE. This comprises of compulsory elements awarded 110 credits and non-compulsory elements awarded a total of 90 credits. Compulsory elements: students must complete at a grade of C or better (or equivalent for courses) all of the following requirements: <ul style="list-style-type: none"> • Personal Learning Plan – at Stage 1, awarded 10 credits • literacy requirement – at Stage 1 or 2, awarded 20 credits • numeracy requirement – at Stage 1 or 2, awarded 10 credits • Research Project at Stage 2, awarded 10 credits • Other Board-accredited subjects and/or Board-recognised courses (including VET) at Stage 2, awarded 60 credits. Non-compulsory elements: students must complete 90 credits at Stage 1 and/or 2 from Board-accredited subjects and/or Board-recognised courses (e.g. VET qualifications, University Studies, interstate and overseas courses).
Subjects / Courses	Board-accredited subjects include: <ul style="list-style-type: none"> • about 60 subjects available • about 40 languages subjects available. Board-recognised courses include: <ul style="list-style-type: none"> • Vocational education and training (VET) qualifications and units of competencies towards qualifications • Community Learning programs • Subjects or courses from interstate or overseas senior secondary certificates of education • University Studies • International Baccalaureate Diploma Program • Intensive English Learning Programs • Language courses delivered by the School of Languages, South Australian Department of Education and Child Development (DECD).
Link to the ACACA Agency website with more information about VET in the South Australian Certificate of Education (SACE)	www.sace.sa.edu.au

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

The SACE Board of SA recognises completion of VET qualifications or units of competencies from partly completed qualifications towards the SACE. The Board will only recognise VET that:

- is listed on the www.training.gov.au website as the national register of information on VET in Australia
- is delivered and assessed by, or under the auspices of, RTOs that are registered to deliver and/or assess the VET that is to be recognised
- is delivered and assessed in accordance with ASQA's AQTF and training package requirements
- can be certified on a transcript, statement of attainment, or qualification issued by an RTO.

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

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

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

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

The SACE Board of SA has compiled a VET Recognition Register (see Section 3.b. Unspecified VET recognition). The Register provides information about how the various VET qualifications are aligned to the SACE. This Register was compiled following a series of consultations with respective Industry Skills Boards, TAFE SA, private RTOs, and the three schooling sectors representatives.

3. Recognition of VET in the South Australian Certificate of Education (SACE)

A copy of the Recognition Arrangements for Vocational Education and Training (VET) in the SACE policy is available at: www.sace.sa.edu.au/subjects/recognised-learning/vet-in-the-sace .

The purpose of the recognition arrangements for VET in the SACE is to help students to build coherent and meaningful pathways in the SACE through VET. These arrangements encourage students to complete, or make significant progress towards completion, VET qualifications. The qualification is thus the key means of organising recognition of VET in the SACE and helping students to plan and pursue their pathways.

VET that is recognised for SACE purposes

The recognition arrangements for VET in the SACE include recognition of:

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

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

To complete the SACE, students must achieve 200 SACE credits, 150 of which can be gained through the recognition arrangements for VET in the SACE.

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

VET contributes towards the SACE in the following ways:

a. Formalised

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

b. Unspecified

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

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

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

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

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

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

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

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

The VET Recognition Register does not show every VET qualification available through the VET sector, as it is a list of qualifications students commonly undertake as part of their SACE. However, the SACE Board recognises any VET that is listed on the www.training.gov.au website.

4. *Workplace learning options and recognition in the South Australian Certificate of Education (SACE)*

Work placement is encouraged as an opportunity to reinforce the learning. 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.

A work placement is not mandated as part of the recognition of VET in the SACE.

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

<http://www.decd.sa.gov.au/vocationalpathways/pages/Guidelines/44310/?reFlag=1>

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

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

5. *Australian School-Based Apprenticeships and Traineeships*

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

Endorsement Checklist' with the School Principal endorsing the special section of the Training Plan.

ASBAs are not recognised distinctly from the strategies for recognising VET in the SACE described in Section 3: Recognition of VET in the SACE and Section 4: Workplace learning options and recognition in the South Australian Certificate of Education (SACE).

6. Contribution of VET in the South Australian Certificate of Education (SACE) to tertiary entrance

A SACE student can count the completion of a Certificate III or above that is recognised at Stage 2 in the SACE, as the equivalent of one, full-year subject in the calculation of the university aggregate and/or TAFE SA aggregate, and its associated ATAR and/or TAFE SA Selection Score.

