



Australasian Curriculum, Assessment and Certification Authorities
(ACACA)

ACACA VET Report

VET Undertaken by
School Students

2004

ABOUT ACACA

The Australasian Curriculum, Assessment and Certification Authorities (ACACA) are the independent statutory authorities or boards of studies in each state and territory. These boards are representative of school sectors, training organisations, universities, industry, teachers, parents, and the community. 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

The ACACA VET-in-Schools Subgroup met on four occasions in 2004. Some of the key areas discussed were:

- VET undertaken by school students;
- Implementation of Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS);
- Issues raised by MCEETYA Transition From School Taskforce;
- Definition of Structured Workplace Learning;
- Employability Skills Framework;
- Exploration of the potential for collaborative approaches to VET undertaken by school students;
- Australian National Training Authority (ANTA) projects;
- Reporting VET as a part of ACACA agency senior secondary certificates;
- The Australian Student Prize — VET and School-based New Apprenticeships (SBNA);
- 2004 data.

VET Undertaken by School Students

There continues to be debate as to the best way to describe VET studies undertaken by students who attend a school. Reporting and funding issues are a part of this definitional dilemma. The ACACA VET-in-Schools Subgroup believes that for its purposes, the term previously used, 'VETiS' (VET in Schools), may no longer be appropriate, and that perhaps 'VET undertaken by school students' better summarises the activity. VET can be variously delivered and undertaken by students. Some options are:

- Delivery and assessment by the school as a registered training organisation (RTO);
- Delivery by the school and assessment by the RTO;
- Delivery and assessment by the RTO in the school;
- Delivery and assessment by the RTO;
- Delivery and assessment by the RTO on the job;
- VET undertaken by school students.

Thus not all the VET undertaken by students is delivered in schools. The ACACA VET-in-Schools Subgroup prefers the title 'VET Undertaken by School Students' as it more accurately reflects the various situations in which students are involved in VET. The

ACACA VET-in-Schools Subgroup will be referred to in this Report as the ACACA VET Subgroup.

Implementation of AVETMISS

The MCEETYA decision to have all ACACA agencies collect and report AVETMISS-compliant data in 2005 has generated a variety of database development and implementation activities for each ACACA agency. As 2005 is the first year for collection and reporting of AVETMISS-compliant data for some agencies, it is likely that problems will arise later in the year as data collection deadlines approach. An item of concern for some states has been the training and development of users at the school level.

Issues Raised by MCEETYA Transition From School Taskforce

ACACA representation on the MCEETYA Transition From School Taskforce has conveyed to the Taskforce the views of the ACACA VET Subgroup on a series of issues. The key topics this Subgroup has explored and reported on in 2004 include:

- [Australian Blueprint for Career Development](#)
- [Employability Skills](#)
- Quality of VET, Funding, and Program Measures for VET in Schools
- Compliance of VET in Schools Data with the [AVETMISS](#)
- Structured Workplace Learning
- [New Framework for VET in Schools](#)
- [Myfuture website](#)
- Implementing the [Stepping Forward](#) Action Plan
- [Australian Technical Colleges](#)
- House of Representatives Inquiry Report.

Definition of Structured Workplace Learning

The MCEETYA Transition Taskforce (2004) has defined Structured Workplace Learning in VET in Schools as:

... a VET in Schools program/course component situated within a real or simulated workplace, providing supervised learning activities contributing to an assessment of competency and achievement of outcomes.

The MCEETYA Transition Taskforce (2005) made this observation about collection of data:

... the AVETMISS does not make provision for collecting data about Structured Workplace Learning, and therefore states and territories will continue with current processes for collecting and reporting the data for Structured Workplace Learning for VET in Schools (as defined above). Furthermore the Transition from School

Taskforce notes that states and territories have no intention of capturing Structured Workplace Learning data using the AVETMISS.

Employability Skills Framework

An area of interest to ACACA agencies has been the industry-supported initiative to develop and recognise a set of generic skills that are nationally accepted and accredited. In November 2003, the Employability Skills Framework received in-principle support from jurisdictions and stakeholders for including the kinds of generic skills needed by young people to make the transition from school. These employability skills are to be achieved by Australian students as part of their education and training.

Feedback from ACACA to MCEETYA focused on the need to:

- define the skills and clarify the relationships between them;
- develop a set of standards for the skills so that they are amenable to assessment;
- emphasise pedagogy and the professional development of teachers;
- make the Framework more compatible with and supportive of existing frameworks.

The ACACA VET Subgroup was presented with the findings of Victorian trials of assessment and reporting systems based on these generic skills. The presentation showed that little change to curriculum was required and teachers could be familiarised with the assessment and reporting software in a two-hour session.

The ACACA VET Subgroup discussed the issues paper [*Development of a Strategy to Support the Universal Recognition and Recording of Employability Skills*](#) (Allen Consulting Group, 2004). The aim of this project was to start the conversation on the most appropriate means of recognising and recording development of employability skills of individuals across their lifespan. The responses to the issues paper were the basis for discussion at a National Stakeholder Forum on 29 June, attended by two members of the ACACA VET Subgroup. The Subgroup advocated a portfolio approach to the recognition and recording problem.

A trial of the E-portfolio Initiative for Employability Skills was undertaken in Canberra and Adelaide.

Exploration of the Potential for Collaborative Approaches to VET Undertaken by School Students

In 2004 ACACA agencies explored the potential for the development of common approaches to the implementation of VET in senior secondary certificates (e.g. adopting common certificate levels and their accreditation, common groupings of units of competency). This was first promulgated when a document was tabled that mapped the subjects provided by all ACACA agencies to students of each state and territory in 2004 (SSABSA, 2004). Discussion of the issues that this generated led to a detailed Senior Secondary Assessment Board of South Australia (SSABSA)-coordinated mapping exercise of one VET area — Information Technology (IT) (Appendix A). It was

agreed the IT Training Package would provide a valuable case study in exploring the potential for collaborative approaches. It was felt that there were significant commonalities and differences in approach and mapping these would inform debate.

