



Australasian Curriculum, Assessment and Certification Authorities
(ACACA)

ACACA VET Report

VET in Senior Secondary Certificates

2006

ABOUT ACACA

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

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

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

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

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1. INTRODUCTION

1.1 ACACA VET IN SCHOOLS SUBGROUP

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

1.1.1 Membership

Table 1: ACACA VET in Schools Subgroup membership

State/Territory	Representative
Queensland	Ian Fyfe (Chair)
New South Wales	Ian Balcomb
Australian Capital Territory	Jenny Cowell
Victoria	John Firth, Margaret Mackenzie
Tasmania	Dr Reg Allen
South Australia	Dr Jan Keightley, Dr Antonio Mercurio
Western Australia	Rees Barrett/Rosemary Naughton
Northern Territory	Trish Hansen
DEST	Helen Eastburn

1.1.2 Meetings

Table 2: ACACA VET in Schools Subgroup meeting dates

Date	Location
17 February 2006	Sydney
18 May 2006	Melbourne
21 July 2006	Sydney
27 October 2006	Adelaide

1.1.3 Key Achievements

Established relationships with Industry Skills Councils

During the year the Subgroup made contact with the Industry Skills Councils to inform them of the work of the Subgroup and to seek greater involvement in their activities which could impact on schools.

ACACA Chief Executive Officers (CEOs) endorsed this action.

Each Board of Studies was allocated one or more Industry Skills Councils to maintain contact with on behalf of the Subgroup.

Published the ACACA VET in Schools 2005 Report

An annual report on VET in Schools activity by Boards of Studies was published and distributed to stakeholders.

Developed a Manufacturing Curriculum Framework

Following work with Manufacturing Skills Australia, a Manufacturing Curriculum Framework was developed for use by Boards of Studies to develop syllabuses in Manufacturing. Two states indicated their interest in developing their own syllabuses.

Developed principles for approaches by industry to develop industry specific curriculum

Following the approach by Manufacturing Skills Australia, the Subgroup asked ACACA CEOs to endorse a set of principles for dealing with approaches by industry groups to develop syllabuses in their industry areas.

1.1.4 Other matters discussed

Some of the key matters discussed were:

1. Data collection and reporting
2. Training package implementation
3. Consistency of VET in Senior Secondary School curriculum

These issues are elaborated below.

1. Data collection and reporting

The implementation of the MCEETYA decision that Boards of Studies would collect data from 2005 for reporting in 2006 against the Key Performance Indicators for the National Goals of Schooling was a key matter for discussion.

The Subgroup worked closely with the National Centre for Vocational Education Research (NCVER) to ensure systems were able to capture data. However, there are ongoing discussions as to the value of the data to schools which collect it and the appropriateness of some aspects of the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) for VET in Schools. Members expressed concerns about the costs of implementing changes within AVETMISS.

2. Training package implementation

As revised training packages are endorsed, their impact on Boards of Studies programs needs to be considered. The Subgroup considered the impact of a number of training packages, especially the Hospitality and Tourism training package, which could have a major impact on VET in Schools.

3. Consistency of VET in Senior Secondary School curriculum

Members are keenly interested in ensuring that there is consistency in credit given across Australia to Boards of Studies VET Programs. To this end there were significant discussions on this matter, with the intention of developing a 'common currency' for VET in Senior Secondary School Certificates of Education.

1.1.5 Presentations

During the year the following made presentations to the Subgroup:

Table 3: Presentations to the Subgroup

Presenter	Organisation	Topic
Grant Challis, Toni Cavallaro	NCVER	Collection of VET in Schools data for national reporting
Bob Paton, Richard Jenkins	Manufacturing Skills Australia	Implementation of MEM 05 training package
Susan Briggs, Kit McMahon	Service Skills Australia	Review of Retail, Tourism and Hospitality training packages
Leo Stinson	Australian Bureau of Statistics	ABS Review of VET in Schools statistics
Sherinda Shea	Innovation and Business Skills Australia (IBSA)	Integrated Skills and Qualifications Framework
David Hardy	DEST	Incorporating Employability Skills into training packages

Presenter	Organisation	Topic
Andrew Bishop, Emily Cunningham	DEST	Career Advice Australia and the CAA Monitoring and Evaluation Reporting Framework
Dorothy Rao	Resources and Infrastructure Industry Skills Council (RIISC)	RIISC's Certificate I program
Professor Jim Tognolini		VET in the Australian Certificate of Education
Alan Edwards	DEST	Australian Technical Colleges
Jan Febey	DEST	Revised AQTF Framework for Excellence

2. VET IN SCHOOLS – PURPOSE STATEMENT

MCEETYA defines VET in Schools as:

“Programs that are undertaken by school students as part of the senior secondary school certificate and which provide credit towards a nationally recognised Vocational Education and Training (VET) qualification within the Australian Qualifications Framework (AQF). The training that students receive reflects specific industry competency standards and is delivered by Registered Training Organisations (RTOs) or by the school in partnership with an RTO.”

The formal quality assurance processes that operate for VET in Schools are the same as those that operate in the entire VET sector: the AQF and the Australian Quality Training Framework (AQTF).

Senior secondary students may undertake a VET in Schools program as part of their senior secondary certificate. Vocational training undertaken within nationally recognised vocational certificates provides students with credit towards a nationally recognised VET qualification within the AQF, at the same time as providing credit towards satisfactory completion of their senior secondary certificate.

The core purpose of VET in Schools programs is to allow students to combine general studies with vocational training programs. It provides an opportunity for students to acquire industry-related skills in training institutions and actual workplaces in business and industry.

VET in schools programs:

- are vocationally significant because they increase student understanding of the application and relevance of learning a specified set of skills;
- are diverse, challenging and of interest to a broad range of students;
- prepare students for more effective entry into the workplace;
- provide an important contribution to national and state initiatives that respond to skill shortages;
- provide an opportunity for schools and industry to work together to prepare students for the transition to employment and/or further education and training; and
- provide students with the opportunity for exposure to real work situations and contexts.

A key success of VET in Schools is the integration of vocational options within the traditionally academic studies at the senior secondary school level. VET in Schools programs allow senior secondary students to:

- develop industry specific skills and maximise opportunities to demonstrate achievement of competencies;
- develop employability skills and an understanding of the world of work;
- plan and pursue their career pathways, including through Australian School-based Apprenticeships;
- gain access to broader post-schooling pathways; and
- make more informed decisions about further education and training.

At both national and state levels the critical shortage of skilled workers is an important factor in policy development across a range of portfolios. Education agencies, industry groups and employer associations like the Australian Industry Group (AIG) aim to increase levels of support and further promote the profile of VET in the senior secondary certificates.

In summary, VET in Schools can help meet three linked community needs:

- the needs of industry and the economy;
- the need for education and training to contribute to building community values; and
- the need for all young people to have access to the benefits of education and training through broad and coherent pathways.

3. STATE REPORTS

Table 4: Certification statistics for Australian citizens/permanent residents aged 15 – 19 years as at 31 December 2006

	ACT	NSW	NT	QLD	SA	TAS	VIC	WA
Total number of students who were awarded a secondary school certificate in 2006	4 083	56 951	867	39 286	11 204	4 005	49 837	17 749
Total number of students who were awarded their secondary school certificate in 2006 and achieved at least one unit of competency in their studies	2 076	16 830	419	20 852	5 317	1 215	10 692	5 174
Percentage of students who were awarded their secondary school certificate in 2006 and achieved at least one unit of competency in their studies	50.8%	29.6%	48.3%	50.1%	47.5%	30.4%	21.5%	29.2%

In the following reports, the state and territory ACACA agencies outline and provide statistics for the ways in which they made VET available to students as part of the senior secondary certificate during 2006, according to two different strategies.

Strategy 1: Formalised credit arrangements

Formalised credit arrangements to mainstream a VET certificate in the senior secondary certificate program; “packaged” to mirror general education subjects and accredited as part of the senior secondary curriculum.

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

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

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

The following table outlines the combinations of strategies for making VET available to school students in each state and territory during 2006.

Table 5: Strategies for making VET available, 2006

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

3.1 AUSTRALIAN CAPITAL TERRITORY

3.1.1 Policy and Strategies for delivering VET

The ACT Board of Senior Secondary Studies (BSSS) recognises the completion of all VET qualifications awarded during years 11 and 12 on the Senior Secondary Certificate in some form.

3.1.2 Contribution of VET to the ACT Year 12 Certificate

An ACT Year 12 Certificate is awarded on completion of an educational program approved as having a coherent pattern of study and which includes the equivalent of at least 17 standard units in a period not exceeding five years. This package must contain a minimum of three different courses (A and/or T and/or M).

There is no limit on the amount of VET that can be included on the certificate but there are limits at the course level. The limit for all subjects is a maximum of eight standard units of study per course.

3.1.3 Recent developments

Curriculum framework development

New curriculum frameworks developed that cover VET programs include Information Technology, and Health, Outdoor and Physical Education.

VET program development

VET programs in Information Technology A/T/V and Metal Engineering A/V have been written to deliver qualifications from the ICA05 Information and Communications Technology and MEM05 Metal and Engineering training packages. New VET programs in Business Administration A/V, Accounting A/T/V and Flight T/V were also developed as part of the 5-year curriculum development cycle.

3.1.4 Strategies for delivering VET in the ACT Year 12 Certificate

Strategy 1 – Board of Studies subjects

Across the ACT, courses that are designed around a training package and delivered through colleges as RTOs are the preferred option for delivery of VET qualifications in the senior secondary years. These courses are written to a curriculum framework and accredited as a vocational program. They may also gain accreditation as A, T or M courses. These programs are developed in consultation with industry representatives and are designed to meet specific skill shortage areas.

Definitions

A Course – A classification is given to courses that have been deemed by the Board to be educationally sound and appropriate for students in Years 11 and 12.

T Course – T classification is given to an accredited Year 11 and 12 course that is considered by the Board to prepare students for higher education.

M Course – M classification is given to an A course which is considered by the Board to provide appropriate educational experiences for students who satisfy specific disability criteria.

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

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

Strategy 1 – Board of Studies subject

Table 6: Relationship of BSSS VET subjects to AQF qualifications

Code	Qualification	BSSS VET Subject
Certificate I		
AUR10105	Automotive	Automotive Technology A/V
BSB10101	Business	Business Administration A/V Business Services T/V
LMT10400	Clothing Production	Fashion Design A/T/V
UTE10102	Electrotechnology	Electrotechnology Studies Electrotechnology Engineering Technical Production for Live Theatre A/V
CUE10103	Entertainment	
LMT10600	Clothing Production	Fashion Design A/T/V
LMF10102	Furnishing	Furniture Construction A/V
BCG10103	General Construction	General Construction A/V
THH11102	Hospitality (Kitchen Operations)	Hospitality Studies A/V
THH11002	Hospitality (Operations)	Hospitality Studies A/V
ICA10101	Information Technology	Computer Operations A/V Information Technology T/V
MEM10198	Metals and Engineering	Metal Fabrication A/V
CUS10101	Music Industry (Foundation)	Music Industry A/V
WRR10102	Retail	Retail A/V
Certificate II		
BSB20101	Business	Business Administration A/V Business Services T/V
LMT20700	Clothing Production (Complex or Multiple Processes)	Fashion Design A/T/V
LMT20600	Clothing Production (Intermediate)	Fashion Design A/T/V
CHC20302	Community Services (First Point of Contact)	Social and Community Work A/V
MEM20198	Engineering – Production	Metal Fabrication A/V
CUE20103	Entertainment	Technical Production for Live Theatre A/V
BCG20103	General Construction	General Construction A/V
THH22002	Hospitality (Kitchen Operations)	Hospitality A/V
THH21802	Hospitality (Operations)	Hospitality A/V
ICA20199	Information Technology	Computer Operations A/V Information Technology T/V
ICA20201	Information Technology (Applications)	Computer Operations A/T Information Technology T/V
CUF20601	Multimedia	Multimedia A/T/V
CUS20101	Music Industry (Foundation)	Music Industry A/V
SRO20303	Outdoor Recreation (Multiple activities)	Outdoor Education T/V
WRR20102	Retail	Retail A/V
SRO20103	Sport and Recreation	Sports Administration A/V
THT20502	Tourism (Operations)	Tourism Studies A/V

Code	Qualification	BSSS VET Subject
Certificate III		
BSB30101	Business – partial completion	Business Services T/V
CHC30402	Children's Services – partial completion	Social and Community Work A/V
ICA30299	Information Technology (General) – partial completion	Information Technology T/V
ICA30399	Information Technology (Network Administration)	Information Technology T/V
ICA30199	Information Technology (Software Applications) – partial completion	Information Technology T/V
PRD30301	Spatial Information Services	Flight A/V

Enrolment Options

Most courses are sequential and generally students enrol in Board units and these units will form Minor, Major, Major Minor or Double Major courses.

Definitions

Minor course – a minimum of 110 hours of a structured education program organised over a minimum of 2 standard units.

Major course – a minimum of 220 hours of a structured education program organised over a minimum of 3.5 standard units.

Major minor course – a minimum of 330 hours of a structured education program organised over a minimum of 5.5 standard units.

Double major course – a minimum of 400 hours of a structured education program organised over a minimum of 7 standard units

Assessment Program

Students undertaking BSSS vocational programs are assessed against the criteria and standards referenced in the course frameworks to produce grades and scores. They are also assessed against competency standards as described in the relevant training package.

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

A vocational program leads to a Vocational Certificate or Statement of Attainment as defined by the AQF. The content of the vocational learning program is based on the competencies defined in the relevant training package and follows the requirements of the AQTF.

Contribution to University Entrance Calculations

VET programs that also have a T classification can contribute towards the calculation of a Universities Admissions Index (UAI). There are several additional requirements:

- A student must complete units that accrue a minimum of the equivalent of 20 standard units which must include at least the equivalent of 18 standard A units which must include at least the equivalent of 12.5 standard T Units;
- The accredited units must be arranged into courses to form at least the following patterns:
 - a. four majors and one minor; or
 - b. three majors and three minors.

Of these, at least three major courses and one minor course must have been classified T; and

- the student must sit for the ACT Scaling Test (AST).

The criteria for time taken to complete are:

- the units must be completed within no fewer than three and a half semesters and no more than five years;
- deferment may be allowed once for an unbroken period of up to one year, with the approval of the college principal; and
- a student intending to take longer than two years needs to have first had her/his study plan approved by the college principal.

Statistics

Table 7: Students undertaking VET qualifications

Industry Group	Certificate Level	Number of Students
Arts, Entertainment, Sport and Recreation	I	134
Arts, Entertainment, Sport and Recreation	II	92
Automotive	I	76
Building and Construction	I	33
Building and Construction	II	6
Business and Clerical	I	232
Business and Clerical	II	122
Community Services, Health and Education	II	38
Computing	I	664
Computing	II	178
Computing	III	3
Engineering and Mining	I	1
Sales and Personal Services	I	35
Sales and Personal Services	II	13
Science, Technical and Other	I	1
TCF and Furnishings	I	71
TCF and Furnishings	II	48
Tourism and Hospitality	I	383
Tourism and Hospitality	II	256

334 out of 2 431 students counted a VET course towards the calculation of their UAI. This represented 13.7% of students.

