

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

# **ACACA Report**

## **VET in Senior Secondary Certificates of Education**

**PUBLISHED APRIL 2024**





# ACACA REPORT

## VOCATIONAL EDUCATION AND TRAINING IN SENIOR SECONDARY CERTIFICATES OF EDUCATION

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### Chair Foreword

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. ACACA provides a national means for monitoring and enhancing developments in senior secondary curriculum and certification. The statutory bodies represented through ACACA commit considerable resources and effort to enhance the role of Vocational Education and Training (VET) in curriculum, assessment and certification at the senior secondary level.

The ACACA VET Working Group (the Group) brings together officials from Boards of Studies across Australia to provide advice to ACACA Chief Executives on matters of strategic significance regarding delivery of VET to secondary students. The Group has a long history of working together to provide meaningful outcomes for secondary school students undertaking VET and contributes significantly to guide, inform and support relevant reform agendas across skills and education portfolios at both the national and jurisdictional level.

The ACACA Report on VET in Senior Secondary Certificates of Education has been prepared by the Group to provide an overview of VET in Senior Secondary Certificates with a view to informing the development of policy on the provision and recognition of VET delivered to senior secondary students.

Juanita Healy

Chair, ACACA VET Working Group

1 March 2024



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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 an SSCE to signify a student's completion of senior secondary education. Each certificate is issued in accordance with the Australian Qualifications Framework (AQF) and is known in each state or territory by the following names:

State	SSCE name
ACT	ACT Senior Secondary Certificate (ACT SSC)
New South Wales	Higher School Certificate (HSC)
Northern Territory	Northern Territory Certificate of Education and Training (NTCET)
Queensland	Queensland Certificate of Education (QCE) Queensland Certificate of Individual Achievement (QCIA)
South Australia	South Australian Certificate of Education (SACE)
Tasmania	Tasmanian Certificate of Education (TCE) Tasmanian Certificate of Educational Achievement (TCEA)
Victoria	Victorian Certificate of Education (VCE) Victorian Certificate of Education (VCE) Vocational Major (VM) Victorian Pathways Certificate (VPC)
Western Australia	Western Australian Certificate of Education (WACE)

In all of these SSCEs, 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 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 certificate within the AQF.

VET operates through nationally endorsed training packages and nationally recognised accredited courses. It is quality assured under the VET Quality Framework which comprises the *Standards for Registered Training Organisations (RTOs) 2015* and ensures nationally consistent, high-quality training and assessment across Australia's VET system.

Delivery, assessment, and the issuing of VET qualifications are carried out in partnership with RTOs. All RTOs, and the qualifications and statements of attainment they issue, must meet the VET Quality Framework standards. These quality assurance arrangements and requirements apply to all VET and to all qualifications issued by VET providers.

For many years, VET has been and continues to be undertaken as an integral part of the SSCE and provides students with a broad range of post-school options and pathways. 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, research<sup>1</sup> shows that those young people who do not complete 12 years of schooling 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 mechanism 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 make substantial progress towards gaining one, while also achieving their SSCE. 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 recognises VET in the context of its own SSCE.

The recognition of VET in SSCEs across the states and territories occurs through the following set of common and consistent practices.

- All VET given credit towards an SSCE is drawn from nationally recognised training packages or accredited courses.
- All VET given credit towards an SSCE is delivered and/or assessed by an RTO or in partnership with one, all of whom (including schools who are RTOs) are compliant with the VET Quality Framework.
- All VET given credit towards an SSCE is assessed within a competency-based assessment framework by assessors who comply with the VET Quality Framework. Students are awarded nationally-recognised VET qualifications and/or Statements of Attainment by the RTO delivering and/or assessing the VET.
- Each ACACA agency consults with the VET sector and/or industry groups at the state/territory level in making decisions about the recognition arrangements between VET and its SSCE.
- Most state and territory certification authorities make some differentiation in the AQF level of VET recognised in their respective SSCEs.

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<sup>1</sup> Australian Council for Educational Research, Longitudinal Studies of Australian Youth

# The relationship between Senior Secondary Certificates of Education 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 AQF
- 'VET in Schools programs': the programs are in fact
  - VET managed by the VET sector; or
  - part of curriculum 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.

- A student 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 SSCE, 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 of Education.

The Australian Government's *Preparing Secondary Students for Work Framework* and the *Report of the Review of Senior Secondary Pathways Into Work, Further Education And Training* refer to the misconceptions associated with the use of the term 'VET in Schools'. Current terminology will be further clarified in a new Framework due to be released in 2024.

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 make one would 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 SSCE on the basis that the quality of VET is regulated by the VET system through the functions of the Australian Skills Quality Authority (ASQA) 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 of Education.

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 currently uses the *Preparing Secondary Students for Work Framework* (<https://www.yourcareer.gov.au/resources/preparing-secondary-school-students-for-work>) as a guide for the interaction between VET and schools. The Framework is currently being updated by the Department of Employment and Workplace Relations (DEWR) to provide clearer guidance on the delivery of VET to secondary students, including updating terminology, outlining regulatory requirements and delivery arrangements, and providing guidance on quality delivery. The development of the new Framework is being guided by a working group of skills and education officials from the Commonwealth, states and territories, and ACACA agencies are engaging in the process and providing feedback to support the updates. The new Framework is due to be released in 2024 along with a new *National VET for Secondary Students Strategy* to support the delivery of high-quality, industry-relevant VET for secondary students.

ACACA is working strategically across its agencies and with key stakeholders to consider the proposed changes to the Framework and is committed to continuing to collaborate with those organisations across the VET and the schooling sectors with a direct responsibility and interest in the quality of VET programs.

# AUSTRALIAN CAPITAL TERRITORY

## Description of the Senior Secondary Certificate of Education

<b>Name of qualification</b>	ACT (Australian Capital Territory) Senior Secondary Certificate
<b>Issued by</b>	ACT Board of Senior Secondary Studies (BSSS)
<b>Time for completion</b>	Awarded following a program of full-time study completed over Years 11 and 12, over a period of up to 5 years
<b>Units of credit</b>	BSSS accredited units are delivered for a minimum of 55 hours over a semester to generate 1 standard unit towards the ACT Senior Secondary Certificate.
<b>Minimum requirements for the award of ACT Senior Secondary Certificate</b>	<p><b>ACT Senior Secondary Certificate</b></p> <p>A standard package for a Senior Secondary Certificate will be awarded on completion of an educational program approved by the school as having a coherent pattern of study and which includes the equivalent of at least 17 standard units.</p> <ul style="list-style-type: none"> <li>• This package must contain a minimum of four A, T, M, H, C or E courses from at least three different course areas including English. This must include at least two A, T or M courses.</li> <li>• At least 12 standard units are classified as A, T, M, H, C or E.</li> <li>• A maximum of 8 standard units from all external (the sum of E + H) courses can contribute to the minimum requirements for a Senior Secondary Certificate.</li> </ul> <p><b>Tertiary Entrance Statement</b></p> <p>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"> <li>• complete at least 18 standard units classified as A, C, E, T, M, or H</li> <li>• undertake the ACT Scaling Test (AST).</li> </ul> <p>The A, C, E, T, M or H units must be arranged into courses to form at least:</p> <ul style="list-style-type: none"> <li>• five majors or</li> <li>• four majors and one minor or</li> <li>• three majors and three minors, with at least three major courses and one minor course classified T or H.</li> </ul> <p><b>Minimum achievement levels</b></p> <p>A student's achievement in A, T, M and H 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>

<p><b>BSSS Subjects/Courses</b></p>	<p><b>A Courses</b></p> <p>Courses approved as educationally sound and appropriate for students in Years 11 and 12.</p> <p><b>T Courses</b></p> <p>Courses approved as preparing students for higher education. Results can contribute to a student's Australian Tertiary Admission Rank (ATAR).</p> <p><b>M Courses</b></p> <p>Courses providing appropriate educational experiences for students with a mild to moderate intellectual disability.</p> <p><b>A/V, T/V, M/V Courses (Vocational Education and Training)</b></p> <p>BSSS developed A, T or M courses that have embedded VET (Vocational Education and Training) competencies.</p> <p><b>C Courses (not available from 2024)</b></p> <p>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><b>E Courses (replaced by External VET Credit Units from 2024)</b></p> <p>Courses delivered by an external RTO leading to a nationally recognised vocational qualification (Certificate or Statement of Attainment).</p> <p><b>H Courses</b></p> <p>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).</p> <p><b>R Units or Courses</b></p> <p>Courses or units designed to provide personal development, recreational or community service activities. Reported on ACT Senior Secondary Certificate with grade 'Pass.'</p>
<p><b>Link to the ACACA Agency website with more information about VET in the ACT Senior Secondary Certificate</b></p>	<p><a href="http://www.bsss.act.edu.au">http://www.bsss.act.edu.au</a></p>

# VET Quality and the ACT Senior Secondary Certificate

The BSSS certifies VET qualifications and Statements of Attainment on behalf of ACT senior secondary schools 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 within a BSSS endorsed course by an ACT senior secondary school, which is an RTO with scope from ASQA to deliver specified qualifications
- is delivered and assessed by a high school partnering with an ACT senior secondary school 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
- is substantiated by a vocational transcript, statement of attainment, or certificate issued by the RTO.

The BSSS credit arrangements recognises 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 senior secondary school RTOs from 14 industry Training Package areas. VET courses are developed by specialist teachers in consultation with curriculum officers, 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 school and the CIT or other private RTO.

## Quality Assurance

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

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

- Course development: industry is consulted in the writing process for V courses. Course redevelopment occurs every 10 years as a rule, or more frequently should a Training Package or industry requirements 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.

All other VET compliance is the responsibility of the school-based RTO.



Note: Industry endorsement is a mandatory accreditation requirement for all ACT VET school-based courses.

## 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). Studies at the aligned A/T/M level support student pathways to further vocational studies and careers in those areas of endeavour, even if competencies are not achieved.

There are a range of policies and procedures to ensure that VET study undertaken by students during Years 11 and 12 through school-based RTOs or external RTOs can contribute towards the requirements for an ACT Senior Secondary 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 external programs (E, H) and in 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 units around a work role for delivery and assessment purposes. Vocational programs range from minor courses (two units) to double major courses (seven units).