To obtain a university aggregate and an ATAR based on a completed SACE for tertiary entrance in 2016 onwards, the student:

- must qualify for the SACE
- comply with the rules regarding precluded combinations
- comply with the rules regarding counting restrictions
- complete at least 90 credits of study at Stage 2 of which 70 credits of study must be 20-credit Tertiary Admissions Subjects from a maximum of three attempts which need not be in consecutive years. The remaining 20 credits is referred to as the 'Flexible option', which may be a fourth Tertiary Admission Subject or a 'Recognised Study'. Completion of a VET Certificate III or above that is recognised at Stage 2 in the SACE is considered a 'Recognised Study'. For the completion of a VET Certificate III or above as a Recognised Study, the student receives a scaled score that is equivalent to the average scaled scores for the 70 credits from Board-accredited subjects.

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

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

7. *Mechanisms for the delivery of VET*

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

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

a. Directly by an RTO

i) School who is an RTO

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

ii) TAFE

In negotiation with the school and TAFE, a school student may attend TAFE to undertake VET. The TAFE 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 TAFE provides the documentation to the student and school. The school is responsible for submitting students' VET results to the SACE Board to claim VET recognition in the SACE.

iii) Other RTO

In negotiation with the school and other RTO, a school student may attend an RTO to undertake VET. The TAFE 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 RTO provides the documentation to the student and school. The school is responsible for submitting students' VET results to the SACE Board to claim VET recognition in the SACE.

b. By the school in partnership / auspice arrangement with an RTO (including TAFE and/or other RTOs).

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

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

The school is responsible for:

- registering its students with the RTO
- ensuring results (e.g. student academic record) issued by the RTO are submitted to the SACE Board.

The RTO is responsible for:

- providing students with transcripts; and/or
- awarding the AQF qualifications or statements of attainment to students.

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

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

8. Supply of VET data to ACACA agency

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

The school reports to the SACE Board the VET outcome data to be recognised (according to the Statement of Attainment) using the SACE Boards’ Schools Online System.

9. Certification (reporting to students)

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

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

- Record of Achievement
- SACE.

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

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

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

- name of the qualification

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

10. Other reporting

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

- this data is collected at the student level and includes the VET unit being undertaken, the nominal hours attached to that VET unit, and the AQF certificate to which that VET unit is attached.
- VET data is supplied to the South Australian Department of Skills Development (DSD), formerly the Department for Further Education, Employment, Science and Technology (DFEEST), for the purposes of reporting 'VET in schools' data for the MCEETYA report.
- this data is supplied to DSD using the AVETMISS validation software.
- the data supplied is at the student level for those students that have enrolled in any VET units for that particular year.
- this data set is forwarded from DSD to NCVET who then manipulate the data for inclusion in the MCEETYA report.
- this data is provided once a year.

11. Future directions

Recognition of 'Foundation' VET

In 2014 the SACE Board formed an advisory panel to consider 'foundation-type' courses provided by the VET sector, and how these are recognised towards the SACE in terms of their level, scope and complexity with other learning in the SACE. A number of recommendations were endorsed by the SACE Board, and will be implemented from 1 January 2016.

TASMANIA

1. Description of the Senior Secondary Certificate of Education

Name of qualification	Tasmanian Certificate of Education (TCE)
Issued by	Office of Tasmanian Assessment, Standards and Certification (TASC)
Time frame for completion	The TCE can be completed over an unspecified period of time. Generally students complete the certificate in two to three years.
Units of credit	<p>Each TASC accredited senior secondary course, VET competency or qualification and each unit in TASC recognised learning (for example, AMEB music qualifications) is located within a framework of:</p> <ul style="list-style-type: none"> • size ('how large'), expressed in units, where 1 unit represents the equivalent of 10 nominal hours • complexity ('how difficult/demanding), expressed in levels that align with the levels of the AQF (1 to 10) • robustness ('how confident can we be in the quality assurance of these results'), expressed in one of five levels. <p>(see http://www.tasc.tas.gov.au/2720)</p> <p>To gain credit, a learner must record a minimum level of attainment in a course, viz:</p> <ul style="list-style-type: none"> • preliminary achievement in a TASC accredited course • competent or Recognition of Prior Learning (RPL) in nationally recognised training (NRT) • pass or equivalent in TASC recognised learning. <p>The learner is then credited with a number of units of credit equal to the recorded size value at the recorded complexity level.</p>
Minimum requirements for the award of the TCE	<p>To be awarded the TCE, a learner must:</p> <ul style="list-style-type: none"> • have at least 120 units of credit at TASC level 1 or above, with at least 80 units of credit at TQA level 2 or above • have met standards for: <ul style="list-style-type: none"> – everyday adult reading and writing in English – everyday adult mathematics – everyday adult use of computers and the internet. <p>These standards can be met through satisfactory completion of approved courses or the completion of a safety net test. There are procedures whereby adult learners can receive recognition of informal learning.</p>
Courses	<p>TASC accredits a range of senior secondary courses. VET competencies and VET qualifications can contribute to meeting the requirements of the TCE.</p> <p>A range of other educational qualifications at TQA level 1 or above are recognised by TASC (http://www.tasc.tas.gov.au/1689) and can contribute to meeting the requirements of the TCE.</p>
Link to the ACACA Agency website with more information about VET in the Tasmanian Certificate of Education	<p>See <i>Common questions about Vocational Education and Training (VET) and the TCE</i> under the heading "Participation and Achievement Standard" at: http://www.tasc.tas.gov.au/1906</p>