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

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

Where colleges do not have the physical resources or staff to deliver particular programs, colleges may opt to send students to the Canberra Institute of Technology (TAFE). These programs are not moderated through the system process but they are certificated by the Board.

The Board also recognises VET qualifications from other RTOs. BSSS recognition is awarded for full or partial completion of certificates gained during Year 11 and 12.

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

Statistics

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

Table 8: Stand alone VET

Course Delivered through Canberra Institute of Technology (TAFE)	Number of Students Achieving Certificate	Qualification Awarded through Canberra Institute of Technology (TAFE)
3D Animation	12	Certificate II in Basic 3D Electronic Animation (C2-2G08)

Assessment Program

Competency-based assessment only.

Contribution to University Entrance Calculations

The 3D Animation course does not contribute directly to the calculation of the UAI, but may contribute to the overall point value of the student package.

3.1.5 Reporting and Certification

The ACT Office of the BSSS provides access for data entry of units of competency gained by students and prints all certificates on behalf of the schools as RTOs. It also stores the certificate information for the required 30-year period under the AQTF Standards.

There are no ACT BSSS VET programs delivered that are not based on current training packages.

Year 10 VET – The ACT BSSS certifies stand-alone VET delivered through a partnership arrangement with a college RTO, but the VET is not credited towards a Senior Secondary Certificate. In 2006, certificates were produced in the following industries: Certificate I in Information Technology (ICA10101), Certificate I in Hospitality (Operations) (THH11002), Certificate I in Hospitality (Kitchen Operations) (THH11102) and Certificate I in Business (BSB10101).

Table 9: Reporting and certification

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

Table 10: Number of VET courses achieved by students in 2004 - 2005

Number of subject equivalents achieved	Year 11 students			Year 12 students			All students		
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Minor	890	700	1592	649	577	1 226	1 539	1 277	2 818
Major	58	7	65	545	476	1 021	603	483	1 086
Major Minor	1	-	1	39	16	55	40	16	56
Double Major	2	-	2	57	11	68	59	11	70

Table 11: Number of students* who completed a Unit of Competency in 2006

Type of Competency Delivery	Years 10 students			Year 11 students			Year 12 students			All students		
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Integrated	314	232	546	1 132	925	2 057	1 297	1 112	2 409	2 743	2 269	5 012

* Number of students who successfully completed at least one Unit of Competency in 2006

Table 12: Number of students* who completed Structured Workplace Learning in 2006

School Sector	Year 11 students			Year 12 students			All students		
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Total	83	82	165	219	166	385	302	248	550

* Students who completed at least one Structured Workplace Learning subject in 2006.

3.2 NEW SOUTH WALES

3.2.1 Policy and Strategies for delivering VET

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

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

VET contributed to the HSC using two strategies:

Strategy 1 – Board of Studies subjects

Students can undertake courses called Industry Curriculum Frameworks from nine industry areas, providing dual accreditation towards AQF VET qualifications and the NSW HSC. In addition, results from an optional HSC examination in these framework areas may be included in the calculation of the UAI.

Students can undertake Board-endorsed VET courses from a variety of industry areas that provide dual accreditation towards AQF VET qualifications and the NSW HSC. This allows schools the opportunity to offer vocational courses in industry areas not available in the HSC Industry Curriculum Frameworks. Board-endorsed Courses do not have an HSC examination and therefore cannot be used in the calculation of the UAI.

Strategy 2 – Credit Transfer

Students may gain credit towards the Higher School Certificate for courses undertaken through TAFE NSW or other recognised post-secondary institutions.

3.2.2 Contribution of VET to the HSC

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

- at least 6 units of Board-developed courses;
- at least 2 units of a Board-developed course in English;
- at least three courses of 2 unit value or greater (either Board-developed or Board-endorsed courses); and
- at least four subjects.

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

3.2.3 Recent developments

The revised Metal and Engineering Curriculum Framework and the Information Technology Curriculum Framework were implemented in Year 11 from 2007.

The Board of Studies NSW investigated the feasibility of introducing curriculum frameworks in the several industry areas in 2006, resulting in the decision to develop two new Industry Curriculum Frameworks in:

- Automotive; and
- Electrotechnology

The Board of Studies NSW is continuing to investigate the feasibility of an Industry Curriculum Framework in Human Services (Health, Aged Care and Children's Services). The Board is undertaking the *Exploring Vocational Education Options in Stage 5 of Schooling Stage 5* project. The aim of the project is to provide sound advice on options to strengthen vocational education curriculum pathways in Stage 5 (Years 9 and 10) that will improve the engagement, retention and outcomes for students, particularly those disengaged from schooling.

The project outcomes/key performance indicators for the project are:

- to develop a set of principles and policy recommendations for vocational education curriculum pathways in Stage 5;
- to conduct a series of strategic pilot projects to supply evidence for the policy advice; and
- to identify innovative and flexible approaches to the implementation of vocational education curriculum pathways in Stage 5.

In 2006, a significant amount of policy and curriculum development occurred to support the introduction of school-based apprenticeships in NSW from 2007.

School-based apprenticeships will be undertaken at a minimum Certificate III AQF qualification level, as specified in the relevant Vocational Training Order (VTO). It is envisaged that post-school, school-based apprentices will continue in a full-time apprenticeship with their employer.

The Board-endorsed course Industry-Based Learning is designed to provide more flexibility for school-based apprenticeships and traineeships within the HSC. It provides up to 4 additional HSC units credit for the 'on-the-job' training component of the school-based apprenticeship or school-based traineeship. The course covers knowledge, understanding, skills and values and attitudes that are not industry specific but are relevant to all industry areas. The content is not explicit but should be contextualised to the industry and the individual workplace. The learning will occur through the on-the-job work and activities.

Students present evidence of their learning related to the course outcomes for assessment through a log that includes a brief description of tasks and activities undertaken related to the course outcomes. Verification that these tasks and activities have been undertaken is provided in the student journal. The ungraded assessment is undertaken by students' 'home' schools.

To facilitate flexibility in the Higher School Certificate, the HSC unit credit from this course may be counted in either the preliminary and/or the HSC pattern of study. The knowledge and skills achieved from this course will complement the outcomes from the student's concurrent HSC VET course(s) as described by the units of competency. Students may also draw on the knowledge and skills they acquire in other HSC subjects to help them achieve the objectives and outcomes of this course.

3.2.4 Strategies for delivering VET in the HSC

Strategy 1 – Board of Studies subjects

- Industry Curriculum Frameworks
- Board-endorsed Courses

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

Strategy 1 – Board of Studies subject – Industry Curriculum Frameworks

Table 13: Relationship of Board of Studies subjects to AQF qualifications and training packages

Industry Curriculum Framework	Year 11 Preliminary	Year 12 HSC	AQF Qualification	National training package(s)
Business Services	✓	✓	Certificate II in Business (BSB20101) SOA towards Certificate III in Business (BSB30101).	Business Services (BSB01)
Construction	✓	✓	Certificate I in General Construction (BCG10103) SOA Towards Certificate I in General Construction (BCG10103) Certificate II in General Construction (BCG20103) SOA Towards Certificate II in General Construction (BCG20103) SOA Towards Certificate III in Bricklaying/Blocklaying (BCG30103) SOA Towards Certificate III in Carpentry (BCG30203) SOA Towards Certificate III in Concreting (BCG30303) SOA Towards Certificate III in Painting and Decorating (BCG30603) SOA Towards Certificate III in Wall and Floor Tiling (BCG31303)	General Construction (BCG03)
Entertainment Industry	✓	✓	Certificate II in Live Production, Theatre and Events (CUE20103) SOA Towards Certificate II in Live Production, Theatre and Events (CUE20103) Certificate III in Live Production, Theatre and Events (Construction and Manufacturing) (CUE30103) SOA Towards Certificate III in Live Production, Theatre and Events (Construction and Manufacturing) (CUE30103) Certificate III in Live Production, Theatre and Events (Technical Operations) (CUE30203) SOA Towards Certificate III in Live Production, Theatre and Events (Technical Operations) (CUE30203) Certificate III in Venues and Events (Customer Service) (CUE30303) SOA Towards Certificate III in	Entertainment (CUE03)

Industry Curriculum Framework	Year 11 Preliminary	Year 12 HSC	AQF Qualification	National training package(s)
			Venues and Events (Customer Service) (CUE30303) SOA Towards Certificate III in Live Production, Theatre and Events (Technical Operations) with a specialisation in Audio (CUE30203) SOA Towards Certificate III in Live Production, Theatre and Events (Technical Operations) with a specialisation in Lighting (CUE30203) SOA Towards Certificate III in Live Production, Theatre and Events (Technical Operations) with a specialisation in Staging (CUE30203) SOA Towards Certificate III in Live Production, Theatre and Events (Technical Operations) with a specialisation in Vision Systems (CUE30203)	
Hospitality	✓	✓	Certificate I in Hospitality (Operations) (THH11002) Certificate II in Hospitality (Operations) (THH21802) Certificate I in Hospitality (Kitchen Operations) (THH11102) Certificate II in Hospitality (Kitchen Operations) (THH2202) SOA Towards Certificate III in Hospitality (Operations) (THH330002)	Hospitality (THH02)
Information Technology	✓	✓	Certificate II in Information Technology (ICA20199) SOA Certificate II in Information Technology (ICA20199) SOA Towards Certificate III in Information Technology (Software) (ICA30199) SOA Towards Certificate III in Information Technology (General) (ICA30299) SOA Towards Certificate III in Information Technology (Network Administration) (ICA30399)	Information Technology (ICA99)
Metal and Engineering	✓	✓	Certificate I in Engineering (MEM10198) Certificate II in Engineering - Production (MEM20198) SOA Certificate II in Engineering -Production (MEM20198)	Metal and Engineering (MEM98)

Industry Curriculum Framework	Year 11 Preliminary	Year 12 HSC	AQF Qualification	National training package(s)
Primary Industries	✓	✓	<p>Certificate II in Conservation and Land Management (RTD20102)</p> <p>Certificate II in Rural Operations (RTE20703)</p> <p>Certificate II in Agriculture (RTE20103)</p> <p>Certificate II in Horticulture (RTF20103)</p> <p>Certificate II in Agriculture specialising in Beef Production, Dairy Production, Goat Production, Horse Breeding, Pig Production, Poultry Production, Sheep and Wool Production, Grain Production, Cotton Production or Sugar Production (RTE21030)</p> <p>Certificate II in Irrigation (RTE20203)</p> <p>Certificate II in Production Horticulture (RTE20603)</p> <p>Certificate II in Crutching (RTE20503)</p> <p>Certificate II in Shearing (RTE20403)</p> <p>Certificate II in Wool Handling (RTE20303)</p> <p>Students completing extension course may achieve:</p> <p>Certificate III in Advanced Wool Handling (RTE32003)</p> <p>SOA towards Certificate III in Conservation and Land Management (RTD30102)</p> <p>SOA towards Certificate III in Rural Operations (RTE31903)</p> <p>SOA towards Certificate III in Agriculture (RTE30103)</p> <p>And various specialisations</p> <p>SOA towards Certificate III in Production Horticulture (RTEW31603)</p> <p>SOA towards Certificate III in Irrigation (RTE31303)</p> <p>SOA towards Certificate III in Horticulture (RTF30103)</p> <p>SOA towards Certificate III in Wool Clip Preparation (RTE31403).</p>	<p>Conservation and Land Management (RTD02)</p> <p>Amenity Horticulture (RTF03)</p> <p>Rural Production (RTE03)</p> <p>Food Processing (FDF03)</p>
Retail	✓	✓	<p>Certificate I in Retail (WRR10102)</p> <p>SOA towards Certificate II in Retail (WRR20102)</p>	Retail (WRR02)

Industry Curriculum Framework	Year 11 Preliminary	Year 12 HSC	AQF Qualification	National training package(s)
Tourism	✓	✓	Certificate II in Tourism (Operations) (THH20502) Certificate III in Tourism (Operations) (THH31002)	Tourism (THH02)

Enrolment Options

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

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

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

Assessment Program

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

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

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

Contribution to University Entrance Calculations

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

Statistics

Table 14: Total enrolments for Years 11 and 12 for each Industry Curriculum Framework

Industry Curriculum Framework	Total Year 11 and 12 enrolments 2006		
	School	TAFE	Total
Business Services	4 743	555	5 298
Construction	5 020	566	5 586
Entertainment Industry	1 946	155	2 101
Hospitality	17 084	812	17 896
Information Technology	6 115	574	6 689
Metal and Engineering	1 997	222	2 219
Primary Industries	1 694	152	1 846
Retail	4 697	368	5 065
Tourism	77	945	1 022
			47 722

In addition to the Industry Curriculum Framework, courses students can undertake a Board-developed TAFE NSW-delivered VET Accounting course. The VET HSC Accounting course is a 240 indicative hour course which gives students the opportunity to gain 2 HSC units. The HSC examination results can contribute to the calculation of the Universities Admission Index (UAI).

The Accounting course is based on the nationally endorsed Financial Services training package (FNS04). On successful completion of the Accounting course, students will be entitled to advanced standing in TAFE NSW course FNS60204 Advanced Diploma in Accounting (19194). An examination mark is reported as well as an HSC mark and a performance band.