In 2023 there were 64 BSSS courses leading towards VET outcomes.

### A/T/M Courses integrating a VET Qualification

Automotive Technology A/M	Music A/T/M
Business Services A/M	Networking & Security A/T/M
Construction Pathways A/V/M	Pathways to Work and Learning A/M
Data Science A/T	Robotics and Mechatronics A/T/M
Design and Textiles A/T/M	Social and Community Work A/M
Digital Technologies A/T/M	Specialised Media A/T/M
Furniture Making Pathways A/V/M	Specialised Music A/T/M
Horticulture A/M	Specialised Media A/T/M
Hospitality A/T/M	Sport, Recreation and Leadership A/M
Live Production and Services A/M	Stage Performance A/M
Media A/T/M	Tourism and Event Management A/T/M
Metal Products A/M/V	

C Courses (expired at the end of 2023)

Construction Pathways C	Live Production and Services C
Furniture Construction C	Music and Stage Performance C
Horticulture C	Music Industry C
Hospitality Industry C	Outdoor Recreation C

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 hours of participation in training. E courses are named after the Training Packages.

b. Unspecified

Where a student obtains other vocational qualifications from an external RTO during Years 11 and 12, recognition towards the Senior Secondary Certificate may be given on application approval, 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 as a Year 11 or 12 student in an ACT school while undertaking the program.

## Workplace learning options and recognition in the ACT Senior Secondary Certificate

The BSSS Workplace Competency Training Registered (R) Unit is available for students to complete any structured workplace learning required within a nationally recognised industry-specific VET program. 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. Structured workplace learning (SWL) components are reported on the Senior Secondary Certificate as R Units. A maximum of 5 R Units may contribute to the minimum requirements of the ACT Senior Secondary Certificate.

## Australian School-Based Apprenticeships (ASBAs)

ASBAs offer students aged 15 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 school 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.

## Contribution of VET in the ACT Senior Secondary Certificate to tertiary entrance

BSSS T/V courses with embedded VET competencies generate unit and course scores similar to T courses, which may be utilised in the calculation of an ATAR. A maximum of eight standard units can be used from any one BSSS course area. Currently there are 11 BSSS endorsed T courses with embedded vocational programs.

All VET, including ASBAs and course accreditations A/V, M/V, C and E, that form a course equivalent (minor, major) can contribute to the Tertiary Entrance Statement package requirements but do not contribute to the ATAR.

## Mechanisms for the delivery of VET

### a. Directly by an RTO

#### i. School which is an RTO

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

#### ii. TAFE

Students may undertake vocational studies through the Canberra Institute of Technology (CIT) while enrolled in senior secondary studies at a school. These opportunities may be developed and promoted by the home school 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

Students may 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 schools 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 the qualification.

## Supply of VET data to ACACA Agency

Schools 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 school as the 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 schools for VET approval and recognition of E units towards the Senior Secondary Certificate.

## Certification (reporting to students)

The BSSS produces VET certificates and statements of attainment on behalf of school 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 school RTOs are reported with A–E grades
- BSSS accredited C courses (competency assessment only) delivered by school's 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
- VET delivered by external RTOs is reported as E course on approved application with the grade 'Pass'
- recognition for on- and off-the-job training components of ASBAs is reported as E courses with the grade 'Pass'.

## 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 (Australian Vocational Education and Training Management Information Statistical Standard) VET in Schools data collection submitted through National Centre for Vocational Education Research (NCVER) for national reporting of ACT VET activity.

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

## Future directions

From 2024:

- C Courses will not be available for delivery. All C Courses will be redeveloped into an BSSS endorsed A/M/V or A/T/M/V course. Students who have completed C course units will have the opportunity to combine these with their A/M/V equivalent to form courses which contribute to the attainment of their ACT Senior Secondary Certificate.
- All external VET qualifications, including ASBAs, will be recognised on the ACT Senior Secondary Certificate as E Units based on the Nominal Hours of achieved units of competency from the Victorian Purchasing Guide. E Units can form courses for the purpose of meeting the minimum requirements of the ACT Senior Secondary Certificate including minors (2.0 units), majors (3.5 units), major-minors (5.5 units) and double majors (7.0 units).
- On-the-job elements of an external VET qualification, such as those required in an ASBA, will be recognised on the ACT Senior Secondary Certificate as W Units. W Units are a form of Registered (R) Unit which can contribute to the minimum requirements of the ACT Senior Secondary Certificate but do not form courses for certification purposes. W Units are calculated based on hours of verified attendance in the workplace. A maximum of 5 R plus W Units may contribute to the minimum certificate requirements.
- ACT school-based RTOs will have the flexibility to deliver any VET qualifications for which they have scope, subject to ASQA quality assurance, irrespective of their inclusion in a BSSS endorsed A/T/M/V or A/M/V course, and apply for students to have these recognised on the ACT Senior Secondary Certificate as E Units.
- Students enrolled as an ACT Senior Secondary student prior to 2024 will continue to have their external VET studies recognised as per existing 2023 BSSS Policy and Procedure.

# NEW SOUTH WALES

## Description of the Senior Secondary Certificate of Education

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

## VET quality and the 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.

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 qualifications and units of competency for study, and mandatory work placement requirements.

NESA consults with industry and employer representatives to ensure that courses accord with industry training needs and are appropriate for secondary 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 auspicings) arrangements for VET delivered to secondary students.

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).

## 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.

Qualifications and units of competency are 'packaged' into HSC VET courses. As with all courses for the HSC, each 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'.

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

[VET 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 level as the 240-hour course
- extension courses allowing more HSC recognition for study at a higher AQF level than the 240-hour 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 exam
- elective units of competency that can be chosen to contribute to particular AQF VET qualifications
- minimum hours for work placement requirements.

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

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

Currently there are 12 Industry Curriculum Frameworks:

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

[VET Board Endorsed courses](#) exist in a wide range of industry areas (or qualifications) not covered by Frameworks. They 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 5 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.

## Workplace learning options and recognition in the HSC

Mandatory work placement requirements are a significant feature of the NSW model of VET for secondary 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 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. In some instances work placement is mandated for a qualification in a Training Package or accredited course.

Work placement requirements for VET Board Endorsed 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 some or all of the 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/Ts), 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 workplace. This course has generic course outcomes based around employability skills. It is not an HSC VET course.

## 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 Education.

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 VET Board Developed courses (Industry Curriculum Frameworks) or VET Board Endorsed courses.

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

## 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.

Students who have completed a 240-hour VET Board Developed course (i.e. Framework course) and undertaken the optional HSC VET exam can have their mark awarded for the exam contribute to an ATAR.



At present, NSW universities have designated VET Board Developed courses and VET exams as 'Category B'. For the purposes of calculating the ATAR, no more than 2 units can be included from Category B courses.

From 2025, course categorisation will be removed. Any course that schools offer with an HSC exam can count towards the calculation of the ATAR. This means more VET Board Developed courses can contribute to a student's ATAR. (This change applied to students in Year 10 in 2023, who chose, courses for Year 11 in 2024 and the HSC in 2025.)

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

## Mechanisms for the delivery of VET

- a. Directly by an RTO
  - i. School/college who is an RTO

In NSW, secondary schools or colleges are designated delivery sites of school system RTOs. This includes the 4 NSW Public Schools RTOs, 9 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 NSW

Where HSC VET courses are delivered by the TAFE NSW RTO, 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 other 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 auspicings) arrangements for VET delivered to secondary students.

## 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 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 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 can enter VET qualification and unit of competency participation and achievement data directly to the NESA online system.

## 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.

## 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 NCVER.

NESA reports enrolments and qualifications by industry area and school for [My School](#).

## Future directions

NSW is currently undertaking the first comprehensive reform of the NSW school curriculum in three decades. Curriculum Reform recommendations align with NESA's goals for the senior secondary years, including providing stronger pathways into further education and work opportunities, and students having a better understanding of the flexible range of post-schooling options for study, training or work. Opportunities for better valuing of vocational education and training (VET) and increasing participation in HSC VET courses are being considered.

# NORTHERN TERRITORY

## Description of the Senior Secondary Certificate of Education

<b>Name of qualification</b>	Northern Territory Certificate of Education and Training (NTCET)
<b>Issued by</b>	Northern Territory Board of Studies (NTBOS)
<b>Time frame for completion</b>	<p>Most students complete their NTCET over three years – Year 10 (Personal Learning Plan or <i>Exploring Identities and Futures</i>), Year 11, and Year 12. There is no time limit within which students must complete their NTCET.</p> <p>Stage 1 level subjects are usually studied in Year 11; Stage 2 subjects are usually studied in Year 12.</p>
<b>Units of credit</b>	<p>1 unit (10 credits) = approximately 60 hours of teaching and learning time and generally considered to be equivalent to one semester course</p> <p>1 unit (10 credits) = 70 nominal hours of VET delivery</p>
<b>Minimum requirements for the award of the NTCET</b>	<p>A student is required to gain 200 credits to complete the NTCET.</p> <p>100 credits must contain grades of C- or above in the following compulsory elements:</p> <ul style="list-style-type: none"> <li>• The Personal Learning Plan or <i>Exploring Identities and Futures</i>, 10 credits</li> <li>• Literacy requirement, at least 20 credits, from a range of Stage 1 or 2 English subjects</li> <li>• Numeracy requirement, at least 10 credits, from a range of Stage 1 or 2 Mathematics subjects</li> <li>• 60 credits of Stage 2 subjects (or equivalent).</li> </ul> <p>The remaining 100 credits must contain the following elements:</p> <ul style="list-style-type: none"> <li>• 40 credits of Stage 1 or 2 subjects, at a grade of C- or above (or equivalent)</li> <li>• 60 credits of Stage 1 or 2 graded (or equivalent).</li> </ul> <p>Equivalence may include granting credits using community learning programs (self-directed and community-developed); educational exchange programs; exit assessment (Stage 2); intensive English programs; IB Diploma program; interstate or overseas secondary certificates; university studies; and/or Vocational Education and Training (VET) programs.</p>
<b>Subjects/Courses</b>	<ul style="list-style-type: none"> <li>• Board-accredited subject outlines (subjects) at Stage 1 and Stage 2</li> <li>• Vocational education and training (VET) qualifications and units of competency towards qualifications</li> <li>• Subject or courses from interstate or overseas senior secondary certificates of education</li> <li>• University Studies</li> </ul>

	<ul style="list-style-type: none"> <li>Community Learning.</li> </ul>
<p><b>Link to the ACACA Agency website with more information about VET in the NTCET</b></p>	<p><a href="#">About NT Certificate of Education and Training   NT.GOV.AU</a></p>

## VET quality and the NTCET

The NT Board of Studies recognises completion of VET qualifications or units of competency from completed and 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 the 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.