2. VET quality and the Tasmanian Certificate of Education

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

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

Priorities since 2012

The VET regulatory function of the (then) TQA was transferred to ASQA at the start of 2012. TASC is now able to enhance its role as a qualifications agency in the areas of senior secondary, VET, higher education and other education. TASC contends that:

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

- people learning the most important and central of the skills and knowledge required to achieve a socially and economically prosperous future for all
- high rates of learner participation and achievement in coherent and worthwhile learning programs with clear outcomes providing a sound basis for lifelong learning, labour market entry and career progression
- delivery practices (teaching, instruction, assessment) that develop this learning, participation and achievement.

Our strategic outcome is that:

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

3. Recognition of VET in the Tasmanian Certificate of Education

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

4. Workplace learning options and recognition in the Tasmanian Certificate of Education

TASC recognises nationally recognised training (NRT) towards the TCE, in terms of its

- complexity, as expressed in levels that align with the levels of the AQF (1 to 10) and
- size-value that is calculated with reference to delivery nominal hours.

Indeed, unit (subject) size-value (for the purposes of the TCE) is now 'auto-stripped' and updated from AVETMISS (NAT00060) metadata.

Often students lodge their NRT attainment documents (e.g. from MacDonald's, Hungry Jacks, online RSA) for TCE inclusion. After authenticating this attainment with the RTO, TASC enters this data.

5. Australian School-based Apprenticeships and Traineeships

No preferential or additional value is placed upon attainments gained through apprenticeship and traineeship arrangements. All learner attainments in NRT (competent, RPL) are counted towards the achievement of a TCE.

6. Contribution of VET in the Tasmanian Certificate of Education to tertiary entrance

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

7. Mechanisms for the delivery of VET

a. Directly by an RTO

i) School who is an RTO

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

ii) TAFE

TasTAFE is Tasmania's largest public sector provider of VET. It was formed in 2013 by merging the 2 former government VET providers – the Tasmanian Polytechnic and the Tasmanian Skills Institute. TasTAFE provides VET to students in some schools under auspiced arrangements.

iii) Other RTO

There are many private training providers delivering VET in Tasmania, sometimes to students under auspiced arrangements with schools; and sometimes to students undertaking private arrangements with these RTOs.

Attainments are reported by the “managing RTO”. Because TASC concentrates only on recording the client attainments that are delivered by an RTO, we do not place differential value upon whether that RTO is a school, college, or private entity. If an organisation is an RTO and is delivering to a Tasmanian client, then it has a legislated obligation to report client attainments to TASC. Whether that RTO is private, public, or a school, is irrelevant for the purposes of reporting.

8. Supply of VET data to ACACA agency

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

9. Certification (reporting to students)

The Tasmanian Qualifications Authority has provided – and the Office of Tasmanian Assessment, Standards and Certification (TASC will continue to provide – individuals with consolidated records of all their achievements in senior secondary education, Vocational Education and Training and other education.

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

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

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

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

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

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

10. Other reporting

TASC will continue the TQA's past practice of providing aggregated information to sectors and to schools/colleges. Since 2007, the TQA has provided, each year, detailed profiles of achievement at state-wide, sector, school, college and major VET provider level. In summary, we:

- provide, each year, detailed profiles of attainment to schools, colleges and government RTOs operating in Tasmania (<http://www.tasc.tas.gov.au/1324>)
- determine ATAR and equivalent tertiary entrance ranks and report these to the University of Tasmania along with individual course results
- provide AVETMISS data annually to Skills Tasmania for passing onto NCVER for their 'VET in schools' collection

- also report school enrolment and achievement data to ACARA for reporting on the *My School* website

11. Future directions

TASC intends to:

- continue to work with VET providers to develop processes whereby their learners can demonstrate that they meet the TCE standards for everyday adult reading, writing, mathematics, use of computers and the Internet.
- continue to strengthen and broaden the collection of reporting data from RTOs utilising the powers granted by section 64 C of the TASC Act 2003
- liaise with industry regulators and other key stakeholders
- improve our focus on validity and integrity of qualifications.