Strategy 1 – Board of Studies subject – Board-endorsed Courses

Table 15: Stand alone VET

Board-endorsed VET Course	Number of Students	Qualification/Outcome
Aeroskills	117	Certificate II
Aged Care Work	361	Certificate III
Animal Care	581	Certificate I and II
Art	52	Statement of Attainment
Automotive	1 797	Certificate I
Automotive Vehicle	28	Certificate II
Aviation - Aircraft Ops	162	Statement of Competencies Achieved
Aviation Studies	6	Statement of Attainment
Baking	54	Statement of Attainment
Beauty Therapy	982	Statement of Attainment
Beef Production	32	Statement of Attainment
Boating Services	11	Certificate I
Business	2	Certificate I
Business (Frontline)	109	Certificate II
Business - Human Resource	18	Statement of Attainment
Child Studies	149	Statement of Attainment
Children's Services	1 256	Certificate III
Children's Services-Intro	7	Certificate II
Cleaning Operations	11	Certificate II
Clothing Production	4	Certificate I
Community Recreation	7	Certificate II
Community Services	127	Certificate II
Computer (CAD)	114	Statement of Competencies Achieved
Computer Hardware Servicing	93	Statement of Attainment
Construction - Carpentry	9	Statement of Attainment
Design	394	Statement of Attainment
Design Fundamentals	30	Certificate III
Design Visual For Fashion	2	Certificate III
Digital Imaging	24	Statement of Attainment
Electrical Trade	205	Certificate I
Electrotech-Comp/Electron	32	Statement of Attainment
Electrotechnology	97	Statement of Attainment
Entertainment Industry	31	Certificate III
Equine Industry Traineeship	1	Certificate II
Fashion	15	Certificate II
Fashion Design	33	Certificate II
Fashion Fundamentals	94	Certificate II
Fashion Visualisation	75	Certificate II
Floor Covering	1	Certificate II

Board-endorsed VET Course	Number of Students	Qualification/Outcome
Floristry	34	Certificate II
Food Processing - Wine	10	Certificate I
Furniture Finishing	5	Certificate I
Furniture Making	488	Certificate I and Certificate II
Grain Production	17	Certificate III
Hairdressing	759	Certificate II
Horse Industry	118	Certificate I
Horse Racing Industry	2	Certificate I
Horticulture	2	Certificate II
Hospitality Work Practice	11	Certificate I
Indigenous Food and Culture	16	Statement of Attainment
Interior Decoration	16	Certificate II
Laboratory Skills	12	Statement of Attainment
Laboratory Techniques	13	Statement of Attainment
Marine Industry	46	Statement of Attainment
Maritime Operations	21	Certificate II
Marketing	83	Certificate IV
Meat Retail Traineeship	4	Certificate II
Media	140	Statement of Competencies Achieved
Media and Performance	42	Certificate II
Media Industry	24	Certificate I and Certificate II
Meetings and Events	58	Statement of Attainment
Multimedia	310	Statement of Attainment
Music Industry	343	Certificate III
Nursing Studies	13	Statement of Attainment
Outdoor Recreation	210	Certificate II
Photography	89	Statement of Competencies Achieved
Plastics	27	Statement of Attainment
Plumbing - Techniques	85	Statement of Attainment
Print Production	6	Certificate II
Property Services	347	Certificate III
Radio Broadcasting	25	Certificate II
Recreational Fishing	16	Certificate II
Refrigeration Trade	9	Certificate I
Retail Operations Ext	429	Certificate II
Sampling and Measurement	2	Certificate II
Screen	107	Certificate II
Seafood Industries	8	Statement of Attainment
Signcraft	29	Statement of Attainment
Sport (Coaching)	494	Certificate II
Sport and Recreation	499	Certificate II
Style Visualisation	11	Certificate II
Telecommunication	24	Certificate II
Upholstery	14	Certificate II
Visual Arts and Contemp Craft	233	Statement of Attainment
Web Design	10	Statement of Attainment
Youth Work	13	Certificate III

Enrolment Options

Board-endorsed VET courses are designed by a school or group of schools for delivery by schools, TAFE NSW or other RTOs. VET Board-endorsed courses include:

- VET content endorsed courses includes courses which are developed in conjunction with and delivered by TAFE NSW and endorsed by the Board of Studies NSW; and
- Locally designed courses includes courses developed locally and delivered either by TAFE NSW or schools and endorsed by the Board of Studies NSW.

Board-endorsed VET courses may count as unit value towards the Preliminary and/or HSC.

Assessment Program

Board-endorsed VET courses are competency-based and students are judged either competent or not yet competent.

Contribution to University Entrance Calculations

Board-endorsed HSC VET courses have no HSC examination and the results cannot be used in the calculation of a student's UAI.

Statistics

In 2006, a total of 12 397 students completed Board-endorsed courses as part of the Preliminary and/or HSC.

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

Students may gain credit towards the Higher School Certificate for courses undertaken through TAFE NSW or other recognised post-secondary institutions. Courses for which credit is granted will count as BEC units in the Preliminary or HSC pattern towards the Higher School Certificate but will be reported without a mark.

A maximum of six units from the 12 unit Preliminary study pattern and four units from the 10 unit HSC study pattern, required for the award of the Higher School Certificate, may be achieved through credit transfer. The time limit on the recognition of courses for credit transfer is five years between the year of course completion and the year of the first Higher School Certificate examination. Preliminary and HSC units of study for which credit transfer has been granted are reported as credit transfer.

3.2.5 Reporting and Certification

Board of Studies NSW documentation:

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

Table 16: Reporting and certification

	Reported at Year 11	Reported at Year 12
Strategy 1:	Subject name and unit value eg.:	Subject name and unit value eg.:
VET Industry Curriculum Frameworks	2 unit Business Services. Record of Achievement under the heading 'Board-developed Courses' shows: Course name and unit value as with other Board-developed Courses (Preliminary)	2 unit Business Services <i>Record of Achievement</i> under the heading 'Board-developed Courses' shows: Course name and unit value as with other Board-developed Courses with statement ' <i>Refer</i>

	Reported at Year 11	Reported at Year 12
		<i>to Vocational documentation</i> * If optional examination is completed: Examination mark appears HSC mark appears (equal to Examination mark) Performance Band appears
Board-endorsed VET Courses	Subject name, eg, 2 unit Nursing Studies Appears on Record of Achievement under the heading 'Board-endorsed Courses (Preliminary)	Subject name, eg, 2 unit Nursing Studies Appears on <i>Record of Achievement</i> under the heading 'Board-endorsed Courses' with statement ' <i>Refer to Vocational documentation</i> ' *
Strategy 2: Credit transfer	Appears on Record of Achievement under the heading 'Credit Transfer' (Preliminary)	Appears on <i>Record of Achievement</i> under the heading 'Credit Transfer' (HSC)

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

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

- units of competency completed and counted towards the HSC;
- students enrolled per unit of competency and counted towards HSC; and
- indicative hours attached to each unit of competency counted towards the HSC.

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

3.3 NORTHERN TERRITORY

3.3.1 Policy and strategies for delivering VET

VET can contribute to the Northern Territory Certificate of Education (NTCE) in two ways:

Strategy 1 – SSABSA–VET

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

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

Students undertake units of competency (modules) embedded within existing SSABSA-accredited subjects, eg. Vocational Studies.

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

Strategy 2 – Stand-alone VET

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

3.3.2 Contribution of VET to the NTCE

Northern Territory Board of Studies (NTBOS) recognition policy

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

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

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

3.3.3 Recent developments

In consultation with SSABSA, NT DEET continues to broaden the options available to Northern Territory students in terms of Vocational Education and Training. The establishment of the School to Work Strategic Plan (2007-2009), the VET Plan (2006-2008) and Job Plan 3 (2007) will guide the development of VET programs in the Northern Territory.

The impact of the Future SACE on the direction of senior secondary education in the Northern Territory will continue to impact on the way in which future planning for Vocational Education and Training will be managed in the Northern Territory.

3.3.4 Strategies for delivering VET in the NTCE

Strategy 1 – Units of competency packaged as SSABSA subjects

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

Table 17: Relationship of SSABSA-VET subjects to AQF qualifications and training packages

SSABSA-VET subjects	Year 11	Year 12	AQF qualification	National training package
Broadcasting and Multimedia (VET)	✓	✓	Certificate II in Broadcasting (screen) (CUF20301) Certificate II in Broadcasting (radio) (CUF20401) Certificate II in Broadcasting (television) (CUF20501) Certificate II in Multimedia (CUF20601) Towards: Certificate III in Broadcasting (Radio) (CUF30301) Certificate III in Broadcasting (Television) (CUF30401) Certificate III in Multimedia (CUF30601)	Film, Television, Radio and Multimedia (CUF01)
Business Services (VET)	✓	✓	Certificate II in Business (BSB20101) Towards: Certificate III in Business (BSB30101) Certificate III in Business Administration (BSB30201) Certificate III in E-Business (BSB30601)	Business Services (BSB01)
Community Services (VET)	✓	✓	Certificate II in Community Services (Community Work) (CHC20499) Certificate II in Community Services Support Work (CHC20102) Certificate III in Community Services Aged Care Work (CHC30102)	Community Services (CHC02)
Conservation and Land Management (VET)	✓	✓	Certificate I in Conservation and Land Management (RTD10102) Certificate II in Conservation and Land Management (RTD20102)	Conservation and Land Management (RTD02)
Financial Services (VET)	✓	✓	Certificate II in Financial Services (FBS20104) Towards: Certificate III in Financial Services (FNS30104)	Financial Services (FNS04)
General Construction (VET)	✓	✓	Certificate I in General Construction (BCG10103) Certificate II in General Construction (BCG20103)	General Construction (BCG03)
Hospitality (VET)	✓	✓	Certificate I in Hospitality (Kitchen Operations) (THH11102) Certificate II in Hospitality (Kitchen Operations) (THH22002)	Hospitality (THH02)

SSABSA-VET subjects	Year 11	Year 12	AQF qualification	National training package
Information Technology (VET)	✓	✓	Certificate II in Information Technology (General) (ICA20199) Towards: Certificate III in Information Technology (General) (ICA30299)	Information Technology (ICA99)
Laboratory Operations (VET)	✓	✓	Towards: Certificate III in Laboratory Skills (PML30104)	Laboratory Operations (cross-industry) (PML04)
Manufacturing and Engineering (VET)	✓	✓	Certificate I in Engineering (MEM10198) Certificate II in Engineering (Production) (MEM20198)	Metal and Engineering (MEM98)
Retail (VET)	✓	✓	Certificate I in Retail Operations WRR10102 Certificate II in Retail Operations (WRR20102)	Retail (WRR02)
Seafood Operations (VET)	✓	✓	Certificate I in the Seafood Industry (Aquaculture) (SFI10100) Certificate I in the Seafood Industry (Fishing Operations) (SFI10200) Certificate I in the Seafood Industry (Seafood Processing) (SFI10500) Towards: Certificate II in Seafood Industry (Aquaculture) (SFI20100) Certificate II in Seafood Industry (Fishing Operations) (SFI20200)	Seafood (SFI00)
Sport and Recreation (VET)	✓	✓	Certificate I in Community Recreation (SRC10204) Certificate II in Community Recreation (SRC20204) Certificate II in Outdoor Recreation (Multiple Activities) (SRO20303) Towards: Certificate II in Sport (Coaching) (SRS20303) Certificate II in Sport (Officiating) (SRS20403) Certificate II in Sport (Career-orientated Participation) (SRS20203) Certificate III in Community Recreation SRC30204 Certificate III in Community Recreation (Instruction) SRC30301	Community Recreation (SRC04) Outdoor Recreation (SRO03) Sport Industry (SRS03)
Tourism Operations (VET)	✓	✓	Certificate I in Tourism (Australian Indigenous Culture) (THT10102) Certificate II in Tourism (Operations) (THT20502)	Tourism (THT02)

Enrolment options

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

- Option A; and
- Option B.

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

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

Assessment program

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

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

Contribution to university entrance calculations

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

Statistics

Table 18: Students undertaking stage 2 SSABSA-VET subjects

Year	2002	2003	2004	2005	2006
Students undertaking Stage 2 SSABSA-VET subjects	0	0	40	41	102

Note: Data supplied by SSABSA

Table 19: Number of VET units counted toward the NTCE

	2004	2005	2006
Students who completed at least 1 unit of VET that contributed to the completion of their certificate	300 (35%)	396 (43%)	443 (47%)
Students who had between 1 and 6 units	185	193	239 (53%)
Students who had between 7 and 11 units of VET.	89	140	144 (32%)
Students who counted the maximum number of 12 units towards their NTCE.	26	55	60 (13%)

Strategy 2 – Stand-alone VET Credited towards NTCE

Enrolments Options

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

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

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

Assessment program

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

Contribution to university entrance calculations

Stand-alone VET programs do not contribute to the university entrance calculation.

Statistics

The amount of stand-alone VET nominal hours completed by NTCE students has increased significantly between 2005 and 2006.

Table 20: Nominal hours completed of stand-alone VET

	2003	2004	2005	2006
Total number of stand-alone VET nominal hours completed by NTCE students	265 115	269 020	348 554	413 340

Note: Data supplied by SSABSA

Table 21: Students undertaking vocational studies and students who completed the NTCE

Year	Vocational Studies students	Students who completed NTCE
2002	31	819
2003	26	814
2004	25	856
2005	48	927
2006	136	933

3.3.5 Reporting and certification

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

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

Table 22: Reporting and Certification

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

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

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

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

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

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

3.4 QUEENSLAND

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

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

School-based Australian Apprenticeships (SBAAAs) (commonly called School-based Apprenticeships and Traineeships (SATs) in Queensland) are a significant feature in Queensland schools, with Queensland accounting for about half the national number of SBAAAs.

In 2006, Queensland continued implementation of Education and Training Reforms for the Future (ETRF). Embedded VET was removed from the Authority Registered subjects [Study Area Specifications (SASs)] for Creative Arts, Recreation, Agriculture and Horticulture and Information and Communications Technology. These SASs now offer stand-alone certificates I and II qualifications from related national training packages as well as related non-accredited VET subjects (see 2.4.3Recent Developments).

The VET section of the Queensland Studies Authority managed Queensland Certificate of Education (QCE) projects in regard to tailored training programs, and identifying exempted Certificates III and IV. Information in regard to exempted Certificates III and IV is published on the QSA website.

3.4.2 Contribution of VET to the Senior Certificate

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

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

Statistics

Table 23: Qualification statistics

Number of Senior Certificates issued	40 608
Number of students with at least 1 unit of competency recorded	21 302
Number of students with at least one VET certificate recorded	13 411
Number of students with at least one Certificate I	7 046
Number of students with at least one Certificate II	7 358
Number of students with at least one Certificate III	1 709
Number of students with at least one Certificate IV	53
Number of students with a School-based Australian Apprenticeship recorded on their Senior Certificate	3 244

3.4.3 Recent Developments

Study Area Specifications

In 2006, four study area specifications (SAS) (syllabuses for Authority Registered Subjects, with stand-alone delivery of VET qualifications) were available for year 11 and 12 students. These

syllabuses [Creative Arts (2004), Recreation (2004), Agriculture and Horticulture (2004) and Information and Communications Technology (2004)] provide three approaches for schools to offer vocational education:

1. Approach AVET Certificate (Stand-alone VET) (four semesters)
2. Approach BVL Strands (Vocational Learning Strands) (four semesters)
3. Approach CVET Strands (Stand alone VET 2 semesters, Vocational learning two semesters)

Syllabus Review

In July 2006, the Queensland Studies Authority released the blueprint for the future development of syllabuses for the senior phase of learning. The decision to review the Queensland Studies Authority syllabuses in the senior phase of learning was foreshadowed in the suite of reforms outlined in ETRF. These reforms are designed to encourage more young Queenslanders to complete school successfully and move on to rewarding post-school pathways.

This review of the QSA's syllabuses is to ensure the syllabuses:

- meet the needs of students and are relevant to their futures;
- provide options for flexible delivery in terms of time and location; and
- meet the expectations of the community, employers, universities and training providers.

During this phase, feedback on the proposal has been sought from all stakeholders. Phase three, *Preparing the Framework*, will be developed in 2007.

Queensland Skills Plan

In March 2006, the Queensland Government released a joint ministerial statement entitled *Queensland Skills Plan* (Beattie & Barton, 2006). This document outlines a policy framework that sets out a range of actions the Queensland Government will take to meet current and future needs of the labour market.

The new framework has four key elements:

- a training system that works for Queensland;
- training that works for industry and employers;
- training that works for the trades; and
- training that works for individuals.

The 24 actions outlined in the document are aimed at transforming and modernising the VET system including major changes to TAFE to improve the way institutions deliver training.

The *Queensland Skills Plan Action 20: Preparing young people for work* encourages TAFE to work with schools to offer students access to Certificate III qualifications with no tuition fees.

Queensland Certificate of Education

In April 2005, the Queensland Government announced the implementation of the QCE from 2008. Details may be found at www.qld.edu.au/qce. A key feature of the QCE is that a QCE may be achieved through VET alone.