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 NTCET is based on and administered by the South Australian Certificate of Education. The SACE Board VET Recognition Register has details for each VET qualification and the NTCET stage assigned to it.

## Recognition of VET in the Northern Territory Certificate of Education

The South Australian Certificate of Education (SACE) Board'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 [www.sace.sa.edu.au/web/vet/what-is-vet/policy](http://www.sace.sa.edu.au/web/vet/what-is-vet/policy)

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](http://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](http://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.

## Workplace learning options and recognition in the NTCET

Vocational 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 vocational work placement is not mandated as part of the recognition of VET in the NTCET.

## 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.

## Contribution of Vocational Education and Training (VET) in the NTCET to tertiary entrance

An NTCET student may count the VET towards the calculation of the university aggregate and its associated Australian Tertiary Admission Rank (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 60 credits of Stage 2 tertiary admissions subjects
- complete 30 credits of flexible options.

Flexible options calculate the best ATAR using any combination of Stage 2 tertiary admissions subjects and completed VET certificates at Certificate III or above.

VET certificates count for 20 credits towards the ATAR using the average of the best 70 credits of tertiary admissions subjects (TAS) to give a scaled score.\*

\* VET certificates will *always* increase the ATAR if used.

## 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, ASQA registers training providers as registered training organisations (RTOs). An RTO must ensure it delivers quality training and assessment for individual students, industry and the vocational education and training (VET) sector. An 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 competency in agreement with an RTO (only if teachers are also qualified trainers)
- the RTO delivers training and assessment of students in qualifications or units of competency
- 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.

## Supply of VET data to ACACA agency

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

Data is returned to Teaching and Learning 10–12 for validation and is then forwarded to the Australian Curriculum, Assessment and Reporting Authority (ACARA) for inclusion on the MySchool website.



## 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.

## Other reporting

The SACE Board of South Australia collects and reports the VET that students use to meet the requirements of the 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. This data is supplied to the Department of Industry, Tourism and Trade (DITT) using AVETMISS and forwarded to NCVET once a year.

## Future directions

The Northern Territory Department of Education engaged Deloitte Access Economics in partnership with the Northern Institute at Charles Darwin University (CDU) to undertake a Review of Secondary Education in the Northern Territory.

The Review is occurring amidst a backdrop of recent Commonwealth reviews and shared strategic priorities, including recommendations to enhance access and address challenges experienced by educators and students in regional, rural, and remote contexts and supporting a range of pathways to enable all students to succeed post-schooling.

The aim of the Review is to inform the design of a secondary education system that is responsive to the diverse delivery contexts in the NT, reflects the rich cultural diversity among learners, and provides a pathway for all students to achieve success in line with their aspirations post-schooling. The Review has a focus on secondary education in government schools in remote and very remote areas, however it considers delivery of secondary education in all contexts across the NT.



# QUEENSLAND

## Description of the Senior Secondary Certificate of Education

### Queensland Certificate of Education (QCE)

<b>Name of qualification</b>	Queensland Certificate of Education (QCE)
<b>Issued by</b>	Queensland Curriculum and Assessment Authority (QCAA)
<b>Time for completion</b>	<p>Credit towards a QCE can be accumulated over a nine-year banking period but is generally accumulated over three years: Years 10–12.</p> <p>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 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.</p>
<b>Units of credit</b>	See the section below.
<b>Minimum requirements for the award of the QCE</b>	<p>To be awarded a QCE, a student must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements.</p> <p>Set amount:</p> <ul style="list-style-type: none"> <li>• 20 credits from learning options, including             <ul style="list-style-type: none"> <li>▪ QCAA subjects or courses</li> <li>▪ Vocational education and training (VET) qualifications</li> <li>▪ Non-Queensland studies</li> <li>▪ Recognised studies.</li> </ul> </li> </ul> <p>Set standard:</p> <ul style="list-style-type: none"> <li>• Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent.</li> </ul> <p>Set pattern:</p> <ul style="list-style-type: none"> <li>• 12 credits from completed Core courses of study, and</li> <li>• 8 credits from any combination of:             <ul style="list-style-type: none"> <li>▪ Core courses of study</li> <li>▪ Preparatory courses of study (maximum 4)</li> <li>▪ Complementary courses of study (maximum 8)</li> </ul> </li> <li>• at least one credit must be from Core studies completed while enrolled at a school.</li> </ul> <p>Literacy and numeracy requirements:</p> <ul style="list-style-type: none"> <li>• students must meet literacy and numeracy requirements through one of the available <a href="#">learning options</a> published on the QCAA website.</li> </ul> <p>Achievements in different types of learning attract different credit values, with credit being assigned when a minimum standard of achievement is</p>

	<p>reached. Partial completion of a course of study may contribute credit to the QCE.</p> <p>Further information about the <a href="#">Queensland Certificate of Education</a> is available on the <a href="#">Queensland Curriculum and Assessment Authority (QCAA)</a> website.</p>
<p><b>Subjects/Courses</b></p>	<p>There are three categories of learning options that are eligible to contribute credit to the QCE: Core, Preparatory and Complementary.</p> <p><u>Core courses</u> of study are the types of courses usually undertaken by students during the senior phase of learning. Core courses of study are quality assured by the QCAA or a recognised authority (e.g. International Baccalaureate Organisation or Australian Skills Quality Authority). These courses include QCAA Applied and General subject syllabuses and Australian Qualifications Framework (AQF) VET qualifications at Certificate II, III and IV levels (including school-based apprenticeships and school-based traineeships).</p> <p><u>Preparatory courses</u> of study provide foundational learning for further education and training. They provide foundation or entry-level access to Core courses of study provided in senior schooling or the workplace. Preparatory courses include QCAA Literacy and Numeracy Short Courses, AQF VET Certificate I qualifications and some recognised studies. Preparatory courses of study contribute a maximum of four credits to the QCE. Learning in the Preparatory category does not contribute to the completed Core requirement of the QCE.</p> <p><u>Complementary studies</u> of study generally go beyond the scope and/or depth of what is considered senior schooling. Typically, Complementary courses of study may include courses with depth and breadth different to that in Core courses of study. Complementary courses usually include Diploma and Advanced Diploma qualifications in VET, as well as university subjects, QCAA Short Course in Career Education and QCAA Short Course in Aboriginal and Torres Strait Islander Languages, and some recognised studies. Complementary courses of study may contribute a maximum of 8 credits to the QCE. Diploma and Advanced Diploma VET qualifications, as well as university subjects, are only eligible to contribute to the QCE when completed while a student is enrolled at a school.</p>
<p><b>Link to the ACACA Agency website with more information about VET in the QCE</b></p>	<p><a href="https://www.qcaa.qld.edu.au/senior/certificates-qualifications/qce">https://www.qcaa.qld.edu.au/senior/certificates-qualifications/qce</a></p>

## Queensland Certificate of Individual Achievement (QCIA)

<b>Name of qualification</b>	Queensland Certificate of Individual Achievement (QCIA)
<b>Issued by</b>	Queensland Curriculum and Assessment Authority (QCAA)
<b>Time for completion</b>	<p>The QCIA recognises and reports the achievements of students whose learning is part of an individual learning program during senior secondary schooling.</p> <p>The certificate is an official record that students have completed at least 12 years of education, and provides students with a summary of their skills and knowledge that they can present to employers and training providers.</p>
<b>Units of credit</b>	Not applicable.
<b>Minimum requirements for the award of the QCIA</b>	<p>Students must have an impairment or difficulty in learning that is not primarily due to social-economic, cultural or linguistic factors.</p> <p>The QCIA is awarded when:</p> <ul style="list-style-type: none"> <li>• the person is nominated for the issue of the certificate by the principal of a school at which the person is enrolled; and</li> <li>• the person has completed at least 24 semesters of schooling, other than schooling in the Preparatory Year; and</li> <li>• at least one result for contributing studies for the certificate is recorded in a student account kept for the person; and</li> <li>• the person completes studies that are part of an individual learning program developed for the person at the school.</li> </ul> <p>Students cannot receive both a Queensland Certificate of Education (QCE) and a QCIA upon completion of senior schooling. However, a student may be issued with a QCIA and also have learning recorded as credit towards the QCE. In this situation, a QCE may be achieved and issued post-school.</p>
<b>Subjects/Courses</b>	<p>The QCIA is an information-rich certificate, showing a student's demonstrated achievement within their individual learning program.</p> <p>The QCIA records the student's educational achievement in two areas:</p> <ul style="list-style-type: none"> <li>• The Statement of Achievement provides an overview of a student's demonstrated educational achievement within curriculum organisers: <ul style="list-style-type: none"> <li>▪ Communication and technologies</li> <li>▪ Community, citizenship and the environment</li> <li>▪ Leisure and recreation</li> <li>▪ Personal and living dimensions</li> <li>▪ Vocational and transition activities</li> </ul> </li> <li>• The Statement of Participation includes the names and titles of activities a student has undertaken. There is no provision for explaining the activity or indicating the nature of any achievements or standards that might be associated with the activity.</li> </ul> <p>Further information about the <a href="#">Queensland Certificate of Individual Achievement</a> is available on the <a href="#">Queensland Curriculum and Assessment Authority</a> (QCAA) website.</p>

<b>Link to the ACACA Agency website with more information about VET in the QCIA</b>	<a href="https://www.qcaa.qld.edu.au/senior/certificates-qualifications/qcia">https://www.qcaa.qld.edu.au/senior/certificates-qualifications/qcia</a>
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## VET quality and the Queensland Certificate of Education (QCE)

VET reported on the Senior Statement and contributing to the QCE must be delivered by registered training organisations (RTOs) complying with the VET Quality Framework, using nationally endorsed training packages or nationally accredited courses. Many Queensland schools are RTOs.