VICTORIA

1. Description of the Senior Secondary Certificate of Education

1.1 Victorian Certificate of Education

Name of qualification	Victorian Certificate of Education (VCE)
Issued by	Victorian Curriculum and Assessment Authority (VCAA)
Time frame for completion	The VCE can be completed over an unspecified period of time. Generally students complete the certificate in two to three years – years 10, 11 and 12
Units of credit	A 'study' is broken up into four units. Each VCE study unit is numbered 1, 2, 3 or 4. Most students undertake a study in the following sequence: <ul style="list-style-type: none"> • Units 1 and 2 (normally Year 11) • Units 3 and 4 (normally Year 12)
Minimum requirements for the award of the Victorian Certificate of Education	16 units are required for satisfactory completion of the VCE. Students must have at least three units from the English group of studies with at least one of the units from the Unit 3 or 4 level. Students must also have three sequences of Unit 3 and 4 studies in addition to the sequence chosen from the English group. These sequences can be from VCE studies and/or VCE VET programs or other VET qualifications that provide a Unit 3 and 4 sequence through Block Credit recognition.
Subjects/ Courses	The VCAA develops VCE courses that enable students to acquire skills and knowledge in a wide range of studies. The VCAA develops VCE VET programs drawn from Nationally Recognised VET qualifications. These are typically packaged into the Unit 1 – 4 structure of the VCE.
Link to the ACACA Agency website with more information about VET in the Victorian Certificate of Education	http://www.vcaa.vic.edu.au/Pages/vet/index.aspx

1.2 Victoria Certificate of Applied Learning

Name of qualification	Victorian Certificate of Applied Learning (VCAL)
Issued by	Victorian Curriculum and Assessment Authority (VCAA)
Time frame for completion	The VCAL is usually completed over a 2 year period, years 11 and 12 with students completing 2 VCAL levels. A certificate is awarded upon completion of the course requirements for each level.
Units of credit	The VCAL is comprised of 3 levels - Foundation, Intermediate and Senior. Units are selected from the four compulsory VCAL strands, VCE units and VET. 1 unit of credit = 100 nominal hours
Minimum requirements for the award of the Victorian Certificate of Applied Learning	Students must complete a learning program which contains a minimum of 10 credits at any of the 3 levels. It must contain a minimum of six credits at the VCAL level undertaken with a minimum of one credit being required from each VCAL strand.
Subjects/ Courses	VCAL learning programs must be designed to meet the VCAL course requirements. Each student should be enrolled in a learning program that includes curriculum strands that develop literacy and numeracy skills, industry specific skills, work related skills and personal development skills. The strands may be completed through undertaking VCAL units or VET UoC's and or VCE units that satisfy the strand requirements. VET is a mandated component of Intermediate and Senior.
Link to the ACACA Agency website with more information about VET in the Victorian Certificate of Applied Learning	http://www.vcaa.vic.edu.au/Pages/vet/index.aspx

2. VET quality and the Victorian Certificate of Education and the Victorian Certificate of Applied Learning

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

The VCAA will only recognise VET that:

- is listed on the www.training.gov.au website as the national register of information on Vocational Education and Training in Australia
- is delivered and assessed by or delivered under the auspices of registered training organisations (RTOs) which are registered to deliver and/or assess the VET
- is delivered and assessed in accordance with the VET Quality Framework standards or the relevant Australian Quality Training Framework (AQTF) standards and training package requirements
- can be certified on a transcript, statement of attainment, or qualification issued by an RTO.

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

The Victorian Registration and Qualifications Authority (VRQA) is the body with responsibility for quality assurance of VET for Victorian registered RTO's which includes school based RTO's, currently numbering approximately 10% of schools providing the VCE or VCAL. The Australian Skills Quality Authority (ASQA), as the national regulator for the vocational education and training sector, is the legislated body responsible for the regulation of vocational education and training for RTO's registered to deliver in multiple jurisdictions, including all Victorian TAFEs.

3. Recognition of VET

3.1 Recognition of VET in the Victorian Certificate of Education

The VCAA develops, approves, and manages a suite of 23 VCE VET programs (comprising 35 individual VET certificates)

a. Formalised

VCE VET programs are typically in the VCE Unit 1 – 4 structure. This would normally equate to between 360 and 400 nominal hours. VCE VET programs would normally see the completion of at least a Certificate II, with some containing selected Certificate III UoC's and others provide a complete Certificate III.

b. Unspecified

Unspecified credit into the VCE is known as Block Credit Recognition. This is where credit accrues within a certificate at the rate of one unit of credit for each 90 hours of completed UoC's. VET UoC's at an AQF level 2 provide credit towards the VCE unit at 1 & 2. AQF level 3 or above UoC's provide credit at VCE units 3 & 4.