3.4.4 Strategies for Delivering VET in the Senior Certificate

Strategy 1 – Units of Competency Packaged as a QSA Subject

In 2006, there were four Authority subjects and five SASs (syllabuses for Authority-registered subjects) with embedded VET.

Table 24: Subjects with embedded VET

Authority Subjects (Syllabus Year)	SAS (Syllabus Year)
Year 11 and Year 12 Students	Year 12 Students only
Business Communications and Technologies (1998) and (2002)	Marine and Aquatic Practices (2001)
Hospitality Studies (2001)	Year 11 and Year 12 Students
Information Technology Systems (Trial) (1999) and (Pilot) (2002)	Hospitality Practices (1999)
Tourism (2006) open trial	Business (2002)
	Industrial Skills (1999)
	Tourism (2003)

Table 25: Authority subjects with embedded VET

Authority Subject	VET Component	Source of VET
Business Communication and Technologies	2002 syllabus BSB20101 Certificate II in Business	Business Services training package BSB01
Hospitality Studies	THH11002 Certificate I in Hospitality (Operations) or THH11102 Hospitality (Kitchen Operations)	Hospitality training package THH02
Information Technology Systems	2002 Pilot syllabus ICA30199 Certificate III in Information Technology (Software applications) or ICA30299 Certificate III in Information Technology (General) or ICA30399 Certificate III in Information Technology (Network Administration)	Information Technology training package ICA99 (version 3)
Tourism (trial Senior Syllabus) Year 11 students only	THT20502 Certificate II in Tourism	Tourism training package THT02

Students may achieve a complete qualification in each of the four subjects. They may achieve:

- a Certificate III through Information Technology Systems;
- a Certificate II through Business Communication and Technologies and Tourism; or
- a Certificate I through Hospitality Studies.

Enrolment Options

Students select subjects in the normal manner.

Assessment Program

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

Assessment programs are devised by schools.

Contribution to University Entrance Calculations

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

Statistics

Table 26: Statistics for authority subjects

Authority Subjects	Number of students	
	Year 11	Year 12
Business Communication and Technologies	7 596	7 096
Hospitality Studies	1 233	1 159
Information Technology Systems	2 089	1 850
Tourism	402	NA

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

Table 27: SASs with Embedded VET

SAS/Strands	VET component	Source of VET
Year 12 Students only		
Marine and Aquatic Practices (1999)		
Marine Skills	30132 QLD Certificate I in Marine Industry Skills	Authority accredited Course drawn from
Aquatic Pursuits	(no VET)	Transport and Distribution (TDT) competency standards and Outdoor Recreation training package
Year 11 and 12 students		
Business (2002)		
Business Procedures	BSB20101 Certificate II in Business	Business Services training package
Foundation Skills	BSB10101 Certificate I in Business	Business Services training package
Retail Operations	WRR10102 Certificate I in Retail Operations and WRR20102 Certificate II in Retail Operations	Retail training package
Business Studies	(no VET)	
Hospitality Practices (1999)		
Hospitality	THH11002 Certificate I in Hospitality (Operations) THH11102 Certificate I in Hospitality (Kitchen Operations)	Hospitality Industry training package
Introduction to Hospitality	Units of competency from THH02 Hospitality Industry training package	
Catering Practices	(no VET)	
Industrial Skills (1999)		
Building and Construction	BCG10103 Certificate I in Construction	General Construction training package
Engineering (Manufacturing)	MEM10198 Certificate I in Engineering	Metal and Engineering training package
Furnishing	LMF10102 Certificate I in Furnishing	National Furnishings curriculum Furnishing Industry training package
Practical Applications	(no VET)	

SAS/Strands	VET component	Source of VET
Tourism (2003)		
Tourism Operations	THT20502 Certificate II in Tourism (Operations)	Tourism training package
Tourism Issues	(no VET)	

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

Table 28: Qualifications available in each SAS

Certificate II	Certificate I
Tourism	Marine and Aquatic Practices
Hospitality Practices	Hospitality Practices
Business	Business
	Industrial Skills

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

Enrolment Options

Students select subjects in the normal manner.

Assessment Program

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

Assessment programs are devised by schools.

Contribution to University Entrance Calculations

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

Statistics

Table 29: Number of students undertaking Authority registered subjects

Authority-Registered Subjects	Number of students	
	Year 11	Year 12
Embedded VET SAS		
Business (Business Procedures)	619	622
Business (Foundation Skills)	107	89
Business (Retail Operations)	135	207
Hospitality Practices (Hospitality)	1 485	1 628
Hospitality Practices (Introduction to Hospitality)	2 031	2 100
Industrial Skills (Building and Construction)	464	392
Industrial Skills (Engineering (Manufacturing))	2 296	1 627
Industrial Skills (Furnishing 2003)	1 881	1 498
Tourism (Tourism Operations)	812	1 053

Authority-Registered Subjects	Number of students	
	Year 11	Year 12
Year 12 students Only		
Marine and Aquatic Practices (Marine Skills)	0	130

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

Enrolment Options

Schools may register for any VET they wish to offer and students may enrol in any accredited VET qualification/course. All VET achievements may be recorded on the Senior Certificate.

Study Area Specifications with stand-alone VET

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

Approach B – Vocational Learning Strand (no VET certificates)

Approach C – VET Strand (Two semesters of a Certificate I qualification and two semesters of Approach B)

Approach A of the Study Area Specifications (SAS) outline recommended qualifications that are suitable for schools. However, schools can do any VET in this approach. They are not limited to the SAS recommended qualifications.

Table 30: SASs with stand-alone VET

Approach	VET component	Source of VET
Year 11 and 12 Students		
Creative Arts (2004)		
	CUS10101 Certificate I in Music Industry (Foundation) CUE10103 Certificate I in Live Production, Theatre and Events CUV10103 Certificate I in Visual Arts and Contemporary Craft CUV10203 Certificate I in Aboriginal or Torres Strait Islander Cultural Arts CUS 20101 Certificate II in Music Industry (Foundation) CUE20103 Certificate II in Live Production, Theatre and Events CUV20103 Certificate II in Visual Arts and Contemporary Craft CUV20203 Certificate II in Aboriginal or Torres Strait Islander Cultural Arts	Either the Music training package CUS01, Entertainment training package CUE03, or the Visual Arts, Craft and Design training package CUV03.
B	(no VET)	
C (two semesters of VET only)	CUS10101 Certificate I in Music Industry (Foundation) CUE10103 Certificate I in Live Production, Theatre and Events CUV10103 Certificate I in Visual Arts and Contemporary Craft CUV10203 Certificate I in Aboriginal or Torres Strait Islander Cultural Arts	Either the Music training package CUS01, Entertainment training package CUE03, or the Visual Arts, Craft and Design training package CUV03

Approach	VET component	Source of VET
Recreation (2004)		
A	SRC10201 Certificate I in Community Recreation SRC10204 Certificate I in Community Recreation SRO20203 Certificate II in Outdoor Recreation	Either the National Community Recreation Industry training Package (SRC01 or SRC04) or the National Outdoor Recreation Industry training package SRO03
B	(no VET)	
C (two semesters of VET only)	SRC10201 Certificate I in Community Recreation SRC10204 Certificate I in community Recreation	Either the National Community Recreation Industry training Package (SRC01 or SRC04) or the National Outdoor Recreation Industry training package SRO03
Agriculture and Horticulture (2004)		
A	RTE10103 Certificate I in Rural Operations RTE20703 Certificate II in Rural Operations	Rural Production training package RTE03
B	(no VET)	
C (two semesters of VET only)	RTE10103 Certificate I in Rural Operations	Rural Production training package RTE03
Information and Communications Technology (2004)		
A	ICA10101 Certificate I in Information Technology ICA10105 Certificate I in Information Technology CUF10101 Certificate I in Media ICA20199 Certificate II in Information Technology ICA20105 Certificate II in Information Technology CUF20601 Certificate II in Multimedia	Either the Information Technology training package (ICA99 or ICA05) or the Film, TV, Radio and Multimedia training package CUF01
B	(no VET)	

Assessment Program

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

Contribution to University Entrance Calculations

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

Statistics – Number of student enrolments in Stand Alone VET

A total of 339 qualifications attracted 22 905 enrolments from year 12 students and for Year 11 students, 201 different qualifications attracted 18 220 enrolments. The 15 qualifications attracting the highest total enrolments from year 11 and 12 students are shown in the table below.

Table 31: Qualifications with the highest year 11 and year 12 enrolments

Qualification	Number of students	
	Year 11	Year 12
30031QLD Certificate I in Work Education	1 807	2 311
ICA20199 Certificate II in Information Technology	971	1 641
THH21802 Certificate II in Hospitality (Operations)	874	1 564
BCG10103 Certificate I in General Construction	1 101	882
ICA10101 Certificate I in Information Technology	920	869
LMF10102 Certificate I in Furnishing	933	781
BSB20102 Certificate II in Business	750	882
MEM10198 Certificate I in Engineering	731	620
ICA10105 Certificate I in Information Technology	543	601
30064QLD Certificate II in Workplace Practices	535	598
WRR20102 Certificate II in Retail Operations	304	803
30030QLD Certificate I in Work Readiness	415	626
THH11002 Certificate I in Hospitality (Operations)	548	442
ICA20105 Certificate II in Information Technology	598	270
CHC30402 Certificate III in Children's Services	265	514

Statistics – Number of certificates achieved through stand-alone delivery

Table 32: Number of certificates achieved through stand-alone delivery

Certificate I	4 217
Certificate II	3 875
Certificate III	962
Certificate IV	52

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

Table 33: Number of certificates achieved through School-based New Apprenticeships

Certificate I	n/a
Certificate II	1 244
Certificate III	446
Certificate IV	0

3.4.5 Reporting and Certification

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

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

3.5 SOUTH AUSTRALIA

3.5.1 Policy and Strategies for delivering VET

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

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

VET contributes to the SACE by means of two key strategies:

Strategy 1: Mainstream

Students undertake units of competency (modules) that are packaged either within Board-developed and approved subjects that are specifically identified as SSABSA-VET subjects in various industry areas or as a smaller component of SSABSA-accredited subjects in other Learning Areas. Students can then receive dual accreditation towards an AQF qualification and the SACE.

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

Strategy 2: Stand-Alone

Students complete units of competency (modules) that are granted status towards completion of the SACE in a stand-alone fashion. Students can count up 400 (nominal) hours of nationally accredited VET from the complete range of AQF qualifications towards the SACE. This is the equivalent of 8 SACE units, or one-third of the SACE certificate requirements.

3.5.2 Contribution of VET to the SACE

To complete the SACE, students need to satisfactorily complete 22 units. They have the flexibility to use a combination of the two strategies outlined above in order to best meet their needs. In this way, SACE can be completed with up to 18 of the 22 units including VET units of competency.

3.5.3 Recent developments

SSABSA continues to broaden the options available to students by increasing the variety of industry areas that are accessible to students who wish to make use of SSABSA-VET subjects. Students and schools can select VET units of competency from an approved list to form a 1-unit or 2-unit subject (Stage 1) or a 2-unit subject (Stage 2). Additions will include Automotive and Electrotechnology (2007) and the projected inclusion of Transport and Logistics (2008). Schools have flexibility in the number and sequence of units of competency that can be undertaken in Strategy 1 (provided that they are of an appropriate standard for SSABSA-VET subjects).

3.5.4 Strategies for delivering VET in the SACE

Strategy 1 – Board-developed subjects – SSABSA-VET

The following table shows the 14 SSABSA-VET subjects offered in 2006, their relationship to the AQF qualification and the relevant National training package.

The SSABSA-VET Curriculum Statement containing the 14 subjects is available at: <http://www.ssabsa.sa.edu.au/flexible/subjects.htm>.

Table 34: Relationship of SSABSA-VET subjects to AQF qualifications and training packages

SSABSA-VET Subjects	Year 11	Year 12	AQF Qualification	National training package(s)
Broadcasting and Multimedia (VET)	✓	✓	Certificate II in Broadcasting (screen) (CUF20301) Certificate II in Broadcasting (radio) (CUF20401) Certificate II in Broadcasting (television) (CUF20501) Certificate II in Multimedia (CUF20601) Towards: Certificate III in Broadcasting (Radio) (CUF30301) Certificate III in Broadcasting (Television) (CUF30401) Certificate III in Multimedia (CUF30601)	Film, Television, Radio and Multimedia (CUF01)
Business Services (VET)	✓	✓	Certificate II in Business (BSB20101) Towards: Certificate III in Business (BSB30101) Certificate III in Business Administration (BSB30201) Certificate III in E-Business (BSB30601)	Business Services (BSB01)
Community Services (VET)	✓	✓	Certificate II in Community Services (Community Work) (CHC20202) Certificate II in Community Services Support Work (CHC20102) Certificate III in Community Services Aged Care Work (CHC30102)	Community Services (CHC02)
Conservation and Land Management (VET)	✓	✓	Certificate I in Conservation and Land Management (RTD10102) Certificate II in Conservation and Land Management (RTD20102)	Conservation and Land Management (RTD02)
Financial Services (VET)	✓	✓	Certificate I in Financial Services (FNS10104) Towards: Certificate II in Financial Services (FNS20104) Certificate III in Financial Services (FNS30104)	Financial Services (FNS04)
General Construction (VET)	✓	✓	Certificate I in General Construction (BCG10103) Certificate II in General Construction (BCG20103)	General Construction (BCG03)
Hospitality (VET)	✓	✓	Certificate I in Hospitality (Kitchen Operations) (THH11102) Certificate II in Hospitality (Kitchen Operations) (THH22002)	Hospitality (THH02)
Information Technology (VET)	✓	✓	Certificate II in Information Technology (General) (ICA20199) Towards: Certificate III in Information Technology (General) (ICA302099)	Information Technology (ICA99)
Laboratory Operations (VET)	✓	✓	Towards: Certificate II in Sampling and Measurement (PML20104)	Laboratory Operations (cross-industry)

SSABSA-VET Subjects	Year 11	Year 12	AQF Qualification	National training package(s)
			Certificate III in Laboratory Skills (PML30104)	(PML04)
Manufacturing and Engineering (VET)	✓	✓	Certificate I in Engineering (MEM10198) Certificate II in Engineering (Production) (MEM20198)	Metal and Engineering (MEM98)
Retail (VET)	✓	✓	Certificate I in Retail Operations (WRR10102) Certificate II in Retail Operations (WRR20102)	Retail (WRR02)
Seafood Operations (VET)	✓	✓	Certificate I in the Seafood Industry (Aquaculture) (SFI10100) Certificate I in the Seafood Industry (Fishing Operations) (SFI10200) Certificate I in the Seafood Industry (Seafood Processing) (SFI10500) Towards: Certificate II in Seafood Industry (Aquaculture) (SFI20100) Certificate II in Seafood Industry (Fishing Operations) (SFI20200)	Seafood (SFI00)
Sport and Recreation (VET)	✓	✓	Certificate II in Community Recreation (SRC20204) Certificate II in Outdoor Recreation (Multiple Activities) (SRO20303) Towards: Certificate II in Sport (Coaching) (SRS20303) Certificate II in Sport (Officiating) (SRS20403) Certificate II in Sport (Career-orientated Participation) (SRS20203) Certificate III in Community Recreation (SRC30204) Certificate III in Community Recreation (Instruction) SRC30301	Community Recreation (SRC04) Outdoor Recreation (SRO03) Sport Industry (SRS03)
Tourism Operations (VET)	✓	✓	Certificate I in Tourism (Australian Indigenous Culture) (THT10102) Certificate II in Tourism (Operations) (THT20502)	Tourism (THT02)

Enrolment Options

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

- 1-unit
- 2-unit programs

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

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

- Option A
- Option B

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

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

Assessment Program

Each of these SSABSA-VET subjects includes three assessment components:

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

A fourth assessment component is included for those students in Stage 2 wishing to use the subject towards gaining a TER.