### Recognition of VET in the QCE

Certificate I–IV and Diploma units of competency can contribute credit towards the QCE. There is no ‘packaging’ of VET into subject-sized units of credit in the QCE. Completion and partial completion of VET qualifications can contribute to the QCE. Credit is assigned to the QCE appropriate to the amount of learning completed by a student.

Table 1: Formalised credit arrangements for VET

VET qualification	Requirements	QCE credits	Notes
<b>Certificates</b>			
Certificate I (maximum credits: 4)	200 hours or more	3	
	Fewer than 200 hours	2	
Certificate II (maximum credits: 4)		4	QCE credits contribute to the completed Core requirement when a student successfully completes the full qualification from the Core category of learning.
Certificate III and IV (maximum credits: 8)	440 hours or more	8	QCE credits contribute to the completed Core requirement when a student successfully completes the full qualification from the Core category of learning.  QCE credit for VET qualifications is based on the recommended hours of learning as determined by the Queensland Government, Department of Employment, Small Business and Training.
	385-439 hours	7	
	330-384 hours	6	
	Fewer than 330 hours	5	
<b>School-Based Apprenticeships (maximum credits: 6)</b>			
VET qualification	Maximum training that school-based apprentices may complete while at school, dependent on the nominal term (full-time) of the apprenticeship: <ul style="list-style-type: none"> <li>• Four years – up to 33.3% of the competencies</li> <li>• Three years – up to 40% of the competencies</li> </ul>	Up to 2	School-based apprenticeship VET qualifications do not contribute to the completed Core requirement of the QCE, as they cannot be completed while at school.

VET qualification	Requirements	QCE credits	Notes
	<ul style="list-style-type: none"> <li>Two years – up to 50% of the competencies</li> </ul>		
On-the-job	Minimum 50 days (375 hours) per 12 months from date of commencement (a minimum of 7.5 hours per week averaged over each 3-month period)	Up to 4 (2 credits for each 50 days completed each 12 months)	QCE credits may contribute to the completed Core requirement when a student completes all the on-the-job hours while at school. Partial credit may apply. The Queensland Government, Department of Employment, Small Business and Training provides further information about <a href="#">school-based apprenticeships and traineeships</a> .
<b>School-based traineeships (maximum credits: 8)</b>			
School-based traineeships	As outlined with the relevant VET certificate level	Up to 8	No additional QCE credit is accrued for on-the-job hours completed for a school-based traineeship.

Table 2: VET – partial qualifications

VET qualification	Competencies complete	QCE credits			
<b>Certificate II</b> Maximum credit available for a completed course is 4 credits.	100% complete	4			
	75% complete	3			
	50% complete	2			
	25% complete	1			
	<25% complete	0			
		<b>Maximum credit available</b>			
<b>Certificate III and IV</b> Maximum credit is determined by the recommended hours provided by the Department of Employment, Small Business and Training.	100% complete	8	7	6	5
	75% complete	6	5	4	3
	50% complete	4	3	3	2
	25% complete	2	1	1	1
	<25% complete	0	0	0	0

## Applied subjects and VET Certificate II qualifications with duplication of learning

To ensure breadth of learning within a QCE, credit will accrue for new learning only. Applied subjects and Certificate II level qualifications that have similar subject matter and learning goals are considered duplication of learning.

A list of the Certificate II qualifications and Applied subjects that have [duplication of learning](#) is published on the QCAA website. Students may enrol in both, however, where duplication has been identified, QCE credit will only accrue for one completed course. A maximum of 4 QCE credits can be achieved.

All completed and partially completed qualifications are recorded on the Senior Statement.

## Multiple VET qualifications and qualifications from the same training package

To ensure the requirements for the amount and breadth of learning for a QCE are met, limitations are placed on the amount of QCE credit that can contribute to the QCE for some VET qualifications.

Credit for the QCE accrues when a student completes new learning. When a student completes multiple VET qualifications, an RTO may transfer credit for completed units of competency from one qualification to the completion of another qualification. New learning in VET is identified as units of competency that are recorded as competent, rather than credit transfer. Credit transfer relates to learning in VET qualifications, which is different from credit contributing to a QCE.

When a student completes or partially completes multiple qualifications from within the same VET training package (e.g. Certificate II in Business and Certificate III in Business), the highest-level qualification in the category of learning will contribute credit to a QCE. A maximum of 8 credits from the same training package can contribute to a QCE.

All completed qualifications are recorded on the Senior Statement.

Table 3: Qualifications from the same training package – category of learning and QCE credits

Certificate I	Certificate II	Certificate III or IV	Category of learning	Maximum QCE credit
✓			Preparatory	2-3
	✓		Core	4
	✓✓		Core	4-8
	✓	✓	Core	5-8
✓	✓		Preparatory Core	4-7
✓	✓	✓	Core	5-8
	✓	Partially completed	Core	4 from Certificate II (0–4 additional credit from partial completion of the Certificate III accrues for new learning)

## Workplace learning options for VET in the QCE

The QCAA strongly recommends work placement for students undertaking VET qualifications. However, no QCE credit is accrued for hours completed for work placement.

Students undertaking a school-based apprenticeship may have their on-the-job training recognised for the QCE (see Table 1: Formalised credit arrangements for VET).

## Australian School-based Apprenticeships and Traineeships

In Queensland, Australian school-based apprenticeships are known as school-based apprenticeships and traineeships (SATs).

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

Students may undertake any traineeship or apprenticeship under school-based arrangements. Recognition for these is described in Table 1: Formalised credit arrangements for VET.

Students undertaking a school-based apprenticeship may have their on-the-job training recognised for the QCE (see Table 1: Formalised credit arrangements for VET).

## Contribution of VET in the QCE to tertiary entrance

Queensland introduced a [new QCE system](#) starting with Year 11 students in 2019.

From 2020, the [Australian Tertiary Admission Rank](#) (ATAR) replaced the Overall Position (OP) as the primary pathway for Year 12 students to tertiary study in Queensland.

The [Queensland Tertiary Admissions Centre](#) (QTAC) calculates ATARs for Queensland students. QTAC calculates ATARs based on either:

- a student's best five General subject results, or
- a student's best results in a combination of four General subjects results, plus one Applied subject or completed VET qualification at AQF Certificate III qualification or above.

If a student is eligible for an ATAR in both categories, QTAC will use their highest ATAR.

To be eligible for an ATAR, a student must also have:

- satisfactorily completed an English subject
- accumulated their subject results within a five-year period.

More information about the ATAR is available on the [QTAC website](#).

## Mechanisms for the delivery of VET

### a. Directly by an RTO

#### i. School RTOs

In Queensland, secondary schools can be RTOs. Currently there are 297 schools that are RTOs registered with the QCAA, acting under a delegation from ASQA. This includes 198 state schools, 60 Catholic schools and 39 independent schools. All school teachers delivering/assessing VET must have the qualifications and experiences to meet VET Quality Framework and Training Package requirements for trainers/assessors.

#### ii. TAFE and other RTOs

Schools that are not RTOs can offer VET courses through TAFE and other RTOs. Students undertake the course wholly through TAFE Queensland or the private/community RTO under contractual arrangements with individual schools/colleges or school systems.

The Department of Employment, Small Business and Training (DESBT) provides public funding towards the cost of training and assessment. These User Choice programs can be accessed by students while still at school. Only one apprenticeship or traineeship can be funded at any single point in time. DESBT publishes a list of approved training providers and the apprenticeships and traineeships that are funded under the User Choice program.

School-based apprenticeships and traineeships (SATs) are available to students in either Year 10, 11 or 12, but students may be able to enter a SAT prior to starting Year 10 in exceptional circumstances. All SATs must be supported by the employer, the school, a supervising RTO, and the parent or guardian. Students are paid for the time spent working with their employer.

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



A proportion of school RTOs deliver VET courses to students under contractual arrangements with private/community RTOs or TAFE Queensland.

## Supply of VET data to ACACA agency

Schools registered by the QCAA under a delegation from ASQA report enrolment and outcome data to the QCAA using the Student Management application via the QCAA Portal. Data from the Student Management application is transferred to QCAA's database and students' learning accounts.

AVETMISS-compliant data can be extracted from the Student Management application for reporting purposes.

Non-school RTOs report enrolment and outcome data for eligible learners to the QCAA Student Management application through the State Training Agency Clearinghouse (STAC). This may be managed through AVETMISS-compliant software or paper records.

Learning providers (including RTOs) may also bank learner enrolment and outcomes information into the Student Management application directly.

## Certification (reporting to students)

Learning providers are responsible for banking student achievements into students' learning accounts via the QCAA Student Management application.

Students completing Year 12 are issued a Senior Statement which includes information contained in their learning account, including details of the parent qualification and the learning provider.

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

The QCAA issues students in Queensland with a Senior Education Profile (SEP) upon completion of senior secondary schooling. This profile may include a:

- Senior Statement
- Queensland Certificate of Education (QCE) or
- Queensland Certificate of Individual Achievement (QCIA).

## Senior statement

Students are issued with a Senior Statement in the December following the completion of QCAA-developed and QCAA-approved courses of study. The Senior Statement is a cumulative record of achievement for all units undertaken in which a result was obtained and contributed to a QCE. All VET qualifications which were studied during the senior phase of learning are listed on the Senior Statement. Credit which has been achieved through the VET qualification will be identified against each qualification.

## Other reporting

### School reports on Year 12 outcomes

Each year, the Queensland Government publishes a Year 12 Outcomes Report. The report is compiled from data provided to the QCAA by Queensland schools, the Department of Education, the Queensland Tertiary Admissions Centre (QTAC) and other learning providers. For each school, the report includes information on the number of students awarded VET qualifications. The [report](http://www.qcaa.qld.edu.au/617.htm) is published on the QCAA website at [www.qcaa.qld.edu.au/617.htm](http://www.qcaa.qld.edu.au/617.htm).



## National reporting

The State Training Agency Clearinghouse (STAC) reports all Queensland VET data (school RTO and non-school RTO data) to the NCVET for national reporting purposes.

School registration data for school RTOs registered by QCAA is provided to the Australian Skills Quality Authority each month for inclusion in [training.gov.au](https://training.gov.au).

Each quarter, Queensland student enrolment and outcome data are transferred to STAC for inclusion in Queensland's reports to NCVET.