3.2 Recognition of VET in the Victorian Certificate of Applied Learning

a. Formalised

All credit for VET undertaken by VCAL students accrues at the rate of 90 completed hours of UoC's equating to one unit of credit. This can accrue from a single certificate or be drawn from multiple certificates. VET at AQF level 1 will provide credit towards the VCAL at the Foundation and Intermediate levels. VET UoC's at AQF level 2 or above will provide credit towards all 3 levels of the VCAL.

4. Workplace learning options and recognition in the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL)

4.1 VCE

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

Where a student undertakes VET through Block Credit Recognition SWL is recommended however no guidelines are provided by the VCAA.

SWL contributes to students understanding of the industry their VET studies are drawn from and enables them to practice and demonstrate skills acquired through their VET. While the SWL can contribute to successful completion of the unit of competency and the VCE VET program, students do not gain additional credit towards the VCE for it.

4.2 VCAL

SWL can be used to meet some of the learning outcomes of the Work Related Skills unit of each level of the VCAL.

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

The Industry Specific Skills strand requires VET units of competency totalling 90 hours to be undertaken of which SWL is a recommended component. Students do not gain additional credit towards the VCAL for it.

5. *Australian School-Based Apprenticeships and Traineeships*

Structure

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

- at least 6 hours of training to be undertaken during the regular school week; and
- at least 7 hours of employment, averaged over 3 periods of 4 months in each year of the program.

Additional requirements include the signing-off of training plans by the school-based apprentice/trainee's school representative. Funding for the training is provided through the Victorian Training Guarantee.

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 and do not attract any Victorian Training Guarantee funding.

Contribution to the Victorian Certificate of Education and the Victorian Certificate of Applied Learning

Contribution to the VCE or VCAL for either school based or part time apprenticeships or traineeships is based on the guidelines for unspecified recognition.

SBAT's in selected industries where VCAA approved VCE VET programs exist provide the same credit as the VCE VET program i.e. in the VCE unit 1 – 4 structure.

6. *Contribution of VET in the Victorian Certificate of Education 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

There are 13 VCE VET programs covering 15 qualifications which provide 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 conducted in the end of the year VCE examination period.

The score allows the students to use their VCE VET program for direct contribution towards the ATAR, that is, as one of the ‘primary four’ study scores. Students may count up to three VCE VET programs in the primary four. VCE VET program scores not falling within the primary four contribute as a 5th or 6th study increment at the rate of 10 per cent of the study score. There are industry restrictions imposed by VTAC in Music and Information Technology where students can only count a maximum of 3 scores from VCE and VCE VET towards the ATAR.

6.2 *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 per cent increment towards their ATAR. The contribution towards the ATAR is subject to VTAC rules around the contribution by VCE studies or VET programs in specified industry areas.

Unit 3 – 4 sequences obtained through Block Credit Recognition will only contribute to the ATAR when fewer than 6 Unit 3 – 4 sequences from VCE studies or VCE VET programs have been used in its calculation.

Up to two 10 per cent increments may be used in the ATAR calculation.

7. *Mechanisms for the delivery of VET*

a. *Directly by an RTO*

i) *School who is an RTO*

The VET qualification delivered in schools where the school is the RTO generally tend to be from those industries which are less resource intensive, for example Business, Information Technology, Interactive Digital Media, and Sport and Recreation. The increasing number of schools with Trade Training Centres (TTCs) has seen them being able to widen their industry offerings. School based RTOs are also used where cluster arrangements exists with a group of schools co-located within a region.

ii) *TAFE*

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

TAFEs deliver training and assessment to students attending the TAFE campuses and in some instances in TTC’s aligned to TAFE. Attendance and assessment reports are communicated directly to school.

iii) Other RTO

Non TAFE/School RTOs make up an increasing proportion of VET delivery to VCE/VCAL students. 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 auspicising arrangements.

b. By the school in partnership / auspice arrangement with an RTO.

Where auspicising takes place, schools conduct the delivery and assessment of the program in a formal partnership with the RTO. School teaching staff are required to comply with Clause 1.13 of the Standards for RTO's 2015 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 relevant clauses within the Standards as required by the RTO. As with School based RTOs, the programs auspicised by schools are more likely to be less resource reliant.

8. Supply of VET data to ACACA agency

Schools are responsible for enrolling VCE or VCAL students on the Victorian Assessment Software System (VASS). Students are enrolled into VET certificates and the units of competency expected to be completed in the current year. Where the VET is not delivered by the home school the enrolment details and results are communicated to them by the assessing school or RTO and are then recorded by the home school on to VASS.

9. Certification (reporting to students)

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

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

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

The official records of all VET Certificates and Statements of Attainment awarded to the student are issued by the Registered Training Organisation.

10. 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. In addition, the VCAA prepares a 'VET in Schools' data ("AVETMISS data") report for submission to the National Centre for Vocational Education Research (NCVER). The final year of this reporting is the 2015 activity.