4. Work Project

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

Contribution to University Entrance Calculations

All SSABSA-VET subjects have an option (Option B) accepted by the South Australian universities for the calculation of the University Aggregate and the TER (as long as the additional assessment component is completed).

Statistics

The number of students undertaking VET utilising SSABSA-VET subjects significantly increased during 2006.

Table 35: Students undertaking SSABSA-VET subjects

Year	Students undertaking SSABSA-VET subjects
2002	515
2003	855
2004	1 154
2005	1 482
2006	2 212

Of the students undertaking a SSABSA-VET subject at Stage 2 level, 54% were able to use the subject to contribute towards their TER.

The number of students using VET units of competency embedded in other Learning Area subjects remains relatively low. The most popular subject in which VET was embedded was Vocational Studies. This subject has continued to record a substantial increase in student enrolments.

Table 36: Statistics

Year	Vocational studies students	Students who completed SACE
2002	518	11 102
2003	626	11 070
2004	948	11 329
2005	1 313	11 513
2006	2 143	12 167

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

Enrolment Options

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

- 50 nominal hours = 1 SACE unit

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

Assessment Program

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

Contribution to University Entrance Calculations

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

Statistics

The number of students undertaking stand-alone VET continued to show a significant increase during 2006.

Table 37: Stand-alone VET nominal hours

Year	Total Number of stand-alone VET nominal hours completed by SACE students
2002	1 094 227
2003	999 508
2004	1 111 293
2005	1 500 777
2006	1 768 146

3.5.5 Reporting and Certification

SSABSA provides students with the following documentation of their achievements:

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

Table 38: Reporting and certification

Strategy	Reported at Year 11	Reported at Year 12
Strategy 1 SSABSA-VET subjects	Subject name, eg. Tourism Operations (VET) Achievement: Satisfactory Recorded Achievement Requirements Not Met	Subject name, eg. Tourism Operations (VET) For Option A Achievement: Satisfactory Achievement Recorded Achievement Requirements Not Met For Option B Achievement or Embedded subject name: Subject Achievement Score, eg. 16/20 Grade, eg. 'A', 'B'
Embedded VET	Name of the SSABA- accredited subject only, eg. 'English'	Verbal description University Entrance Points, eg. 16.40
Strategy 2 Stand-alone VET	Number of SACE units, 'status granted', with a generic subject code	Not applicable

SSABSA has the facility to provide data relating to:

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

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

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

SSABSA maintains the following data on VET units of competency:

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

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

3.6 TASMANIA

3.6.1 Policy and Strategies for delivering VET

VET is delivered to Tasmanian senior secondary students by RTOs. Most schools offering courses to Year 11 and 12 students are RTOs. Some VET training is done by specialist providers and by TAFE.

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

3.6.2 Contribution of VET to the TCE

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

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

3.6.3 Recent developments

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

From 2009, to achieve the TCE that will mark the formal completion of the senior secondary phase of learning, students must complete the equivalent of a two-year program of senior secondary studies (1 200 hours), develop and review plans for their future and meet a set of standards for everyday adult reading, writing, communication, maths and the use computers and the internet.

Students will meet these standards through studying TCE subjects, Tasmanian Qualifications Authority (TQA) accredited courses, VET courses (including VET units of competence and certificates, traineeships and apprenticeships) and other TQA recognised courses.

More information can be accessed at: <http://www.tqa.tas.gov.au/1697>.

3.6.4 Strategies for delivering VET in the TCE

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

Enrolment Options

RTOs deliver VET to Tasmanian senior secondary students. Most schools offering courses to Year 11 and 12 students are RTOs. Specialist private providers and TAFE deliver some VET training to Tasmanian senior secondary students.

Assessment Program

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

Contribution to University Entrance Calculations

In 2006, the University of Tasmania approved schedules and tables allowing the determination of an equivalent TER for students not eligible for a regular TER, up to a maximum equivalent TER of 65. This process uses results in all TQA accredited and recognised courses as well as VET competencies and certificates.

Statistics

Senior secondary students obtained the following VET results in 2006 -

Table 39: VET statistics

Title	Code	Certificates	Statements of Attainment	Units	Hours
Certificate II in Equine Industry		0	4	15	450
Certificate II in Education (Teacher Aide)	69907	0	2	20	480
Certificate II in Education (Teacher Aide)	69954	3	3	49	1 135
Certificate I in Workplace Skills Training Program in Mentoring in the Community	69992	205	209	3 945	78 954
Certificate I in Automotive	90921NSW	1	0	4	120
Certificate I in Automotive	AUR10105	91	44	912	27 760
Certificate I in Automotive	AUR10199	0	0	12	360
Certificate II in Automotive Vehicle Servicing	AUR20505	0	5	6	180
Certificate I in General Construction	BCG10103	61	33	869	25 888
Certificate II in General Construction	BCG20103	4	2	60	1 788
Certificate II in General Construction	BCG20198	0	18	80	1 880
Certificate III in Carpentry	BCG30203	0	2	12	360
Certificate III in Plumbing	BGP30103	0	7	47	1 410
Certificate I in Business	BSB10101	40	9	153	3 945
Certificate II in Business	BSB20101	96	63	1 553	41 122
Certificate III in Business	BSB30101	0	6	41	1 600
Certificate I in Work Preparation	CHC10102	21	1	66	2 200
Certificate II in Community Services Support Work	CHC20102	8	1	99	2 680
Certificate II in Community Services Work	CHC20202	132	115	2 033	60 417
Certificate III in Aged Care Work	CHC30102	4	1	36	1 015
Certificate III in Disability Work	CHC30302	4	1	17	519
Certificate III in Children's Services	CHC30402	0	1	6	180
Certificate II in Live Production, Theatre and Events	CUE20103	9	10	136	4 286
Certificate III in Live Production, Theatre and Events (Technical Operations)	CUE30203	4	5	70	2 056
Certificate III in Venues and Events (Customer Service)	CUE30303	2	0	24	706
Certificate II in Screen	CUF20301	3	0	24	675
Certificate II in Broadcasting (Radio)	CUF20401	18	9	208	5 115
Certificate II in Broadcasting (Television)	CUF20501	11	1	107	2 773
Certificate II in Multimedia	CUF20601	23	7	341	9 559
Certificate III in Screen	CUF30101	4	0	20	751
Certificate II in Music Industry (Foundation)	CUS20101	1	13	77	2 955
Certificate I in Visual Arts and Contemporary Craft	CUV10103	7	1	64	2 010

Title	Code	Certificates	Statements of Attainment	Units	Hours
Certificate II in Visual Arts and Contemporary Craft	CUV20103	2	5	70	2 105
Certificate II in Food Processing (Wine)	FDF20403	0	1	30	900
Certificate I in Information Technology	ICA10101	1	2	12	319
Certificate I in Information Technology	ICA10105	13	25	185	5 405
Certificate II in Information Technology	ICA20105	45	19	883	25 349
Certificate II in Information Technology	ICA20199	1	2	29	701
Certificate II in Information Technology (Applications)	ICA20201	0	1	1	25
Certificate III in Information Technology	ICA30105	0	11	80	2 400
Certificate IV in Information Technology (Programming)	ICA40699	1	0	19	501
Certificate I in Furnishing	LMF10102	24	13	173	5 190
Certificate II in Furniture Making	LMF20302	1	1	19	570
Certificate I in Engineering	MEM10105	8	3	96	2 880
Certificate I in Engineering	MEM10198	27	27	446	9 331
Certificate II in Engineering - Production	MEM20198	0	2	12	361
Certificate II in Conservation and Land Management	RTD20102	1	2	38	1 130
Certificate I in Rural Operations	RTE10103	7	3	62	1 840
Certificate II in Agriculture	RTE20103	13	2	223	6 562
Certificate II in Rural Operations	RTE20703	4	6	143	4 460
Certificate I in Horticulture	RTF10103	11	9	113	3 370
Certificate II in Horticulture	RTF20103	1	6	148	4 260
Certificate II in Horticulture	RUH20198	2	4	28	830
Certificate I in Animal Studies	RUV10104	3	2	23	690
Certificate II in Animal Studies	RUV20104	11	3	126	3 780
Certificate I in Seafood Industry (Aquaculture)	SFI10104	1	0	10	215
Certificate I in Sport and Recreation	SRO10103	65	30	1 516	40 538
Certificate II in Sport and Recreation	SRO20103	10	25	605	17 211
Certificate II in Outdoor Recreation	SRO20203	7	20	485	14 017
Certificate I in Transport and Distribution (Maritime Operations)	TDM10101	4	2	51	900
Certificate I in Transport and Distribution (Warehousing and Storage)	TDT10102	7	7	80	2 040
Certificate I in Hospitality (Operations)	THH11002	41	47	493	8 744
Certificate I in Hospitality (Kitchen Operations)	THH11102	83	52	957	13 940
Certificate II in Hospitality (Operations)	THH21802	76	181	1 429	28 683
Certificate II in Hospitality (Operations)	THH21897	0	1	11	259

Title	Code	Certificates	Statements of Attainment	Units	Hours
Certificate II in Tourism (Operations)	THT20502	74	78	1 475	38 709
Certificate I in Electrotechnology	UTE10102	22	6	206	2 275
Certificate II in Electrotechnology Servicing (Superseded by UTE20504)	UTE20502	0	1	7	175
Certificate III in Electrotechnology Computer Systems	UTE30599	0	11	75	275
Certificate III in Beauty Services	WRB30104	0	23	26	780
Certificate II in Hairdressing	WRH20100	40	34	490	10 914
Certificate I in Retail Operations	WRR10102	29	15	206	6 043
Certificate II in Retail Operations	WRR20102	11	4	282	7 666
Certificate II in Retail Operations	WRR20197	0	1	1	50

3.6.5 Reporting and Certification

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

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

Table 40: Reporting and certification

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

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

3.7 VICTORIA

3.7.1 Policy and Strategies for delivering VET

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

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

Strategy 1 – Formalised credit arrangements

VCE VET programs

The Victorian Curriculum and Assessment Authority (VCAA) develops, approves, and manages a suite of 24 VCE VET (comprising 41 individual VET certificates) and 11 SBA programs.

In consultation with industry, TAFE institutes and schools, the VCAA develops a VCE VET program with a VET qualification outcome within the rules of the relevant training package or curriculum. Each VCE VET program is stand-alone and is accredited as part of the VCE by the Victorian Qualifications Authority (VQA). The VCAA constructs VCE recognition arrangements around the VET qualification so that the VCE VET program reflects the VCE structure. Students choose a VCE VET program as they would a VCE study.

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

Strategy 2 – Stand alone

Block Credit Recognition towards VCE

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

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

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

3.7.2 Contribution of VET to the VCE and VCAL

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

VCE

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

- Units 1 and 2 (normally Year 11)
- Units 3 and 4 (normally Year 12)

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

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

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

VCAL

The completion of components of VET and Further Education certificates is built into the structure of the VCAL. There are four learning strands in the VCAL:

- Literacy and numeracy skills
- Industry-specific skills
- Work-related skills
- Personal development skills

In the Industry Specific Skills strand at Intermediate and Senior levels, students are required to achieve a minimum of 100 hours of competencies/modules that may come from a range of training packages or VET curriculum. Workplace experience for the VET component is optional at Foundation level VCAL. Students are not confined to the approved suite of VCE VET programs when selecting the VET components of their VCAL program and are not expected to complete whole VET qualifications; for example, students can draw credits for VCAL from a range of occupational areas as a means to develop an informed choice of education or employment pathway.

3.7.3 Recent developments

Australian Technical Colleges (ATCs)

In 2006, the VCAA met with several of the Victorian Australian Technical Colleges to aid them in preparation of their programs for 2007. This included providing advice on VET in Schools arrangements in Victoria and mechanisms for gaining credit towards either VCE or VCAL. These discussions have been ongoing with the first year of implementation for ATCs in East Gippsland, Sunshine, Bendigo, Warrnambool and East Melbourne.

Adult and Community provision of VCAL

2006 saw an increase in enrolments in Further Education courses, particularly through Adult and Community Education providers and other community organisations delivering VCAL.

Assessment and Reporting of Student Achievement of Employability Skills in the Post Compulsory Years – Trial in non-school settings 2006

The trial of software for assessment and reporting of student achievement of Employability Skills continued in 2006 with a trial held within non-school settings such as TAFE and ACE providers. The trial was conducted with VCAL and pre-apprenticeship groups and was highly successful. The methodology and tool have received widespread support.

Credit arrangements between pre-apprenticeships and apprenticeships

The Office of Training and Tertiary Education (OTTE) negotiated a series of credit arrangements between nominated pre-apprenticeships and allied apprenticeships. Students in these programs receive credit towards wages, training and time in their apprenticeship. The approved pre-apprenticeship programs are the following VCE VET programs:

- 21560VIC Certificate II in Automotive Technology Studies

- 21566VIC Certificate II in Engineering Studies
- 21278VIC Certificate II in Furnishing (Pre-apprenticeship-Cabinet Making)
- 21393VIC Certificate II in Building and Construction (Bricklaying, Carpentry, Painting and Decorating – Pre apprenticeship)
- ICP20105 Certificate II in Printing and Graphic Arts (General)
- Certificate II in Community Services Work (CHC20202)

Mapping student enrolment data in 2005 to 2006 student destination data

The OnTrack project has been running in Victoria for several years. OnTrack conducts surveys of government and non-government school leavers by telephone, and maps their further education, training and employment destinations. At the time of the survey, assistance and advice is offered to those students not in education, training or full-time employment. The project includes two four-year longitudinal surveys: one which follows a sample of 2003 school leavers and a second which follows specific groups of 2004 school leavers. Both surveys will help to develop a more detailed picture of the group's transitions and pathways after they leave school.

In 2006, the VET enrolment data from 2005 was mapped to the student destination data stemming from the OnTrack project. The data was broken down by VCE VET programs and approved School-Based Apprenticeship programs. It indicated that:

- students who have undertaken a pre-apprenticeship or a qualification from a traditional trade area through VET in Schools are most likely to go into an apprenticeship within a traditional trade area (Agriculture, Automotive, Building and Construction, Engineering, Furnishing, Horticulture);
- students who undertook qualifications that do not belong within the traditional trade areas appear most likely to go on to university or Certificate IV and higher qualifications (Business, Clothing, Community Services, Dance, Equine Industry, Hospitality, Information Technology, Multimedia, Music, Sport and Recreation);
- the Electrotechnology program showed a mix of apprentice and university destinations. This most likely reflects the nature of the program which trains students in future areas for the industry, rather than being undertaken as a pre-apprenticeship program;
- the VCE VET Retail program has a mix of destinations, whereas most students undertaking a School-based Apprenticeship in Retail, presumably as part of their part-time jobs, went on to university or Certificate IV and higher; and
- School-based Apprentices in the non-traditional trades are more likely to progress into university or Certificate IV and above courses, rather than into full time apprenticeships. This is particularly evident in Hospitality, Retail and Sport and Recreation.