## Future directions

The QCE evaluation has commenced with an independent external contractor. This review will evaluate the development and implementation of the QCE system. The QCE evaluation is expected to be finalised during 2025.

# SOUTH AUSTRALIA

## Description of the Senior Secondary Certificate of Education

<b>Name of qualification</b>	<b>South Australian Certificate of Education (SACE)</b>
<b>Issued by</b>	SACE Board of South Australia
<b>Time frame for completion</b>	<p>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.</p> <p>Stage 1 level subjects are usually studied in Year 10 and 11; Stage 2 subjects are usually studied in Year 12.</p>
<b>Units of credit</b>	10 credits = 50–60 hours of teaching and learning time (usually one semester)
<b>Minimum requirements for the award of the SACE</b>	<p>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.</p> <p>Compulsory elements: students must complete at a grade of C or better (or equivalent for courses) all of the following requirements:</p> <ul style="list-style-type: none"> <li>• Personal Learning Plan (PLP) – at Stage 1, awarded 10 credits</li> <li>• literacy requirement – at Stage 1 or 2, awarded 20 credits</li> <li>• numeracy requirement – at Stage 1 or 2, awarded 10 credits</li> <li>• Research Project (RP) – at Stage 2, awarded 10 credits</li> <li>• other Board-accredited subjects and/or Board-recognised courses (including VET) – at Stage 2, awarded 60 credits.</li> </ul> <p>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).</p> <p>Note: in 2023 some Students were able to enroll in the Exploring Identities and Futures (EIF) Pilot Stage 1 (10 credits) instead of PLP or Activating Identities and Futures (AIF) Pilot Stage 2 (10 credits) instead of RP. EIF replaced RP for implementation in 2024; AIF is planned for 2025 implementation.</p>
<b>Subjects/Courses</b>	<p>Board-accredited subjects include:</p> <ul style="list-style-type: none"> <li>• about 60 subjects available</li> <li>• about 40 languages subjects available.</li> </ul> <p>Board-recognised courses include:</p> <ul style="list-style-type: none"> <li>• vocational education and training (VET) qualifications and units of competency towards qualifications</li> <li>• Community Learning programs</li> <li>• subjects or courses from interstate or overseas senior secondary certificates of education</li> </ul>

	<ul style="list-style-type: none"> <li>• University Studies</li> <li>• International Baccalaureate Diploma Program</li> <li>• Intensive English Learning Programs</li> <li>• Language courses delivered by the School of Languages, South Australian Department for Education (DfE).</li> </ul>
<b>Link to the ACACA Agency website with more information about VET in the SACE</b>	<a href="http://www.sace.sa.edu.au">www.sace.sa.edu.au</a>

## VET quality and the SACE

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

- is listed on the [www.training.gov.au](http://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 VET Quality Framework
- 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 VET Quality Framework.

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 or skill sets 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. 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.

## Recognition of VET in the 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/web/vet/what-is-vet/policy](http://www.sace.sa.edu.au/web/vet/what-is-vet/policy).

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 completing, 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 qualifications (for which a student has completed one or more units of competency)
- skill sets.

## 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) or skill set 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 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 or skill set
- SACE level (Stage 1 and/or Stage 2) at which credits earned for the qualification or skill set 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 Skills SA (formerly the South Australian Department for Innovation and Skills [DIS]). 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 or skill set available through the VET sector, as it is a list of qualifications and skill sets students commonly undertake as part of their SACE. However, the SACE Board recognises any VET that is listed on the [www.training.gov.au](http://www.training.gov.au) website.

## Workplace learning options and recognition in the 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 acquire industry-specific skills in a real workplace, prepare to seek job opportunities and 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:

<https://www.education.sa.gov.au/teaching/curriculum-and-teaching/numeracy-and-literacy/workplace-learning-students>.

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

- 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.

## Australian School-Based Apprenticeships and Traineeships

The employer, student and parent/guardian are all signatories to a Training Contract, with the chosen RTO and the Apprenticeship Network provider nominated on the contract. A Training Plan is negotiated by these parties as part of the Training Contract, 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 Recognition of VET in the SACE and Workplace learning options and recognition in the SACE.

## Contribution of VET in the 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, 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.

## 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 VET training program.

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

a. Directly by an RTO

i. School that 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 in the SACE.

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 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 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 competency, or skill sets in partnership with an RTO
- the RTO delivers training and assessment of students in qualifications, or units of competency, or skill sets
- 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
- Training Guarantee for SACE Students – refer to <https://skills.sa.gov.au/>
- purchased
- auspiced.

## Supply of VET data to ACACA agency

The RTO responsible for accrediting VET qualifications and/or units of competency within qualifications and/or skill sets that have been successfully completed provides the school/student with a transcript/statement of results (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 provided by the RTO) using the SACE Boards' Schools Online System.

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

## Other reporting

Senior secondary schools in South Australia report to the SACE Board of South Australia the VET that students wish to recognise towards their 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 or skill set to which that VET unit is attached.
- VET data is supplied to Skills SA, formerly the South Australian Department for Innovation and Skills (DIS), for the purposes of reporting 'VET in schools' data for the MCEETYA report.
- The data supplied is at the VET unit level for those students that have enrolled in any VET units for that particular year.
- The data is used to confirm the 'VET in Schools' records that are also collected by Skills SA directly from RTOs as total VET activity.



- The data supplied is at the VET unit level for those students who have enrolled in any VET units for that particular year.
- This data set is forwarded from Skills SA to NCVET who then manipulate the data for inclusion in the MCEETYA report.
- This data is provided once a year.
- Total VET activity (TVA) is reported to NCVET by Skills SA.

## Future directions

Following feedback received from schools and the community in the 2018 SACE Stage 2 Review, the SACE Board is piloting two new subjects: Activating Identities and Futures (AIF) to replace the Stage 2 Research Project (RP) and Exploring Identities and Futures (EIF), which will be implemented across South Australia in 2024, to replace the Personal Learning Plan.

Both subjects provide students with the greater agency in their learning. They enable students to learn more about themselves and connect with the world around them. The subjects strengthen students' partnership with teachers in the design of their learning. EIF, to be implemented in 2024, prepares students for their SACE journey and the knowledge, skills and capabilities required to be thriving learners. As an introduction to the SACE, students will be empowered to take ownership of where their pathway leads, exploring interests, work, travel and/or further learning.

The SACE Board included Skill Sets in the VET Recognition Register from May 2022. The Register was renewed with support from the Industry Skills Councils, and the Board continues to work in partnership with schools on the development of specific capabilities for senior secondary students. VET qualifications continue to be in high demand in South Australia, as identified by the Training and Skills Commission. The SACE Board will continue to work with stakeholders to ensure there is clear understanding on how the recognition of VET can contribute to a student's SACE completion. The Board continues to strengthen the connection between education, training and the labour market, while supporting both employers and students as they transition from school to work.

The SACE Board will continue to strive to incorporate the very best research evidence in policies and practices, while aiming to develop innovative curriculum and assessment work to meet the learning entitlement of the 21st-century learner, allowing our students to thrive.

The SACE Board is committed to shaping education so that students thrive. We are bringing this to life through our key strategic projects:

- Revitalisation of the compulsory elements of the SACE – Research Project and Personal Learning Plan through the development of Exploring Identities and Futures and Activating Identities and Futures as referred to above.
- Capabilities and Learner Profile – this project introduces the recognition of capabilities alongside academic achievement (grades) to provide a more holistic view of students' achievements. This work is being undertaken in partnership with schools as we pilot the development of the capabilities. The Learner Profile will provide a demonstration of students' capabilities that showcases their achievements following 13 years of schooling and enable them to make better decisions about their post-school pathways that match with potential employers and further education providers.
- Recognition of Aboriginal Cultural Knowledge and Learning – the SACE Board working with the NT Department for Education, schools and cultural authorities have piloted the recognition of Aboriginal students' cultural knowledge and learning. Twenty Aboriginal students received formal recognition for their Aboriginal Cultural Knowledge and Understanding in 2022.

These projects embrace the SACE Board's commitment to students thriving. We are working in partnership with schools to develop and pilot new curriculum, pedagogy, assessment, recognition, quality assurance and certification approaches.



# TASMANIA

## Description of the Senior Secondary Certificate of Education

<b>Name of qualification</b>	Tasmanian Certificate of Education (TCE)
<b>Issued by</b>	The Office of Tasmanian Assessment, Standards and Certification (TASC) <a href="http://www.tasc.tas.gov.au">www.tasc.tas.gov.au</a>
<b>Time frame for completion</b>	The TCE can be completed over a student's lifetime. Generally, students complete the certificate in two years.
<b>Units of credit</b>	<p>Each TASC accredited senior secondary course, VET unit of competency or qualification and other formal learning recognised by TASC (for example, AMEB music qualifications) is located within a framework of:</p> <ul style="list-style-type: none"> <li>• size ('how large'), expressed in units, where 1 unit represents the equivalent of 10 nominal hours. For VET unit sizes, 1 unit (10 nominal hours) represents 1 credit point towards the TCE. TASC determines the nominal hours for a VET unit based on the NCVET nationally agreed nominal hours table</li> <li>• complexity ('how difficult/demanding'), expressed in levels that align with the levels of the AQF (1 to 10). VET units are given a complexity level that aligns with the lowest AQF level VET qualification for which the unit could be part of the package. This means that if a VET unit is part of a Certificate II as the lowest VET qualification it could be part of, then the credit points for completing this would be at Complexity Level 2. However, if a VET unit is completed by a student as part of a Certificate III, but that particular VET unit is also part of a Certificate II, then the credit points for completing this would only be at Complexity Level 2, even if the completion was through Certificate III.</li> </ul> <p>For a unit to gain credit that can be counted towards the TCE, a student must record a minimum level of attainment in a course regarding:</p> <ul style="list-style-type: none"> <li>• Preliminary Achievement in a TASC accredited course</li> <li>• competency or Recognition of Prior Learning (RPL) in nationally recognised training (NRT)</li> <li>• pass or equivalent in TASC recognised formal learning.</li> </ul> <p>Students are credited with a number of units of credit equal to the recorded size value at the recorded complexity level.</p>
<b>Minimum requirements of the TCE</b>	<p>To achieve the TCE, students must meet the five standards of the TCE.</p> <ol style="list-style-type: none"> <li>1. Participation and achievement standard: <ul style="list-style-type: none"> <li>• achieved at least 120 credit points in senior secondary education and training</li> <li>• at least 80 credit points in studies at Complexity Level 2 or higher.</li> </ul> </li> <li>2. Everyday adult standards: <ul style="list-style-type: none"> <li>• reading and writing in English</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>• mathematics</li> <li>• use of computers and the internet.</li> </ul> <p>The standards can be met through satisfactory completion of certain TASC accredited courses and/or by completing a safety net test, if required.</p>
<b>Courses</b>	<p>TASC accredits a range of senior secondary courses from preliminary to Level 4. These courses and a range of other recognised formal learning can contribute to meeting the requirements of the TCE.</p> <p>All VET units of competency and VET qualifications contribute to meeting the Participation and achievement standard of the TCE. However, currently no VET units or VET qualifications contribute towards recognition of the everyday adult standards in the TCE.</p>
<b>Link to the ACACA Agency website with more information about VET in the TCE</b>	<p>For more information about the TCE visit <a href="https://www.tasc.tas.gov.au/students/qualifications/tasmanian-certificate-of-education-tce/">https://www.tasc.tas.gov.au/students/qualifications/tasmanian-certificate-of-education-tce/</a>.</p> <p>Use the TCE course planner to find out how VET units contribute TCE credit points:</p> <p><a href="https://www.tasc.tas.gov.au/students/course-planner/">https://www.tasc.tas.gov.au/students/course-planner/</a>.</p>