11. Future directions

High Level Qualifications

Policy is currently being reviewed regarding the recognition of all Diploma and above qualifications and selected Certificate IV qualifications undertaken by VCE and VCAL students.

WESTERN AUSTRALIA

1. Description of the Senior Secondary Certificate of Education

Name of qualification	Western Australian Certificate of Education (WACE)
Issued by	School Curriculum and Standards Authority (the Authority)
Time frame for completion	Generally, students complete two years (Years 11 and 12) of senior secondary study to achieve the WACE although the School Curriculum and Standards Authority provisions enable students to meet the WACE requirements over a lifetime.
Units of credit	1 course unit = 55 notional class contact hours for each WACE course unit Unit equivalent: VET unit equivalence towards the WACE is allocated for the successful completion of a full qualification as follows: Certificate I = 2 units Certificate II = 4 units Certificate III or higher – Partial = 4 units Certificate III or higher – Full = 6 units 1 unit equivalent = 5 points for Authority endorsed programs
Minimum requirements for the award of the WA Certificate of Education	Achievement of a WACE signifies that a student has successfully met the requirements for breadth and depth, the achievement standard and the literacy and numeracy standard in their senior secondary schooling. These requirements are: <ul style="list-style-type: none"> • Breadth-and-depth Completion of a minimum of 20 units or the equivalent. This requirement must include at least: <ul style="list-style-type: none"> – 10 units or the equivalent at Year 12 – two Year 11 units from an English course and one pair of Year 12 units from an English course – one pair of units completed in Year 12 from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology). • Achievement standard Achievement of at least 14 C grades or higher (or the equivalent) in Year 11 and 12 units, with a minimum of six C grades or the equivalent at Year 12. Completion of at least four Year 12 ATAR courses or of a Certificate II (or higher) VET qualification. Students may meet the minimum VET requirements through the completion of partial Certificate III or higher according to a specified criteria. • Literacy and numeracy standard Completion of at least four units of an English course post-Year 10 and studied over at least two years. Demonstration of the minimum standard of literacy and numeracy.
Subjects/Courses	Five types of courses and two types of programs are within the WACE: Preliminary courses are for students who have been identified as having a learning difficulty and/or an intellectual disability. Preliminary courses do not contribute to achievement of the WACE. Foundation courses provide a focus on functional literacy and numeracy skills, practical work-related experience and the opportunity to build

	<p>personal skills that are important for life and work. The Foundation courses are not designed, nor intended, to be an alternative senior secondary pathway. Foundation courses are for students who have not been able to demonstrate the minimum standard for literacy and/or numeracy before Year 11 and are unlikely to do so before the end of Year 12 without significant levels of student support.</p> <p>General Courses are for students who are typically aiming to enter further vocationally based training or the workforce straight from school. These courses are not externally examined. However, they each have an externally set task (EST) which is set by the Authority</p> <p>ATAR courses are for students who are aiming to go to university. These courses are examined by the Authority. Student results in ATAR courses are used by the Tertiary Institutions Service Centre (TISC) to calculate a student's Australian Tertiary Admission Rank (ATAR).</p> <p>Nationally recognised VET qualifications and/or units of competency from training packages that are successfully completed by senior secondary students in years 10, 11 or 12 may contribute towards the achievement of a WACE. Qualifications and units of competency can contribute to the WACE as WACE course units when completed through VET industry specific courses. Alternatively, unit equivalence can be achieved through VET credit transfer.</p> <p>Endorsed programs provide access to areas of learning not covered by courses and contribute to the WACE depth and breadth requirement through unit equivalence.</p>
<p>Link to the ACACA Agency website with more information about VET in the WA Certificate of Education</p>	<p>http://www.scsa.wa.edu.au/internet/Senior_Secondary/Vocational_Education_and_Training</p>

2. *VET quality and the WA Certificate of Education*

The Authority only recognises VET achievement within the WACE if it is certified by a RTO. RTO certification assures the public that an individual has met all relevant standards in the delivery and assessment of a qualification as regulated by the VET sector. As such, schools must become a RTO or work in a partnership arrangement with a RTO. VET undertaken as a part of a school program must meet the requirements of the relevant VET regulator standards under which an RTO is accredited. The Authority also provides recognition for VET achievement outside of a school arrangement (for example VET that is arranged through a student's employer at their part time job).

In Western Australia, the Training Accreditation Council (TAC) is responsible for quality assurance and recognition processes for RTOs with scope of delivery limited to Western Australia and Victoria and for the accreditation of courses. For RTOs in partnership with Western Australian schools, but with scope not limited to WA, the quality assurance is regulated under the National VET regulator through the Australian Skills Quality Authority (ASQA). The TAC applies the same audit processes to schools and other training providers involved in VET delivery and assessment to Western Australia senior secondary students as it does to all other RTOs.