It is intended that analysis of this nature will continue in 2007 using destination data from the 2006 cohort surveyed in 2007.

VCE VET program development

Work on the following revised programs was undertaken in 2006:

- Desktop Publishing – revised program incorporating two qualifications from ICP05 Printing and Graphic Arts – ICP20105 Certificate II in Printing and Graphic Arts (General) and ICP20205 Certificate II in Printing and Graphic Arts (Desktop Publishing).
- Information Technology – ICA20105 Certificate II in Information Technology and ICA30105 Certificate III in Information Technology.

3.7.4 Strategies for delivering VET in the VCE and VCAL

Strategy 1

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

VCE

The following qualifications have been packaged as VCE VET programs. There are 24 program areas, with 41 individual qualifications.

Students who complete or partially complete nationally recognised VET qualifications for which the enrolment was not under VCE VET program arrangements can receive credit for these VET achievements through Block Credit Recognition (see Strategy 2).

VCE VET programs

Table 41: VCE VET programs

VCE VET programs	Year 11 (Units 1-2)	Year 12 (Units 3-4)	AQF Qualification	National training package(s)
VCE VET Agriculture	✓	✓	Certificate II in Agriculture (RTE20103)	Agriculture (RTE03)
VCE VET Automotive	✓	✓	Certificate II in Automotive Technology (21110VIC)	Course accredited in Victoria using national competency standards
VCE VET Business Administration	✓	✓	Certificate II in Business (BSB20101) and additional units from Certificate III in Business (BSB30101)	Business Services (BSB01)
VCE VET Building and Construction	✓	✓	Certificate II in Building and Construction (Pre- apprenticeship in Carpentry, Bricklaying and Painting and Decorating) (21393VIC)	Course accredited in Victoria using modules
CISCO Networking Academy		✓	IT vendor training mapped to: UTENES106AA and UTENES206AA	Cisco training curriculum mapped to UTE99
VCE VET Clothing Products	✓		Certificate II in Clothing Production (Intermediate) LMT20600]	TCF (LMT00)
		✓	Certificate III in Concept Development for Clothing Products (21471VIC)	Course accredited in Victoria using national competency standards
VCE VET Community Services	✓	✓	Certificate II in Community Services Work (CHC20202) and additional units from Certificate III in Community Services Work (CHC30802) and Certificate III in Children's Services (CHC30402)	Community Services (CHC02)
VCE VET Dance	✓	✓	Certificate II in Dance (21078VIC)	Course accredited in Victoria using modules
VCE VET Desktop Publishing	✓	✓	Certificate II in Printing and Graphic Arts (General) (ICP20105) Certificate II in Printing and Graphic Arts (Desktop Publishing) (ICP20205)	Printing and Graphic Arts (ICP05)

VCE VET programs	Year 11 (Units 1-2)	Year 12 (Units 3-4)	AQF Qualification	National training package(s)
VCE VET Electrotechnology	✓	✓	Certificate II Electrotechnology (Shared Technology) (21583VIC)	Course accredited in Victoria using competency standards
VCE VET Engineering Studies	✓	✓	Certificate II in Engineering Studies (21566VIC)	Courses accredited in Victoria using national competency standards
	✓	✓	Certificate III in Engineering Studies (21565VIC)	From MEM98
VCE VET Equine Industry	✓	✓	Certificate II in Equine Industry (21327VIC)	Course accredited in Victoria using national competency standards
VCE VET Financial Services	✓	✓	Certificate III in Financial Services (FNS30104)	Financial Services (FNS04)
VCE VET Food Processing (Wine)	✓	✓	Certificate II in Food Processing (Wine) (FDF20403)	Food Processing Industry — Wine sector (FDF03)
VCE VET Furnishing	✓	✓	Certificate II in Furnishing (Pre-apprenticeship - Cabinet Making) (21278VIC) (including units from the LMF02 Furnishing training package)	Course accredited in Victoria using national competency standards
VCE VET Horticulture	✓	✓	Certificate II in: (RTF20103) Horticulture (RTF20203) Horticulture (Aboriculture) (RTF20303) Horticulture (Floriculture) (RTF20403) Horticulture (Landscape) (RTF20503) Horticulture (Retail Nursery) (RTF20603) Horticulture (Wholesale Nursery) (RTF20703) Horticulture (Parks and Gardens) (RTF20803) Horticulture (Turf)	Horticulture (RTF03)
VCE VET Hospitality	✓	✓	Certificate II in Hospitality (Operations) (THH21802) and additional units leading to Certificate III in Hospitality	Hospitality (THH02)
VCE VET Information Technology	✓		Certificate II in Information Technology (ICA20199)	Information Technology (ICA99)
	✓	✓	Certificate III in Information Technology (Software Applications) (ICA30199)	Information Technology (ICA99)
	✓	✓	Certificate III in Information Technology (General)	Information Technology

VCE VET programs	Year 11 (Units 1-2)	Year 12 (Units 3-4)	AQF Qualification	National training package(s)
			(ICA30299)	(ICA99)
	✓	✓	Certificate III in Information Technology (Network Administration) (ICA30399)	Information Technology (ICA99)
VCE VET Laboratory Skills	✓	✓	Certificate III in Laboratory Skills (PML30104)	Laboratory Skills PML04
VCE VET Multimedia	✓		Certificate II in Multimedia (CUF20601)	Film, Television, Radio and Multimedia (CUF01)
		✓	Certificate III in Multimedia (CUF30601)	
VCE VET Music Industry	✓		Certificate II in Music Industry (CUS20101)	Music Industry (CUS03)
	✓	✓	Certificate III in Music (CUS30101)	
	✓	✓	Certificate III in Music Industry (Technical Production) (CUS30201)	
VCE VET Retail Operations	✓		Partial completion of Certificate II in Retail Operations (WRR20102)	Retail (WRR02)
VCE VET Small Business	✓		Certificate II in Small Business (Operations/Innovation) (21530VIC)	Course accredited in Victoria using national competency standards
VCE VET Sport and Recreation	✓	✓	Certificate II in Community Recreation (SRC20204) or Certificate II in Outdoor Recreation (SRO20203) with additional units of competence from Certificate III	Community Recreation (SRC04) Outdoor Recreation (SRO03) Fitness (SRF04) Sport (SRS03)

School-based Apprenticeship programs

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

Table 42: SBA programs

SBA programs	Year 11 (Units 1-2)	Year 12 (Units 3-4)	AQF Qualification	National training package(s)
Agriculture	✓	✓	Certificate II in Agriculture (RTE20103)	Agriculture (RTE03)
Automotive	✓	✓	Certificate II in Automotive: (Mechanical — Tyre Fitting and Repair Light) AUR21599 (Mechanical — Underbody) AUR21699 (Mechanical — Vehicle Servicing) AUR21799 (Sales — Replacement Parts and	Automotive (AUR05)

SBA programs	Year 11 (Units 1-2)	Year 12 (Units 3-4)	AQF Qualification	National training package(s)
			Accessories) AUR22099 (Sales — Service Station Operations) AUR22199 (Sales — Warehousing) AUR22399 (Vehicle Body — Detailing) AUR22599 (Vehicle Body — Paint/Panel Preparation) AUR22899 Certificate II in Bicycles (Services) AUR23099 Certificate II in Outdoor Power Equipment (Services) AUR23399 Certificate III in Automotive: (Mechanical — Heavy Vehicle) AUR30899 (Mechanical — Light Vehicle) AUR31099	
Business Administration	✓	✓	Certificate II in Business (BSB20101) and additional units from Certificate III in Business (BSB30101)	Business Services (BSB01)
Community Services	✓	✓	Certificate II in Community Services Support Work (CHC20102) Certificate II in Community Services Work (CHC20202) Certificate II in Health Support Services (Client/Patient Support Services) (HLT20702)	Community Services (CHC02) Health (HLT02)
Engineering	✓	✓	Certificate II in Engineering Production (MEM20198)	Metals and Engineering (MEM98)
Food Processing	✓	✓	Certificate II in Food Processing (FDF20198) (General Foods, Confectionery, Dairy Processing, Fruit and Vegetables)	Food Processing Industry (FDF98)
Food Processing (Wine)	✓	✓	Certificate II in Food Processing (Wine) (FDF20403)	Food Processing Industry — (Wine Sector) (FDF03)
Horticulture	✓	✓	Certificate II in: Horticulture (RTF20103) Horticulture (Aboriculture) (RTF20203) Horticulture (Floriculture) (RTF20303) Horticulture (Landscape) (RTF20403) Horticulture (Retail Nursery) (RTF20503) Horticulture (Wholesale Nursery) (RTF20603) Horticulture (Parks and Gardens) (RTF20703) Horticulture (Turf) (RTF20803)	Horticulture (RTF03)
Hospitality	✓	✓	Certificate II in Hospitality (Operations) (THH21802) and	Hospitality (THH02)

SBA programs	Year 11 (Units 1-2)	Year 12 (Units 3-4)	AQF Qualification	National training package(s)
			additional units leading to Certificate III in Hospitality	
Information Technology	✓	✓	Certificate III in Information Technology (Software Applications) (ICA30199)	Information Technology (ICA99)
	✓	✓	Certificate III in Information Technology (General) (ICA30299)	
	✓	✓	Certificate III in Information Technology (Network Administration) (ICA30399)	
Retail Operations	✓		Certificate II in Retail Operations (WRR20102)	Retail (WRR02)
Sport and Recreation	✓		Certificate II in Community Recreation (SRC20204)	Community Recreation (SRC04)
	✓		Certificate II in Outdoor Recreation (SRO20203)	Outdoor Recreation (SRO03)
	✓		Certificate II in Sport and Recreation (SRO20103)	Sport (SRS03)
	✓		Certificate II in Sport (Officiating) (SRS20403)	Sport (SRS03)
	✓		Certificate II in Sport (Career Oriented Participation) (SRS20203)	Sport (SRS03)

VCAL

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

VET is a mandatory component of the student's VCAL learning program at Intermediate and Senior levels of the VCAL; credit can be drawn from nationally recognised VET qualifications and VET qualifications contained within VCE VET programs. VET is built into one of the four strands – Industry Specific Skills Strand – that are the prescribed components of the VCAL but workplace experience is optional at the Foundation level of the VCAL.

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

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

Enrolment Options

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

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

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

Assessment Program

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

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

Contribution to University Entrance Calculations

VCE

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

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

Scored programs

In 2006, 14 VCE VET programs provided students with the option of undertaking scored assessment of the designated Unit 3–4 sequence.

For scored VCE VET programs, the study score is calculated through judgments on levels of performance on a set of coursework tasks and an examination at the end of the year. The score allows the students to use their VCE VET program for direct contribution to the ENTER, that is, as one of the 'primary four' scores.

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

- Certificate II in Business Administration – extended program incorporating Certificate III units of competence
- Certificate II in Community Services Work with Community Services and Children's Services streams
- Certificate II in Dance
- Certificate II in Electrotechnology (Shared Technologies)
- Certificate II in Equine Industry
- Certificate II in Furnishing (Cabinet Making Stream)
- Certificate III in Financial Services
- Certificate II in Hospitality (Operations) – extended program incorporating Certificate III units of competence – includes Commercial Cookery and Food and Beverage streams
- Certificate III in Information Technology (Network Administration) or (General) or (Software Applications)
- Certificate III in Laboratory Skills
- Certificate III in Multimedia
- Certificate III in Music
- Certificate III in Music (Technical Production)
- Certificate II in Community Recreation or Certificate II in Outdoor Recreation – extended program incorporating Certificate III units of competence – includes Aquatics, Community Recreation, Fitness and Outdoor recreation foci.

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

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

For VCE VET Multimedia, the externally assessed examination has been conducted successfully on computer for the past seven years.

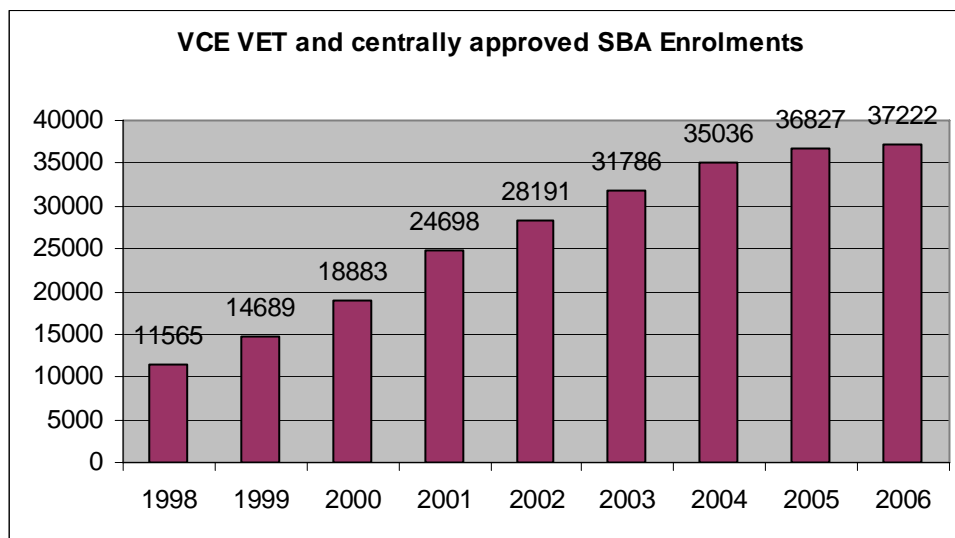
Victorian Tertiary Admissions Centre data each year shows that for the majority of students receiving a study score for a scored VCE VET program, the scored Unit 3–4 sequence contributes to the 'primary four', thereby adding value to the student's ENTER. In 2006, 68.77% of students who received an ENTER had their VCE VET program study score contribute directly to their primary four.

Unscored programs

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

Statistics

Graph 1: VCE VET and SBA enrolments



The number of enrolments in VCE VET programs and School-based Apprenticeships from the approved suite continued to rise.

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

Block Credit Recognition in the VCE

Block Credit within the VCE is available for students who have completed or partially completed nationally recognised VET qualifications at AQF level II or above, for which the enrolment was not under VCE VET program arrangements.

Credit is awarded in the VCE at Units 1–2 level for achievement at AQF II and at Units 3–4 level for achievement at AQF level III and above. The amount of credit is determined by the nominal hours assigned in Victoria to the units completed: 90 hours equates to one VCE unit of credit.

Stand-alone credit towards VCAL

Any form of VET can contribute to the VCAL via the VCAL Strands. A specified number of nominal hours training will grant credit towards VCAL units in the Work Related Skills or Industry Specific Skills strands.