## VET quality and the TCE

TASC recognises any nationally endorsed VET qualifications and/or units of competency 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 they are schools or other RTOs (publicly funded, privately funded or enterprise-based).

The Tasmanian Government's goal for young Tasmanians is to increase levels of engagement, retention and attainment so that students complete Year 12 with a meaningful qualification.

The work of the Office of TASC is underpinned by legislation and guided by a number of state and national policy initiatives including the [The Alice Springs \(Mparntwe\) Education Declaration – Department of Education, Australian Government](#) which clearly outlines a nationally consistent future direction for Australian schooling including that (Goal 2): 'all young Australians become confident and creative individuals, and active and informed members of the community'. The Office of TASC, under its legislation, is an independent statutory authority in relation to senior secondary education in Tasmania. Senior secondary education is directed by Tasmanian Government policies including initiatives such as extending all government high schools to Year 12 in alignment with the implementation of changes to the [Tasmanian Education Act](#), to ensure that Tasmanian students stay at school until they complete Year 12 or a Certificate III, or turn 18.

There has been the development and subsequent implementation of the [Vision for Vocational Learning and VET in Tasmanian Schools to 2030 \(education.tas.gov.au\)](#) by the Tasmanian Department for Education, Children and Young People to promote and encourage VET pathways for students. Also, through Tasmanian schools and Tasmanian home education students, there has been an increased uptake in Australian School Based Apprenticeships for students.

Quality assurance of VET in senior secondary schooling is undertaken externally by ASQA and not by the Office of TASC (who undertake quality assurance of TASC-accredited courses in senior secondary schooling).

## Recognition of VET in the TCE

All nationally recognised VET qualifications and/or units of competency from training packages attained by any person can contribute towards the achievement of the TCE and are also recognised in the Tasmanian Qualifications Certificate.

## Workplace learning options and recognition in the TCE

TASC recognises all nationally recognised units of competency towards the TCE.

Unit (course) size-value (for the purposes of the TCE) is now 'auto-stripped' and updated from AVETMISS (NAT00060) metadata.

Students do not need to provide their VET attainment records for training undertaken outside of the school system (e.g. from MacDonald's, Woolworths, online RSA) to TASC for TCE inclusion as TASC is legislated to receive this data from RTOs to then provide to NCVET. The data (and therefore, TCE credit points) is then automatically attributed to a student.

## Australian School-based Apprenticeships and Traineeships

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

## VET in the TCE and contribution to tertiary entrance

Every successfully undertaken VET unit contributes towards a student's TCE. Currently, VET does not contribute towards a Tertiary Entrance score, and therefore, a student's Australian Tertiary Admission Ranking (ATAR) in Tasmania. However, the University of Tasmania, as the Tasmanian Tertiary Admissions Centre, does utilise a School's Recommendation Program for admission to the majority of courses (all except quota courses). This means that ATAR does not hold as much weight in terms of pathways into tertiary study, and so VET in TCE does not inhibit entrance as significantly as pre-2020. However, no formal VET recognition in tertiary entrance arrangement currently exists in Tasmania. This is a determination of the University of Tasmania as the Tasmanian Tertiary Admissions Centre.

## Mechanisms for the delivery of VET in the TCE

VET in the TCE is delivered directly by an RTO. The data regarding a student's completion is provided directly from the RTO to TASC for TCE inclusion without the student or a school needing to send this data.

- School/Sector as an RTO  
Some Government and non-government schools are registered training organisations including the Department for Children and Young People (DECYP) RTO. This RTO is the largest provider of VET in senior secondary education in Tasmania.
- TAFE  
TasTAFE provides VET to students in some schools under auspice arrangements.

- 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, differential value is not placed on whether that RTO is a school, college or private organisation. 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 under the *TASC Act 2003*.

## Supply of VET data to ACACA agency

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

## Certification (reporting to students)

TASC provides individuals with records of all their achievements in senior secondary education including VET and other education.

On completion of Year 12, students who have successfully undertaken TASC accredited courses, VET, higher education or other formal learning recognised by TASC are issued with the Tasmanian Qualifications Certificate. For VET, the qualifications certificate shows the relevant RTO, units, qualifications, size and level.

On completion of Year 12 (or any subsequent year, as TASC recognises learning undertaken by a student throughout their lifetime) a student who meets the standards of the TCE (as outlined above) will be issued with the TCE.

## Other reporting

TASC provides detailed profiles of achievement at state-wide, sector and school level.

TASC's annual reporting includes:

- detailed profiles of attainment to schools and government RTOs operating in Tasmania
- ATAR and equivalent tertiary entrance ranks to the University of Tasmania, along with individual course results
- provisions of AVETMISS data to NCVET for their 'VET in schools' collection
- provision of school enrolment and achievement data to ACARA.

## Future directions

TASC continues to work with all school sectors and industry bodies to support the status of VET and ensure understanding of how it can contribute to the TCE and Tasmanian Qualifications Certificate. Through appropriate recognition of VET, TASC strives to maintain and enhance the integrity and standards of the TCE as a nationally comparable senior secondary certificate qualification. TASC is currently exploring the ways in which VET may contribute towards the ATAR calculation of a Tasmanian senior secondary student. This work is a joint project with the Western Australian School Curriculum and Standards Authority.

# VICTORIA

## Description of the Senior Secondary Certificate of Education

### Victorian Certificate of Education

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

## Victorian Certificate of Education Vocational Major

<b>Name of qualification</b>	Victorian Certificate of Education Vocational Major (VCE VM)
<b>Issued by</b>	Victorian Curriculum and Assessment Authority (VCAA)
<b>Time frame for completion</b>	The VCE VM is usually completed over a two-year period – Years 11 and 12.
<b>Units of credit</b>	<p>VPC units should be delivered in a flexible manner, and without pre-requisites; they do not need to be delivered sequentially. The VPC has four studies; each VPC study unit is numbered 1, 2, 3, or 4:</p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Numeracy</li> <li>• Work Related Skills</li> <li>• Personal Development Skills.</li> </ul>
<b>Minimum requirements for the award of the VCE VM</b>	<p>To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units, including:</p> <ul style="list-style-type: none"> <li>• three VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)</li> <li>• two VCE VM Numeracy or VCE Mathematics units</li> <li>• two VCE VM Work Related Skills units</li> <li>• two VCE VM Personal Development Skills units</li> <li>• two VET credits at Certificate II level or above (180 nominal hours).</li> </ul> <p>Students must complete a minimum of three other Unit 3–4 sequences as part of their program. Units 3 and 4 of VM studies may be undertaken together during the academic year. Most students will undertake 16–20 units over the two years.</p>
<b>Subjects/Courses</b>	<p>The VCE VM can be tailored to the needs and interests of the student to keep them engaged while developing their skills and knowledge. Students can include other VCE and VET studies and can receive SWL recognition.</p> <p>Unlike VCE studies, there are no external assessments of VCE VM Unit 3–4 sequences and VCE VM studies do not receive a study score.</p>
<b>Link to the ACACA Agency website with more information about the VCE VM</b>	<p><a href="https://www.vcaa.vic.edu.au/curriculum/vce/Pages/AboutVCEVocationalMajor.aspx">https://www.vcaa.vic.edu.au/curriculum/vce/Pages/AboutVCEVocationalMajor.aspx</a></p>

## Victorian Pathways Certificate

<b>Name of qualification</b>	<p>Victorian Pathways Certificate (VPC)</p> <p>The VPC is an accredited foundation secondary qualification under the <i>Education and Training Reform Act 2006</i>. It aligns to level 1 in the Australian Qualifications Framework. While the VPC is not a senior secondary qualification, it can be a pathway to achieving the VCE.</p>
<b>Issued by</b>	VCAA
<b>Time frame for completion</b>	<p>The VPC is designed to be delivered over a two-year period – Years 11 and 12 – and has a flexible duration depending on a student’s individual learning plan and the delivery setting. The VPC may be completed in a minimum of 12 months. All VPC units can be completed in any order and in any year.</p>
<b>Units of credit</b>	<p>A ‘study’ consists of four units. Each VCE VM study unit is numbered 1, 2, 3 or 4.</p> <p>Most students undertake a VCE VM study in the following sequence:</p> <ul style="list-style-type: none"> <li>• Units 1 and 2 (normally Year 11)</li> <li>• Units 3 and 4 (normally Year 12)</li> </ul>
<b>Minimum requirements for the award of the VPC</b>	<p>To be eligible to receive the VPC, students must satisfactorily complete a minimum of 12 units, including:</p> <ul style="list-style-type: none"> <li>• two units of VPC Literacy (or units from the VCE English group of studies, including VCE VM Literacy)</li> <li>• two units of VPC Numeracy (or units from the VCE Mathematics group of studies, including VCE VM Numeracy)</li> <li>• two VPC Personal Development Skills units</li> <li>• two VPC Work Related Skills units.</li> </ul> <p>Students can also include units from VCE studies, VCE VM studies and VET units of competency. VPC students can receive VET credit for 90 nominal hours at the Certificate I or above level and receive structured workplace learning (SWL) recognition.</p>
<b>Subjects/Courses</b>	<p>The VPC can be tailored to the needs and interests of the student to keep them engaged while developing their skills and knowledge. Students can include other VCE and VET studies and can receive structured workplace learning recognition.</p> <p>Unlike VCE studies, there are no external assessments of VPC units and VPC studies do not receive a study score.</p>
<b>Link to the ACACA Agency website with more information about the VPC</b>	<p><a href="http://www.vcaa.vic.edu.au/curriculum/VPC/Pages/AboutVPC.aspx">http://www.vcaa.vic.edu.au/curriculum/VPC/Pages/AboutVPC.aspx</a></p>

## VET quality and the VCE, VCE VM and VPC

The VCAA recognises completion of VET units of competency or modules towards the VCE, VCE VM and VPC.