The Authority has an inbuilt data integrity checking mechanism within its student management system which validates school VET achievement data. In addition, the requirement for schools to retain evidence of RTO certification is subject to an achievement data audit by the Authority.

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

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

- students will receive the appropriate training to industry standard as prescribed within a training package
- there is the appropriate and timely certification of such training
- the contractual arrangements prescribed within the partnership agreement will be sustained for the duration of the program and
- the relevant VET regulator standards will be met.

While the Authority advocates quality VET programs, its main role is to record and report VET achievement and provide mechanisms for recognition of VET towards the WACE. Issues that relate to the quality of delivery, assessment and the outcomes of training sit outside of the scope of responsibility and influence of the Authority.

The Authority does however work closely with the education systems and sector, the VET sector and industry stakeholders to encourage schools and students to undertake quality VET programs. In recent years the Authority has been involved in initiatives which aim to

improve the outcomes of VET for secondary students. One such initiative was the Authority’s involvement in the development of the WA ‘VET in Schools’ Qualifications Register. The purpose of this tool is to provide information that supports students, parents and schools in making well informed choices about qualifications and training options.

Another mechanism that the Authority has developed to improve the quality of VET undertaken as a part of the WACE, has been to package nationally recognized VET qualifications and mandatory industry related work placement into VET industry specific WACE courses. Each VET industry specific course is developed collaboratively with representatives from schools, training providers, members of business and industry and the WA Industry Training Councils (ITC).

VET industry specific courses do not have any other prescribed curriculum; they meet the packaging rules specified in the relevant national training packages and require delivery and assessment to be carried out in accordance with the relevant VET regulator standards in partnership with an RTO. Final sign off from the relevant ITC Chief Executives is a requirement for accreditation of these courses by the Authority Board. The ITC endorsement of the VET industry specific courses affirms that the course meets the expectations of a quality VET program for secondary students and complies with the training package rules.

3. Recognition of VET in the WA Certificate of Education

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

a. Formalised

VET industry specific WACE courses

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

For each VET industry specific course, full qualifications are ‘packaged’ with mandated time in industry related workplace learning. Before accreditation by the Authority, each VET industry specific course is endorsed by WA Industry Training Councils.

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

The ten VET industry specific WACE courses are:

Automotive	Hospitality and Tourism
Business and Financial Services	Information and Communications Technology
Community Services and Health	Primary Industries
Construction Industries	Sport and Recreation
Creative Industries	Engineering

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

AQF Qualification	Number and distribution of WACE course units		
	Year 11	Year 12	Total
Certificate I	2	0	2
Certificate II	2	2	4
Certificate III	2	2	4

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

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

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

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

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

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

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

a. *Unspecified**WACE unit equivalence*

Unit equivalence can be obtained through VET qualifications and/or endorsed programs. The maximum unit equivalence available through these programs is eight units – four Year 11 units and four Year 12 units. Students may obtain unit equivalence as follows:

- up to eight unit equivalents through completion of VET qualifications, or
- up to four unit equivalents through completion of endorsed programs, or
- up to eight unit equivalents through a combination of VET qualifications and endorsed programs, but with endorsed programs contributing no more than four unit equivalents.

VET credit transfer

VET that results in the attainment of nationally recognised units of competency that lead to a full or partial AQF qualification can be used as credit transfer towards the WACE. Delivery and assessment of VET credit transfer is not packaged with mandatory workplace learning (unless specified in the relevant training package) and occurs independently from any WACE course curriculum delivery.

Students who have completed full VET qualifications may gain up to 8 unit equivalents towards the WACE (students require 20 units to achieve the WACE with a minimum of 12 to be derived from WACE course units). Achievement is allocated credit on the following basis:

VET credit transfer and unit equivalence

Completed qualification	Total Equivalents	Year 11 Credit allocation (Unit equivalents)	Year 12 Credit allocation (Unit equivalents)	Satisfies the minimum VET qualification requirement for WACE
Certificate I²	2 units	2	0	No
Certificate II³	4 units	2	2	Yes
Certificate III or higher – Partial	4 units	2	2	Yes
Certificate III or higher – Full	6 units	2	4	Yes

² Equivalence is only awarded for completed Certificate I qualifications where the total achievement in units of competency is equal to or greater than 110 nominal hours (the equivalent of two course units).

³ Equivalence is only awarded for completed Certificate II qualifications where the total achievement in units of competency is equal to or greater than 220 nominal hours (the equivalent of four course units). Certificate II qualifications with units of competency that are less than 220 nominal hours in total will meet the minimum Certificate II qualification requirement however the qualification will only contribute towards the WACE as two Year 11 unit equivalents.