Enrolment Options

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

Completion of units of competence and modules contributes either to the VCE through Block Credit Recognition or to the VCAL via the Industry Specific Skills strand and Work Related Skills strand.

Assessment Program

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

Contribution to University Entrance Calculations

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

Enrolments in programs that are not in the approved suite of VCE VET and SBA programs – credit accrued via Block Credit or VCAL strands

By Industry Area, 2006

Table 43: Enrolments in non VCE VET or approved SBA enrolments by industry area

Industry	All
Adult Community - Further Education	4 299
Agriculture and Horticulture	186
Animal Handling	60
Automotive	69
Building and Construction	423
Business Services	890
Community Services and Health	1 062
Cultural and Recreation - Arts and Design	416
Cultural and Recreation - Entertainment	571
Cultural and Recreation - Racing	13
Cultural and Recreation - Recreation	484
Electrical and Electronics	327
Food Processing	8
Furnishing	311
Information Technology	583
Metals and Engineering	172
Primary and Forest - Fish Harvesting	8
Primary and Forest - Forest	20
Printing	64
Process Manufacturing	24
Public Administration and Safety	121
Textile Clothing and Footwear	28
Tourism and Hospitality	1 245
Training and Assessment	1
Transport and Storage	96
Wholesale Retail and Personal Services	2 868
Grand Total	14 349

Strategy 1 and 2 combined

The following table shows enrolments by industry area for all students. As a student may enrol in multiple certificates, this represents enrolments – not individual students.

The industry areas with highest enrolments – Tourism and Hospitality, Wholesale Retail and Personal Services, Cultural Recreation Entertainment and Information Technology – constitute areas from which many VCE VET and approved School-based Apprenticeship programs are drawn. The Adult, Community and Further Education area accounts for many certificates that contribute to the Literacy and Numeracy or Personal Development Skills Strands of the VCAL.

Table 44: Enrolments for all students by industry area

	Approved School-based Apprentice	VCE VET	All other VET	Grand Total	% of overall
Adult Community - Further Education			4 299	4 299	8.3%
Agriculture and Horticulture	246	785	186	1 217	2.4%
Animal Handling		621	60	681	1.3%
Automotive	272	2 257	69	2 598	5.0%
Building and Construction		2 357	423	2 780	5.4%
Business Services	148	2 415	890	3 453	6.7%
Community Services and Health		1 342	1 062	2 404	4.7%
Cultural and Recreation - Arts and Design			416	416	0.8%
Cultural and Recreation - Entertainment		5 883	571	6 454	12.5%
Cultural and Recreation - Racing			13	13	0.0%
Cultural and Recreation - Recreation	6	3 131	484	3 621	7.0%
Electrical and Electronics		978	327	1 305	2.5%
Food Processing	6	34	8	48	0.1%
Furnishing		1 015	311	1 326	2.6%
Information Technology	43	4 824	583	5 450	10.6%
Metals and Engineering	130	1 474	172	1 776	3.4%
Primary and Forest - Fish Harvesting	3	4	8	15	0.0%
Primary and Forest - Forest			20	20	0.0%
Printing		50	64	114	0.2%
Process Manufacturing		20	24	44	0.1%
Public Administration and Safety			121	121	0.2%
Textile Clothing and Footwear		680	28	708	1.4%
Tourism and Hospitality	410	4 926	1 245	6 581	12.8%
Training and Assessment			1	1	0.0%
Transport and Storage			96	96	0.2%
Wholesale Retail and Personal Services	2 997	165	2 868	6 030	11.7%
Grand Total	4 261	32 961	14 349	51 571	100.0%

3.7.5 Reporting and Certification

Table 45: Reporting and certification

	Reported at Year 11	Reported at Year 12
Strategy 1 Mainstreamed VCE VET programs		
VCE	Statement of Results showing satisfactory completion of VCE VET or SBNA units (eg. VCE VET Hospitality Operations) VET Statement of Results listing units of competence/modules achieved by students.	Statement of Results showing satisfactory completion of VCE VET or SBNA units (eg. VCE VET Hospitality Operations) VET Statement of Results listing units of competence/modules achieved by students. For scored programs the Statement of Results also

	Reported at Year 11	Reported at Year 12
		shows: Coursework score and grade Examination score and grade Study Score.
VCAL	Statement of Results showing credit towards the Industry Specific Skills Strand. VET Statement of Results listing units of competence/modules achieved by students.	Statement of Results showing credit towards the Industry Specific Skills Strand. VET Statement of Results listing units of competence/modules achieved by students.
Strategy 2 Stand-alone Block Credit for VCE	Statement of Results showing credit according to industry area. VET Statement of Results listing units of competence/modules achieved by students.	Statement of Results showing credit according to industry area. VET Statement of Results listing units of competence/modules achieved by students.

3.8 WESTERN AUSTRALIA

3.8.1 Policy and strategies for delivering

The WACE enables students to attain full or partial qualifications while engaged in their senior secondary education, providing pathways for entry into employment, further training or university.

In 2006, the following strategies have been used to engage students in VET and have it counted towards their WACE:

Strategy 1 – Council courses

- a) as a VET version of a council-developed course
- b) as unit of competency specifically embedded in a council-developed course or subject.

Strategy 2 – VET stand-alone

3.8.2 VET Contribution of VET to the WACE

All nationally accredited VET may be recorded on the student's Statement of Results and up to 40% of the WACE requirements can be met through VET stand-alone.

3.8.3 Recent developments

In 2006, the VET version of one new council-developed course has been available for schools to use. In 2007, two more VET versions will be available. In these 'mirror' courses a full VET certificate can be attained, together with credit for the course unit(s). The courses are Media Production and Analysis, Applied Information Technology and Physical Education Studies. These VET versions embed full qualifications into the general course.

Research is presently being conducted into the development of industry-specific VET courses that will provide a curriculum framework for students to achieve a qualification, sit an optional course exam (based on underpinning knowledge and skills of core competencies from a selected training package qualification) and have the score for the exam contribute towards their tertiary entrance ranking (TER).

3.8.4 Strategies for delivering VET in the WACE

Strategy 1 – Council course

- a) VET version of a course

In 2006, there has been one new course with specific VET integration, where a full qualification can be gained together with the credit for the council-developed unit.

Table 46: New VET version of Curriculum Council courses

Curriculum Council – VET version	Year 11	Year 12	AQF qualification	National training package
Media Production and Analysis	✓		Certificate II in Multimedia (CUF20601) Certificate II in Broadcasting (Television) CUF2050 Certificate II in Broadcasting (Radio) CUF20401 Certificate II in Screen CUF20301 Certificate III in Multimedia CUF30601	Film, TV, Radio and Multimedia Industry CUF01

Curriculum Council - VET version	Year 11	Year 12	AQF qualification	National training package
			Certificate III in Broadcasting (Television) CUF30401	

b) VET embedded in a course/subject

In 2006, there have been two new courses with suggested VET units of competency embedded into the general course. Any other present subject may also embed VET units of competency where appropriate.

Table 47: New Curriculum Council courses with embedded VET

Curriculum Council course	Year 11	Year 12	Specified units of competency from AQF qualification	National training package
Aviation	✓	✓	Certificate I in Transport and Distribution (Aviation Foundation Skills) TDA10103 Certificate II in Transport and Distribution (Aviation Flight Operations) TDA20203 Certificate II in Transport and Distribution (Aviation Ground Operations and Service) TDA20403 Certificate III in transport and Distribution (Aviation Ground Operations and Service) TDA40403	Aviation TDA03
Engineering Studies	✓	✓	Certificate I in Engineering MEM10105 Certificate II in Engineering MEM20105	Metal and Engineering MEM05

The units of competency embedded in subjects were selected from the qualifications listed in Strategy 2.

Strategy 2 – VET stand-alone

In 2006, students completed one or more units of competency in stand-alone mode from the following qualifications.

Table 48: Qualifications where students have completed one or more units in stand-alone mode

Code	Qualification
21148VIC	Certificate IV in Youth Ministry
21249VIC	Certificate I in General Education for Adults (Introductory)
21250VIC	Certificate I in General Education for Adults
21251VIC	Certificate II in General Education for Adults
21327VIC	Certificate II in Equine Industry
21345VIC	Certificate I in Initial Adult Literacy and Numeracy
39042QLD	Certificate II in Applied Language
39043QLD	Certificate III in Applied Language
50849	Certificate I in Industrial Skills (Entry Level Training)
50946	Diploma of Engineering
50955	Certificate I in Pre-Apprenticeship (Customer Service Industries)

Code	Qualification
51190	Certificate I in Workplace Readiness
51196	Certificate III in Teacher Assistant
51261	Course in Gaining Access to Training and Employment
51263	Certificate I in Leadership Development
51367	Certificate IV in Environmental Science (Management)
51403	Certificate I in School Apprenticeship Link Pilot-Food Family of Trades
51466	Course in Safety Awareness Training
51479	Certificate III in Electrotechnology
51516	Certificate III in Drafting (Civil/Structural Engineering)
AUR10105	Certificate I in Automotive
AUR10199	Certificate I in Automotive
AUR20405	Certificate II in Automotive Electrical Technology
AUR20505	Certificate II in Automotive Vehicle Servicing
AUR20699	Certificate II in Automotive (Electrical - Accessory Fitting)
AUR20705	Certificate II in Automotive Mechanical
AUR21005	Certificate II in Motorsport
AUR21299	Certificate II in Automotive (Mechanical - Radiator Repairs)
AUR21599	Certificate II in Automotive (Mechanical - Tyre Fitting and Repair Light)
AUR21799	Certificate II in Automotive (Mechanical - Vehicle Servicing)
AUR22099	Certificate II in Automotive (Sales - Replacement Parts and Accessories)
AUR22899	Certificate II in Automotive (Vehicle Body - Paint/Panel Preparation)
BCC30603	Certificate III in Civil Construction (Plant Operations)
BCF10100	Certificate I in Construction
BCG10103	Certificate I in General Construction
BCG10198	Certificate I in Construction
BCG20103	Certificate II in General Construction
BSB10101	Certificate I in Business
BSB20101	Certificate II in Business
BSB30201	Certificate III in Business Administration
BSB40101	Certificate IV in Business
BSB40401	Certificate IV in Business (Small Business Management)
BSB41101	Certificate IV in Business Management
BSB41201	Certificate IV in E-Business
CHC10102	Certificate I in Work Preparation
CHC20202	Certificate II in Community Services Work
CHC30102	Certificate III in Aged Care Work
CHC30402	Certificate III in Children's Services
CHC30602	Certificate III in Youth Work
CHC50302	Diploma of Children's Services
CUE10103	Certificate I in Live Production, Theatre and Events
CUE20103	Certificate II in Live Production, Theatre and Events
CUF10101	Certificate I in Media
CUF20301	Certificate II in Screen
CUF20401	Certificate II in Broadcasting (Radio)
CUF20501	Certificate II in Broadcasting (Television)
CUF20601	Certificate II in Multimedia
CUF30101	Certificate III in Screen
CUF30601	Certificate III in Multimedia
CUL20104	Certificate II in Library/Information Services
CUS10101	Certificate I in Music Industry (Foundation)
CUS20101	Certificate II in Music Industry (Foundation)
CUS30101	Certificate III in Music

Code	Qualification
CUS30201	Certificate III in Music Industry (Technical Production)
CUS40101	Certificate IV in Music
CUV20103	Certificate II in Visual Arts and Contemporary Craft
CUV30103	Certificate III in Visual Arts and Contemporary Craft
CUV30303	Certificate III in Design Fundamentals
FDF10103	Certificate I in Food Processing
FDF10403	Certificate I in Food Processing (Wine)
FPI10199	Certificate I in Forest and Forest Products (General)
HLT20702	Certificate II in Health Support Services (Client/Patient Support Services)
HLT30202	Certificate III in Non-Emergency Patient Transport
HLT31702	Certificate III in Health Service Assistance (Allied Health Assistance)
ICA10101	Certificate I in Information Technology
ICA20105	Certificate II in Information Technology
ICA20199	Certificate II in Information Technology
ICA20201	Certificate II in Information Technology (Applications)
ICA30105	Certificate III in Information Technology
ICA30199	Certificate III in Information Technology (Software Applications)
ICA30299	Certificate III in Information Technology (General)
ICA30399	Certificate III in Information Technology (Network Administration)
ICP20299	Certificate II in Printing and Graphic Arts (Print Design)
ICP21299	Certificate II in Printing and Graphic Arts (Print Production Support)
ICT20302	Certificate II in Telecommunications Cabling
LMF10102	Certificate I in Furnishing
LMF20302	Certificate II in Furniture Making
LMT21500	Certificate II in Dry Cleaning Operations
LMT30500	Certificate III in Clothing Production
MEM10105	Certificate I in Engineering
MEM10198	Certificate I in Engineering
MEM10203	Certificate I in Boating Services
MEM20105	Certificate II in Engineering
MEM20198	Certificate II in Engineering - Production
MEM20298	Certificate II in Engineering - Production Technology
PMA10102	Certificate I in Process Plant Skills
PML30104	Certificate III in Laboratory Skills
PML40104	Certificate IV in Laboratory Techniques
RGR20102	Certificate II in Racing (Stablehand)
RGR30202	Certificate III in Racing (Advanced Stablehand)
RTD10102	Certificate I in Conservation and Land Management
RTD20102	Certificate II in Conservation and Land Management
RTD30102	Certificate III in Conservation and Land Management
RTE10103	Certificate I in Rural Operations
RTE20103	Certificate II in Agriculture
RTE20203	Certificate II in Irrigation
RTE20303	Certificate II in Wool Handling
RTE20403	Certificate II in Shearing
RTE20503	Certificate II in Crutching
RTE20603	Certificate II in Production Horticulture
RTE20703	Certificate II in Rural Operations
RTE31403	Certificate III in Wool Clip Preparation
RTF10103	Certificate I in Horticulture
RTF20103	Certificate II in Horticulture
RTF20403	Certificate II in Horticulture (Landscape)

Code	Qualification
RTF20503	Certificate II in Horticulture (Retail Nursery)
RTF20703	Certificate II in Horticulture (Parks and Gardens)
RTF20803	Certificate II in Horticulture (Turf)
RTF30103	Certificate III in Horticulture
RUV10104	Certificate I in Animal Studies
RUV20104	Certificate II in Animal Studies
RUV30304	Certificate III in Companion Animal Services
SFI10100	Certificate I in Seafood Industry (Aquaculture)
SFI10104	Certificate I in Seafood Industry (Aquaculture)
SFI10200	Certificate I in Seafood Industry (Fishing Operations)
SFI10204	Certificate I in Seafood Industry (Fishing Operations)
SFI20100	Certificate II in Seafood Industry (Aquaculture)
SFI20104	Certificate II in Seafood Industry (Aquaculture)
SRC20201	Certificate II in Community Recreation
SRC20204	Certificate II in Community Recreation
SRF30204	Certificate III in Fitness
SRF40204	Certificate IV in Fitness
SRO10103	Certificate I in Sport and Recreation
SRO20103	Certificate II in Sport and Recreation
SRO20199	Certificate II in Sport and Recreation
SRO20203	Certificate II in Outdoor Recreation
SRO20299	Certificate II in Sport and Recreation
SRO20303	Certificate II in Outdoor Recreation (Multiple Activities)
SRO30103	Certificate III in Sport and Recreation
SRS20203	Certificate II in Sport (Career-oriented participation)
SRS20303	Certificate II in Sport (Coaching)
SRS30203	Certificate III in Sport (Career-oriented participation)
TDM10101	Certificate I in Transport and Distribution (Maritime Operations)
TDM20101	Certificate II in Transport and Distribution (Maritime Operations)
TDM30101	Certificate III in Transport and Distribution (Maritime Operations)
TDT11102	Certificate I in Transport and Distribution (Administration)
TDT20102	Certificate II in Transport and Distribution (Warehousing and Storage)
TDT20202	Certificate II in Transport and Distribution (Road Transport)
TDT21102	Certificate II in Transport and Distribution (Administration)
THH11002	Certificate I in Hospitality (Operations)
THH11102	Certificate I in Hospitality (Kitchen Operations)
THH21802	Certificate II in Hospitality (Operations)
THH22002	Certificate II in Hospitality (Kitchen Operations)
THH33002	Certificate III in Hospitality (Operations)
THH42602	Certificate IV in Hospitality (Supervision)
THT20502	Certificate II in Tourism (Operations)
THT50302	Diploma of Tourism (Operations Management)
UTE10102	Certificate I in Electrotechnology
UTE10199	Certificate I in Electrotechnology
UTE20502	Certificate II in Electrotechnology Servicing
UTE20504	Certificate II in Electrotechnology Servicing
WRB20104	Certificate II in Nail Technology
WRB20204	Certificate II in Makeup Services
WRB20304	Certificate II in Retail Cosmetic Services
WRB30104	Certificate III in Beauty Services
WRP20102	Certificate II in Community Pharmacy
WRR10102	Certificate I in Retail Operations

Code	Qualification
WRR20102	Certificate II in Retail Operations

3.8.5 Reporting and certification

Strategy 1

Strategy 1 – VET version of a course

In 2006, there has been one new course with specific VET integration, Media Production and Analysis.