The VCAA will only recognise VET that:

- is listed on [www.training.gov.au](http://www.training.gov.au), which is 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) that are registered to deliver and/or assess VET
- is delivered and assessed in accordance with the VET Quality Framework standards or the relevant Australian Quality Framework (AQF) standards and training package requirements
- can be certified on a transcript, statement of attainment or qualification issued by an RTO.

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

The Victorian Registration and Qualifications Authority (VRQA) is responsible for quality assurance of VET for Victorian-registered RTOs, including school-based RTOs. Currently, slightly below 10% of school-based RTOs deliver the VCE, VCE VM and VPC. ASQA is the legislated body responsible for the regulation of VET for RTOs registered to deliver in multiple jurisdictions, including all Victorian TAFEs.

## Recognition of VET in the VCE, VCE VM and VPC

### Recognition of VET in the VCE

The VCAA develops, approves and manages a suite of 28 VCE VET programs, comprising 53 individual VET certificates.

#### a. Formalised

VCE VET programs are typically in the VCE Units 1–4 structure. This would normally equate to 360–400 nominal hours. VCE VET programs would normally see the completion of at least a Certificate II, with some containing selected Certificate III units of competency and others providing a complete Certificate III.

#### b. Unspecified

Unspecified credit towards the VCE is known as block credit recognition. This is when credit accrues within a certificate at the rate of one unit of credit for 90 nominal hours of completed units of competency. VET certificates at AQF level 2 provide credit towards the VCE at Units 1 and 2. Certificates at AQF level 3 provide credit towards the VCE at Units 1 to 4. Certificates at AQF level 4 or above, where approved by the VCAA, provide credit at VCE Units 3 and 4.

### Recognition of VET in the VCE VM and VPC

All credit for VET undertaken by VCE VM students accrues at the rate of one unit of credit for 90 nominal hours of completed units of competency. This can accrue from a single certificate or be drawn from multiple certificates. VET certificates at AQF level 1 provide credit towards the VPC, which is the foundation senior secondary qualification. VET certificates at AQF level 2 or above provide credit towards the VCE VM.

The VCAA has a restrictions policy on VET drawn from Certificate IV or above. Schools or RTOs must apply to the VCAA for approval to deliver qualifications at this level. The approval process requires schools/RTOs to submit an application detailing the suitability of the qualification to the educational needs and pathway of the student. Credit is restricted to two Unit 3–4 sequences.



## Workplace learning options and recognition in the VCE, VCE VM and VPC

Structured workplace learning (SWL) is strongly recommended within VCE VET programs. Each program outlines a minimum recommended period of SWL to be spread across the duration of the program. When assessment within a unit of competency is required in an employment context, a period of SWL is mandated.

When a student undertakes VET through block credit recognition, SWL is recommended; however, no guidelines are provided by the VCAA.

SWL contributes to a student's understanding of the industry that their VET study is drawn from and enables them to practise and demonstrate skills acquired through their study.

The VCAA formally recognises the time spent undertaking SWL aligned to a VCE VET program as contributing towards the VCE, VCE VM and VPC. To be eligible, students must be enrolled in 180 nominal hours of VET. Students are assessed on their reflections on workplace experiences and on their employability skills, when they have completed a minimum of 80 hours of SWL. Students are eligible to receive up to two units of credit at the VCE Units 1 or 2 level when they have completed the requirements of SWL.

## Australian School-based apprenticeships and traineeships

### Structure

In Victoria, school-based apprenticeships and traineeships (SBATs) can be undertaken as part of the VCE, VCE VM or VPC. Students must complete a minimum of 13 hours per week, incorporating:

- at least six hours of training to be undertaken during the regular school week
- at least seven hours of employment, averaged over three periods of four months in each year of the program.

Additional requirements include having a school representative sign the student's training plan. Funding is provided through the Victorian Skills First funding arrangements.

Apprenticeships or traineeships that are undertaken by students and do not comply with the arrangements above are regarded as part-time apprenticeships or traineeships and do not attract any Victorian Skills First funding.

SWL recognition is available for students undertaking an SBAT. Up to two units of credit at the VCE Units 1 or 2 level is available for students undertaking an SBAT. One unit of credit is available for 180 nominal hours of training undertaken by a student.

### Contribution to the VCE, VCE VM and VPC

Contribution to the VCE, VCE VM and VPC for either school-based or part-time apprenticeships or traineeships is based on the guidelines for unspecified recognition.

SBATs in selected industries with VCAA-approved VCE VET programs provide the same credit as the VCE VET program, i.e. in the VCE Units 1–4 structure.

## Contribution of VET in the VCE to tertiary entrance

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

### Scored programs

There are 14 VCE VET programs, comprising 16 qualifications, that provide students with the option of undertaking scored assessment in a designated Unit 3–4 sequence. For scored VCE VET programs, the study score is calculated based on a student's performance in three coursework tasks and an external examination conducted during the end-of-year VCE examination period.

The study score allows the student to contribute directly to their ATAR with their VCE VET program, i.e. as one of the 'primary four' study scores. Students may count up to three VCE VET programs in the primary four. VCE VET program study scores that do not fall within the primary four contribute as a fifth or sixth study increment. The increment is calculated using 10 per cent of the scaled score. Industry restrictions have been imposed by the Victorian Tertiary Admissions Centre (VTAC) on Music and Information Technology so that students can contribute a maximum of three study scores from their VCE studies and VCE VET programs towards their ATAR.

### Unscored programs

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, may be awarded a 10 per cent increment towards their ATAR by VTAC. The contribution towards their ATAR is subject to VTAC rules regarding the contribution of VCE studies or VET programs in specific industry areas.

Unit 3–4 sequences obtained through block credit recognition will contribute to the ATAR only when fewer than six 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.

## Mechanisms for the delivery of VET

- a. Directly by an RTO
  - i. School that is an RTO

The VET qualification delivered in schools, where the school is the RTO, generally tends to be from those industries that are less resource intensive; for example, Business, Information, Digital Media and Technology, Screen and Media, and Sport and Recreation. The increasing number of schools with Trade Training Centres (TTCs) has seen these schools widen their industry offerings. School-based RTOs are also used in situations where cluster arrangements exist for 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 TTCs aligned to a TAFE. Attendance and assessment reports are communicated directly to the school.

- iii. Other RTO

Non-TAFE/school-based RTOs make up an increasing proportion of VET delivered to secondary students (VDSS). The qualifications delivered are largely programs that are less resource intensive, as outlined above. The most common program delivery mechanism for non-TAFE/school-based RTOs is through auspicing arrangements.

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

When auspicating takes place, a school conducts the delivery and assessment of a program in a formal partnership with an RTO. The school's teaching staff are required to comply with Clause 1.13 of the *Standards for Registered Training Organisations (RTOs) 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 of the *Standards for Registered Training Organisations (RTOs) 2015*. As with school-based RTOs, the programs auspicated by schools are usually less resource intensive.

## Supply of VET data to ACACA agency

Schools are responsible for enrolling VCE, VCE VM and VPC students on the Victorian Assessment Software System (VASS). When a student is enrolled into a VET certificate, the units of competency for that certificate are expected to be completed in the current year. When a VET program is not delivered by the home school, the student's enrolment details and results are communicated to the home school by the assessing school or RTO and are then recorded by the home school on VASS.

## 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, VCE VM, VPC units and VET units of competency.

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

VCE, VCE VM and VPC 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 a student are issued by the RTO.

## Other reporting

The VCAA reports directly to schools on the VCE, VCE VM and VPC results of their students. Results are also provided to 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 works with the NCVET in the preparation of the 'VET in Schools' data (Australian Vocational Education and Training Management Information Statistical Standard [AVETMISS] data).

## Future directions

### Appropriateness and quality

The VCAA is currently undertaking a review of all VET qualifications being undertaken by VCE, VCE VM and VPC students to gauge their appropriateness for this cohort. This work is being supported by industry, schools and RTOs. The VCAA is also looking at ways to enhance the quality of its VET offerings through enhanced assessment materials, guidelines and supplementary advice.

### Promotion of VET to school communities

The VCAA provides appropriate information to school communities on how VET contributes to secondary students, pathways into and through VET, and industry-specific information relating to VET offerings.

This campaign, known as '[Get VET](#)', provides a range of print and online resources, a series of 30 videos, success stories, posters, flyers, pull-up banners and social media images for school communities to use to promote VET.