VET credit transfer is not graded and therefore does not contribute to the calculation of the C grade standard required for achievement of the WACE. However, unit equivalence reduces the number of courses over which the average is calculated up to a maximum of eight units.

4. Workplace learning options and recognition in the WA Certificate of Education

Workplace Learning is an Authority-developed endorsed program that is managed by individual schools. To complete this program, a student works in one or more real workplace/s to develop a set of transferable workplace skills. A student must record the number of hours completed and the tasks undertaken in the workplace in the Authority's *Workplace Learning Logbook*. A student must also provide evidence of his/her knowledge and understanding of the workplace skills by completing the Authority's *Workplace Learning Skills Journal* after each 55 hours in the workplace.

The Workplace Learning program outline and teacher support materials, including a template for the *Workplace Learning Logbook* and *Workplace Learning Skills Journal*, are available on the Authority website.

Unit equivalence for the Workplace Learning endorsed program is allocated on the basis of one unit equivalent for each 55 hours completed in the workplace, to a maximum of four units (220 hours). The total number of hours completed in the workplace in Years 10, 11 and 12 is reported on the student's WASSA.

5. Australian School-Based Apprenticeships and Traineeships

a. Structure

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

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

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

b. Contribution to the WA Certificate of Education

Credit for SBT/A and PAiS programs contribute to the WACE mainly as unspecified recognition through VET credit transfer. However, some VET industry specific courses have

been developed to include pre apprenticeships, providing students with formal recognition of these programs and the opportunity to include the achievement under the course requirements for WACE completion.

6. Contribution of VET in the WA Certificate of Education to tertiary entrance

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

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

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

7. Mechanisms for the delivery of VET Types of partnerships

a. Directly by an RTO

i) School who is an RTO

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

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

ii) TAFE (referred to in WA as a state training provider or STP)

The increase in auspice arrangements between schools and RTOs over the past few years is, in part, a result of the limited number of available 'profile funded' or 'student contact' hours available to secondary students in WA, particularly in industries that are not identified as a 'state priority occupation'. This shift has meant that the profile hour mode has become a highly competitive way to access VET for secondary students. Schools that engage in a profile funded partnership with a state training provider access its publicly funded student hours. In this mode, students may be under a training contract and/or attend training directly delivered and assessed by one of the state training providers.

Another mode for direct delivery by a STP on behalf of a school is done so based on a 'Fee for Service' arrangement. Schools outsource all delivery and assessment which is conducted

either at an external location or on school premises on a negotiated fees basis. Due to the cost implications for schools this is not a common partnership arrangement in WA.

iii) Other RTO

Direct delivery by a private provider on behalf of a school is done so based on a 'Fee for Service' arrangement. Schools outsource all delivery and assessment to a private RTO which is conducted either at external premises or at the school on a negotiated fees basis. Due to the high costs associated with this type of arrangement for schools it is not a common partnership arrangement in WA.

b. By the school in partnership / auspice arrangement with an RTO

The majority of VET undertaken by secondary students in WA is offered by schools in an auspice partnership with both private and state training providers. Through auspice arrangements, all delivery and assessment of training is provided to students by the school. An auspice agreement requires RTOs to be responsible for the quality assurance of the training under the Australian Quality Training Framework (AQTF) or VET Quality Framework and for issuing the appropriate certificate(s) in accordance with AQF requirements. In some cases RTOs may be engaged in a proportion of the delivery and assessment for reasons such as the greater capacity for the RTO to meet the required standard of delivery and assessment or, to provide opportunities to students that can only be accessed directly from the RTO.

8. Supply of VET data to ACACA agency

In WA, VET enrolment and achievement data is provided electronically by the school through various student management systems to the School Curriculum and Standards Authority. The Authority employs two main strategies to maintain integrity of the achievement data collected by schools. The first of which is an inbuilt data integrity mechanism within its student information record system which prevents data upload if certain criteria is not met. The second strategy includes school VET data integrity checks which targets the evidence kept by a school that shows the achievement reported to the Authority can be validated by evidence of RTO certification or other relevant transcripts of achievement.

9. Certification (reporting to students)

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

- the Western Australian Certificate of Education (for students who meet the requirements)
- a Western Australian Statement of Student Achievement (WASSA) that includes the following information relating to VET achievement
 - AQF qualifications achieved by the student and the name of the RTO
 - the units of competency achieved and the name of the RTO
 - the number of unit equivalence achieved through VET achievement
- an individual Course Report for ATAR courses.

10. Other reporting

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

The Authority in conjunction with the Department of Training and Workforce Development submits AVETMISS data to the National Centre for Vocational Education Research (NCVER) for the national 'VET in schools' collection.

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

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

In Australia, ACACA agencies all have, as part of their legislative responsibilities, the certification of student achievement in post-compulsory schooling.

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

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