Enrolment Options

Students enrol directly into both the course and also into specific units of competence/modules under the relevant VET qualification.

Assessment Program

All assessments for the course are as required by the Curriculum Council while VET assessments are as required by the relevant training package. All delivery meets AQTF standards.

Contribution to University Entrance Calculations

VET versions will enable students to keep open their options for post-school destinations by allowing them to prepare for and sit the WACE examination in a course, and to have their school and examination assessment of their achievement of the course count towards their TER.

Statistics

Table 49: Year 11 students enrolled in a VET qualification for the Media Production and Analysis VET version course

Qualification	Male	Female	Persons
Certificate II in Multimedia (CUF20601)	3	2	5
Certificate II in Broadcasting(Television) CUF2050	3	2	5
Certificate II in Broadcasting (Radio) CUF20401	0	0	0

It is expected that students enrolled in the VET version will not complete the qualification until 2007.

Strategy 1- VET embedded in a course/subject

Enrolment Options

Students enrol directly into units of competence/modules under the VET qualification. No direct credit towards WACE is accrued through this strategy although credit may be given to units of competency completed under the stand-alone mode.

Assessment Program

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

Contribution to University Entrance Calculations

VET results did not contribute towards the calculation of the Tertiary Entrance Rank (TER) in 2006. Students who complete the final year of a course/subject sit the WACE examination for that course/subject. Students can therefore keep a university post-school pathway open while engaging in VET, as their results from their performance in the course's school assessment and WACE examination count towards their tertiary entrance score (TER).

Strategy 2 – VET Stand-alone

Enrolment Options

VET stand-alone is non-integrated vocational education and training resulting in the achievement of a full qualification or one or more units of competency from a nationally recognised qualification or accredited course. It is available to all students and is particularly well suited to students undertaking school-based traineeships, school apprenticeship link programs and other VET for School Students (VETfSS) programs.

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

Evidence of competency must be provided before unit equivalence is determined. Students will be granted unit equivalence for stand-alone units of competency recorded on a statement of attainment or qualification provided by the RTO. WACE subject equivalence for VET stand-alone achievement will be allocated on the basis of nominal hours where the unit of competence has been attained. 110 nominal hours of units of competency attained will be deemed equivalent to one subject.

Assessment Program

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

Contribution to University Entrance Calculations

VET results did not contribute towards the calculation of the Tertiary Entrance Rank (TER) in 2006.

Statistics

The following data summarises VET-stand alone.

Table 50: Number of VET subject equivalents achieved by students, 2006

Number of subject equivalents achieved	Years 8 to 10 students			Year 11 students			Year 12 students			All students		
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
0.5	211	151	362	550	460	1 010	292	258	550	1 053	869	1 922
1.0	155	96	251	697	560	1 257	412	363	775	1 264	1 019	2 283
1.5	159	145	304	490	338	828	327	308	635	976	791	1 767
2.0	46	50	96	229	257	486	240	292	532	515	599	1 114
2.5	40	26	66	218	176	394	258	317	575	516	519	1 035
3.0	40	24	64	150	90	240	122	140	262	312	254	566
3.5	17	18	35	68	63	131	163	125	288	248	206	454
4.0*	29	8	37	168	116	284	377	344	721	574	468	1 042

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

Table 51: Year 12 students VET using Subject Equivalents to Achieve a Western Australian Certificate of Education (WACE), 2006

Category of Students*	Male	Female	Persons
Students who achieved subject equivalents	2 189	2 147	4 336
Students who had subject equivalents and needed these to achieve a WACE	310	235	545

Category of Students*	Male	Female	Persons
Students who had subject equivalents but did not achieve a WACE	507	312	819

The following data summarises the amount and characteristics of VET in the WACE for strategies 1 and 2.

Table 52: Number of Students* who Completed Units of Competency/National Training Modules by Delivery Strategy, 2006

Type of Competency/Module Completed	Years 8 to 10 Students			Year 11 Students			Year 12 Students			All Students		
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Integrated only Strategy 1	41	44	85	1 240	1 280	2 520	893	1 065	1 958	2 174	2 389	4 563
Stand-alone only Strategy 2	1 032	942	1 974	1 429	1 335	2 764	1 202	1 263	2 465	3 663	3 540	7 203
Both Integrated and Stand Alone	34	36	70	719	522	1241	574	633	12 071	1 327	1 191	2 518
Total	1 107	1 022	2 129	3 388	3 137	6 525	2 669	2 961	16 494	7 164	7 120	14 284

* Number of students who successfully completed at least one Unit of Competency/National Training Module in 2006.

Table 53: Number of Year 12 Students who Participated in Units of Competency/National Training Modules, 2006

	Male		Female		Persons	
	Enrolled*	Completed**	Enrolled*	Completed**	Enrolled*	Completed**
Total	2 907	2 669	3 184	2 961	6 091	5 630

Table 54: Number of Students who Participated/Completed in Units of Competency/National Training Modules, 2006

	Years 8 to 12 Students					
	Male		Female		Persons	
	Enrolled*	Completed**	Enrolled*	Completed**	Enrolled*	Completed**
Total	7 952	7 164	7 786	7 120	15 738	14 284

Table 55: Number of Year 12 students who successfully completed a qualification, 2006

Qualification name	Qualification code	Students
Certificate II in Business	BSB20101	366
Certificate II in Hospitality (Operations)	THH21802	253
Certificate II in Agriculture	RTE20103	221
Certificate II in Engineering - Production	MEM20198	130
Certificate I in Engineering	MEM10198	112
Certificate II in Wool Handling	RTE20303	101
Certificate II in Hospitality (Kitchen Operations)	THH22002	82
Certificate I in Furnishing	LMF10102	77
Certificate II in Community Services Work	CHC20202	75
Certificate II in Automotive (Mechanical - Vehicle Servicing)	AUR21799	72

Qualification name	Qualification code	Students
Certificate II in Information Technology (Applications)	ICA20201	71
Certificate II in Information Technology	ICA20199	69
Certificate II in Crutching	RTE20503	66
Certificate I in Work Preparation	CHC10102	58
Certificate II in Tourism (Operations)	THT20502	57
Certificate I in Automotive	AUR10105	51
Certificate I in General Construction	BCG10103	46
Certificate II in Multimedia	CUF20601	46
Certificate I in Business	BSB10101	45
Certificate I in Sport and Recreation	SRO10103	45
Certificate II in Automotive Mechanical	AUR20705	32
Certificate I in Hospitality (Kitchen Operations)	THH11102	31
Certificate I in Automotive	AUR10199	30
Certificate I in Information Technology	ICA10101	28
Certificate II in Outdoor Recreation	SRO20203	26
Certificate II in Retail Operations	WRR20102	25
Certificate III in Aged Care Work	CHC30102	24
Certificate I in Construction	BCG10198	23
Certificate I in Leadership Development	51263	21
Certificate II in Music Industry (Foundation)	CUS20101	18
Certificate I in Transport and Distribution (Maritime Operations)	TDM10101	18
Certificate III in Wool Clip Preparation	RTE31403	16
Certificate IV in Business (Small Business Management)	BSB40401	15
Certificate III in Design Fundamentals	CUV30303	15
Certificate II in Shearing	RTE20403	15
Certificate II in Broadcasting (Television)	CUF20501	14
Certificate I in Forest and Forest Products (General)	FPI10199	14
Certificate II in Outdoor Recreation (Multiple Activities)	SRO20303	14
Certificate II in Equine Industry	21327VIC	13
Certificate I in Food Processing (Wine)	FD10403	13
Certificate III in Children's Services	CHC30402	11
Certificate I in Engineering	MEM10105	10
Certificate I in Horticulture	RTF10103	10
Certificate I in Hospitality (Operations)	THH11002	9
Certificate III in Applied Language	39043QLD	8
Certificate III in Teacher Assistant	51196	8
Certificate II in Visual Arts and Contemporary Craft	CUV20103	8
Certificate I in Rural Operations	RTE10103	8
Certificate I in General Education for Adults	21250VIC	7
Certificate II in Production Horticulture	RTE20603	7
Certificate II in Makeup Services	WRB20204	7
Certificate I in Retail Operations	WRR10102	7
Certificate I in General Education for Adults (Introductory)	21249VIC	6
Certificate I in Music Industry (Foundation)	CUS10101	6
Certificate I in Electrotechnology	UTE10199	6
Certificate III in Beauty Services	WRB30104	6
Certificate III in Business	BSB30101	5
Certificate II in Conservation and Land Management	RTD20102	5
Certificate II in Sport and Recreation	SRO20103	5
Certificate II in Electrotechnology Servicing	UTE20504	5
Certificate II in Nail Technology	WRB20104	5
Certificate II in General Education for Adults	21251VIC	4

Qualification name	Qualification code	Students
Certificate III in Drafting (Civil/Structural Engineering)	51516	4
Certificate II in Screen	CUF20301	4
Certificate I in Conservation and Land Management	RTD10102	4
Certificate II in Horticulture (Landscape)	RTF20403	4
Certificate II in Horticulture (Turf)	RTF20803	4
Certificate I in Live Production, Theatre and Events	CUE10103	3
Certificate II in Horticulture (Parks and Gardens)	RTF20703	3
Certificate II in Transport and Distribution (Maritime Operations)	TDM20101	3
Certificate II in Applied Language	39042QLD	2
Certificate I in Pre-Apprenticeship (Customer Service Industries)	50955	2
Certificate I in Workplace Readiness	51190	2
Certificate I in Construction	BCF10100	2
Certificate III in Business Administration	BSB30201	2
Certificate IV in Business	BSB40101	2
Certificate IV in Business Management	BSB41101	2
Certificate IV in E-Business	BSB41201	2
Certificate III in Multimedia	CUF30601	2
Certificate II in Health Support Services (Client/Patient Support Services)	HLT20702	2
Certificate II in Horticulture	RTF20103	2
Certificate II in Animal Studies	RUV20104	2
Certificate II in Sport and Recreation	SRO20199	2
Certificate III in Hospitality (Operations)	THH33002	2
Certificate I in Electrotechnology	UTE10102	2
Certificate II in Retail Cosmetic Services	WRB20304	2
Certificate II in Automotive (Electrical - Accessory Fitting)	AUR20699	1
Certificate II in General Construction	BCG20103	1
Certificate II in Live Production, Theatre and Events	CUE20103	1
Certificate III in Visual Arts and Contemporary Craft	CUV30103	1
Certificate III in Health Service Assistance (Allied Health Assistance)	HLT31702	1
Certificate II in Information Technology	ICA20105	1
Certificate III in Information Technology (General)	ICA30299	1
Certificate III in Laboratory Skills	PML30104	1
Certificate IV in Laboratory Techniques	PML40104	1
Certificate II in Racing (Stablehand)	RGR20102	1
Certificate II in Rural Operations	RTE20703	1
Certificate II in Seafood Industry (Aquaculture)	SFI20100	1
Certificate II in Community Recreation	SRC20201	1
Certificate III in Fitness	SRF30204	1
Certificate IV in Fitness	SRF40204	1
Certificate II in Sport (Career-oriented participation)	SRS20203	1
Certificate II in Transport and Distribution (Warehousing and Storage)	TDT20102	1
Certificate II in Transport and Distribution (Road Transport)	TDT20202	1
Certificate II in Transport and Distribution (Administration)	TDT21102	1
Certificate IV in Hospitality (Supervision)	THH42602	1
Certificate II in Electrotechnology Servicing	UTE20502	1
Certificate II in Community Pharmacy	WRP20102	1
	TOTAL	2 684

GLOSSARY OF ACRONYMS

ACACA	Australasian Curriculum, Assessment and Certification Authorities
ACTBSSS	Australian Capital Territory Board of Senior Secondary Studies
ANTA	Australian National Training Authority
AQF	Australian Qualifications Framework
AQTF	Australian Quality Training Framework
ATC	Australian Technical College
AVETMISS	Australian Vocational Education and Training Management Information Statistical Standard
CPCSE	Certificate of Post-compulsory School Education
DEST	Department of Education, Science and Training
HSC	Higher School Certificate
ITAB	Industry Training Advisory Board
MCEETYA	Ministerial Council of Education Employment and Youth Affairs
NCVER	National Centre for Vocational Education Research
NTBOS	Northern Territory Board of Studies
NTCE	Northern Territory Certificate of Education
NTIS	National Training Information System
QBSSSS	Queensland Board of Senior Secondary School Studies
QCE	Queensland Certificate of Education
QSA	Queensland Studies Authority
RTO	Registered Training Organisation
RTP	Registered Training Provider
SACE	South Australian Certificate of Education
SOA	Statement of Attainment
SSABSA	Senior Secondary Assessment Board of South Australia
TAFE	Technical and Further Education
TCE	Tasmanian Certificate of Education
TER	Tertiary Entrance Rank
TQA	Tasmanian Qualifications Authority
UAI	University Admissions Index
VCAA	Victorian Curriculum and Assessment Authority
VCAL	Victorian Certificate of Applied Learning
VCE	Victorian Certificate of Education
VET	Vocational Education and Training
VETiS	Vocational Education and Training in Schools
VQA	Victorian Qualifications Authority
WACE	Western Australian Certificate of Education