# WESTERN AUSTRALIA

## Description of the Senior Secondary Certificate of Education

<b>Name of qualification</b>	Western Australian Certificate of Education (WACE)
<b>Issued by</b>	School Curriculum and Standards Authority (SCSA)
<b>Time frame for completion</b>	Generally, students complete two years (Years 11 and 12) of senior secondary study to achieve the WACE although SCSA provisions enable students to meet the WACE requirements over a lifetime.
<b>Units of credit</b>	<p>1 course unit = 55 notional class contact hours for each WACE course unit</p> <p>Unit equivalent: VET unit equivalence towards the WACE is allocated for the successful completion of a full qualification as follows:</p> <p>Certificate I = 2 units</p> <p>Certificate II = 4 units</p> <p>Certificate III or higher – Partial = 4 units</p> <p>Certificate III or higher – Full = 6 units</p> <p>Endorsed programs are allocated one, two, three or four unit equivalents on the basis of 'average learning time'</p>
<b>Minimum requirements for the award of the WACE</b>	<p>Achievement of the 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.</p> <p>These requirements are:</p> <ul style="list-style-type: none"> <li>• <b>Breadth-and-depth</b> <p>Students must complete a minimum of 20 units, which may include unit equivalents attained through VET and/or endorsed programs. To meet this requirement, students must complete at least:</p> <ul style="list-style-type: none"> <li>▪ a minimum of ten Year 12 units, or the equivalent</li> <li>▪ four units from an English learning area course, post-Year 10, including at least one pair of Year 12 units from an English learning area course</li> <li>▪ one pair of Year 12 units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology).</li> </ul> </li> <li>• <b>Achievement standard</b> <p>Students must achieve at least 14 C grades or higher (or the equivalent) in Years 11 and 12 units, including at least six C grades (or equivalents) in Year 12 units, to meet the WACE requirements. Students completing the WACE must complete:</p> <ul style="list-style-type: none"> <li>▪ at least four Year 12 ATAR courses, or</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>▪ at least five Year 12 General courses (or a combination of General and up to three Year 12 ATAR courses or equivalent), or</li> <li>▪ a Certificate II (or higher) VET qualification in combination with ATAR, General or Foundation courses.</li> </ul> <p>• <b>Literacy and numeracy standard</b></p> <p>To successfully meet the literacy and numeracy requirement, students must demonstrate the skills regarded as essential to meet the demands of everyday life and work in a knowledge-based economy. These skills are described in Level 3 of the Australian Core Skills Framework.</p> <p>These skills must be demonstrated in:</p> <ul style="list-style-type: none"> <li>▪ Literacy (reading and writing)</li> <li>▪ Numeracy.</li> </ul> <p>SCSA has identified students who in their Year 9 NAPLAN reading, writing and numeracy tests have demonstrated the minimum standard of literacy and numeracy. These students are therefore not required to again demonstrate the achievement of the WACE Literacy and Numeracy requirement through sitting the Online Literacy and Numeracy Assessment (OLNA).</p> <p>See <a href="https://senior-secondary.scsa.wa.edu.au/assessment/olna">https://senior-secondary.scsa.wa.edu.au/assessment/olna</a> for further information.</p>
<p><b>Subjects/Courses</b></p>	<p><b>ATAR courses</b> – these courses are examined by SCSA. Student results in ATAR courses are used by the Tertiary Institutions Service Centre (TISC) to calculate a student’s ATAR. The ATAR is used to determine eligibility for university entrance. Students seeking to achieve an ATAR will need to complete a minimum of four Year 12 ATAR courses, excluding unacceptable combinations (see Undergraduate Admission Requirements for School Leavers on the TISC website at <a href="http://www.tisc.edu.au">www.tisc.edu.au</a>). ATAR courses are typically for students who are aiming to go to university directly from school.</p> <p><b>General courses</b> – these courses are not externally examined. However, they each have an externally set task (EST) which is set by SCSA. General courses are for students who are typically aiming to enter training or the workforce straight from school. General courses may be used for alternative entry to some university courses. Information about alternative entry should be sought directly from universities.</p> <p><b>VET Industry Specific courses</b> – these courses include a full VET qualification and mandatory workplace learning. VET industry specific courses contribute towards the WACE as course units. Qualifications undertaken through VET industry specific courses can be used to meet the Certificate II or higher requirement of the WACE, if this option is chosen. The workplace learning component of the course contributes as unit equivalents towards the WACE.</p> <p>VET industry specific courses are for students aiming to enter further vocationally based training or the workforce straight from school.</p> <p><b>Foundation courses</b> – these courses provide a focus on functional literacy and numeracy skills, practical work-related experience and the opportunity to build personal skills that are important for life and work.</p>

	<p>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 support.</p> <p><b>Preliminary courses</b> – Preliminary courses are for students who have been identified as having a learning difficulty and/or an intellectual disability. They provide a relevant option for students when it is understood that:</p> <ul style="list-style-type: none"> <li>• the student cannot access the ATAR, General or Foundation course content with adjustment and/or disability provisions</li> <li>• the Preliminary units do not contribute to achievement of a WACE.</li> </ul> <p>Preliminary courses are for students who have been identified as having a recognized disability under the <i>Disability Discrimination Act 1992</i> and meet the above criteria.</p> <p><b>VET credit transfer</b> – VET qualifications undertaken separate to a VET industry specific course may contribute to the WACE through credit transfer. Qualifications undertaken as VET credit transfer contribute to the WACE as unit equivalents and can be used to meet the Certificate II or higher requirement of the WACE, if this option is chosen.</p> <p><b>Endorsed programs</b> – these programs provide access to areas of learning not covered by WACE courses or VET programs and contribute to the WACE as unit equivalents. Endorsed programs are for students wishing to participate in programs which are delivered in a variety of settings by schools, workplaces, universities and community organisations.</p>
<p><b>Link to the ACACA Agency website with more information about VET in the WACE</b></p>	<p><a href="https://senior-secondary.scsa.wa.edu.au/vet/how-vet-contributes-towards-wace">https://senior-secondary.scsa.wa.edu.au/vet/how-vet-contributes-towards-wace</a></p>

## VET quality and the WACE

SCSA only recognises VET achievement within the WACE if it is certified by an 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 an RTO or work in a partnership arrangement with an 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. SCSA 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 (WA), the Training Accreditation Council (TAC) is responsible for quality assurance and recognition processes for RTOs with scope of delivery limited to WA and Victoria and for the accreditation of courses. For RTOs in partnership with WA schools, but with scope not limited to WA, the quality assurance is regulated under the National VET regulator through the 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.

SCSA 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 SCSA.



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 VET qualifications.

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
- the relevant VET regulator standards will be met.

While SCSA 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 SCSA.

SCSA does, however, work closely with the school systems/sector, the VET sector and industry stakeholders to encourage schools and students to undertake quality VET programs. SCSA has been involved in initiatives which aim to improve the outcomes of VET for secondary students. One such initiative was SCSA's development of the *Guidelines for the delivery of Certificate IV or above Qualifications to Senior Secondary Students*. These guidelines were developed to assist schools in advising secondary students on enrolling in higher-level VET qualifications. The guidelines contain criteria which each school should be satisfied that students can demonstrate prior to enrolling in Certificate IV or higher qualifications. SCSA encourages schools to refer to the *VET Qualifications Register for Secondary Students* developed by the Department of Training and Workforce Development (DTWD).

Another mechanism that SCSA has developed to improve the quality of VET undertaken as a part of the WACE has been to package nationally recognised 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 Executive is a requirement for accreditation of these courses by the SCSA 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.

## Recognition of VET in the WACE

A student may complete a Certificate II or higher qualification in combination with ATAR, General or Foundation courses to achieve the WACE.

There are special circumstances in which a partially completed Certificate III or higher may contribute towards the achievement of the 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 SCSA, each VET industry specific course is endorsed by the relevant WA ITC.

The ten VET industry specific WACE courses are:

VET industry specific WACE courses	
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.

Students must successfully complete mandated workplace learning: one unit (or unit equivalent) for Certificate I qualifications and two 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 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).

b. 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
<b>Certificate I<sup>2</sup></b>	2 units	2	0	No
<b>Certificate II<sup>3</sup></b>	4 units	2	2	Yes
<b>Certificate III or higher – Partial</b>	4 units	2	2	Yes
<b>Certificate III or higher – Full</b>	6 units	2	4	Yes

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.

## Workplace learning options and recognition in the WACE

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 SCSEA's *Workplace Learning Logbook*. A student must also provide evidence of his/her

<sup>2</sup> 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).

<sup>3</sup> 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.

knowledge and understanding of the workplace skills by completing SCSA'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 SCSA 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 Western Australian Statement of Student Achievement (WASSA).

## Australian School-Based Apprenticeships and Traineeships

### a. Structure

In WA, School-Based Apprenticeships and Traineeships (SBA/Ts) 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*.

SBA/Ts 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 can undertake a Pre-Apprenticeship in School (PAiS) which are Certificate II programs approved by industry and may contribute towards achievement of the WACE. 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 WACE

Credit for SBA/T 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.

## Contribution of VET in the WACE 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.

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

## Mechanisms for the delivery of VET types of partnerships

- a. Directly by an RTO
  - i. School who is an RTO

WA has a small 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.

- ii. TAFE

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 TAFE 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 TAFE 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 RTO 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 private RTOs and/or TAFE. 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 *Standards for RTOs 2015* 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.

## 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 SCSA. SCSA 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 are not met. The second strategy includes school VET data integrity checks which target the evidence kept by a school that shows the achievement reported to SCSA can be validated by evidence of RTO certification or other relevant transcripts of achievement.

## 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 WACE (for students who meet the requirements)
- a WASSA that includes the following information relating to VET achievement
  - AQF qualifications undertaken by the student and the name of the RTO
  - DTWD funded skill sets undertaken by the student and the name of the RTO
  - the units of competency undertaken and the name of the RTO
- an individual Course Report for ATAR courses.

## Other reporting

SCSA 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.

SCSA in conjunction with the Department of Training and Workforce Development submits AVETMISS data to the NCVET for the national 'VET in schools' collection.

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

## Future directions

The Board of SCSA has always committed to carefully considered evolution of the WACE, recognising that parents, students and teachers must be provided with a sense of stability in terms of curriculum, standards, supporting documentation, assessments and examinations where applicable. The SCSA Board has approved modifications to the WACE over the course of the past seven years and recognises that carefully considered refreshment is required to maintain the WACE as a robust, rigorous and contemporary senior certificate that aligns with others across the nation and internationally. To that end, the Board has developed a plan for the 'refreshment' of the WACE.

The areas that the Board has asked the staff of SCSA to investigate for refreshment in connection with VET includes:

- reviewing the role of university-developed endorsed programs in WACE achievement
- investigating how skill sets and micro-credentials can be recognised in senior secondary certification
- exploring how vocational education and training (VET) could contribute to the combined score from which an ATAR is calculated
- examining whether the VET industry specific courses could be examined for the purposes for contributing to the combined score from which an ATAR is calculated.

*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.*