The report and the data provided highlighted areas of inconsistency, the most notable of which was the wide variation in nominal hours attached to many common units of competency across the states and territories. The data also pointed to consistencies between the states and territories. For instance, there were common groups of units of competency that were considered appropriate by all agencies for inclusion in VET curricula for students in schools. As well, the certificate level of units of competency and their relative accreditation towards an ACACA senior secondary certificate showed some clear areas of agreement. An example of this was that Certificate III in Information Technology was generally considered appropriate for Year 12 students nationally.

The success of this mapping exercise engendered a recommendation that similar examinations of other industry and VET subject areas be undertaken in 2005.

ANTA Projects

Professor Rod McDonald joined the ACACA VET Subgroup for a consultation session before preparing the High Level Training Package Review.

The implementation of several High Level Training Package Review recommendations has ramifications for ACACA agencies; for example, the rationalisation of the number of training packages and the establishment of common core skills units of competency that will form the base training level of a range of training packages. When this is considered in the context of the Employability Skills initiative, it seems likely that there will be commensurate modifications to schools and their curricula.

Reporting VET as a Part of ACACA Agency Senior Secondary Certificates

The ways in which ACACA agencies recognise VET on senior secondary certificates was examined, with respect to the variation in approach and the levels to which states and territories manage the reporting aspect.

It was noted that the Australian Capital Territory Board of Senior Secondary Studies (ACT BSSS), NSW Board of Studies (NSW BOS), Queensland Studies Authority (QSA), and Tasmanian Qualifications Authority (TQA) print VET certificates for RTO schools or school system RTOs. All agencies except SSABSA currently list all units of competency achieved by students on a record of achievement.

The difficulties encountered by schools/ACACA agencies in gathering data from RTOs in time for the printing of certificates was an issue that affected all states to some degree and would need to be addressed.

Analysis of the sample certificates tabled at the meeting showed that the ACT BSSS and the QSA both refer to the ACACA arrangements on their certificate. The importance of the ACACA principles of certification as an audit tool was highlighted.

The Australian Student Prize – VET and SBNA

Discussions about the Australian Student Prize for VET and SBNA took place at the meetings in late 2004. ACACA agencies wanted clarification of their role, if any, in the selection of meritorious students. Information was sought on the method of allocating prizes to states and territories, on the criteria for selection of meritorious students, and on the resources required to undertake selection processes.

2004 Data

The sharing of relevant statistical data by ACACA agencies to map national trends and patterns in VET undertaken by school students was an area discussed often in the context of AVETMISS compliance. The type of data of most use and relevance to ACACA members has been explored, but not as yet resolved. Sections of this report have included some examples of what might be reported annually.

Completion table

	ACT	NSW	NT	QLD	SA	TAS	VIC	WA
Total no. students <i>awarded a secondary school certificate*</i> in 2004	3 980	65 569	856	39 229	11 329	5 637	50 827	17 671
Total no. students awarded their secondary school certificate in 2004 and <i>achieved at least 1 unit of competency</i> in their studies	1 556 ¹	20 941	347	22 201	5 315	1 750	15 231	5 134
% of students awarded their secondary school certificate in 2004 and <i>achieved at least 1 unit of competency</i> in their studies	39.1%	31.9%	40.5%	56.6%	46.9%	31%	30%	29%

¹ In addition, 652 students achieved a vocational qualification through an ACT BSSS subject but did not achieve an ACT Year 12 Certificate.

2. STATE REPORTS

In the following reports, the state and territory ACACA agencies outline and give statistics for the ways in which they made VET available to students as part of the senior secondary certificate during 2004, according to three different strategies:

Strategy 1: As an ACACA agency subject

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

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

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

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

Strategy 3: Embedded within an ACACA agency subject

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

The following table outlines the combinations of strategies for making VET available to school students in each state and territory during 2004.

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

2.1 AUSTRALIAN CAPITAL TERRITORY

2.1.1 Policy and Strategies for Delivering VET

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

VET contributes to the ACT Year 12 Certificate in three ways.

Strategy 1 — Units of Competency Packaged into an ACT BSSS Course

Across the Australian Capital Territory, 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 being suitable for study T classification.

These courses are considered by the Board to prepare students for higher education. All accredited V programs report an A–E unit grade as well as a competency-based outcome. All courses that are accredited through the Board accreditation process are moderated through the consensus-based peer review, using unit grade descriptors.

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

Strategy 2 — Stand-alone VET

Central courses are delivered by the Technical and Further Education (TAFE) system. 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 (CIT) (TAFE). These programs are not moderated through the system process, but they are granted A-course type status by the Board for certification.

Strategy 3 — Units of Competency Embedded within an ACT BSSS Course

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

2.1.2 Contribution of VET to the ACT Year 12 Certificate

The minimum requirement for the ACT Year 12 Certificate is successful completion of 17 standard units. There is no limit on the amount of VET that can be included on the Certificate but there are limits at the course level. This applies to all subjects and the maximum amount is 8 standard units per course.

2.1.3 Recent Developments

In 2004 the new policy on the Recognition of Outside Learning was developed to provide the readers of the Year 12 Certificate with an accurate picture of the nature of student learning. The maximum number of units that may count towards a Certificate is eight.

This policy allows for recognition of SNAPS on the ACT Year 12 Certificate.

Definition of 'Outside Learning'

'Outside learning' is learning that takes place outside of the formal structured learning program. Outside learning includes those learning activities that are generally:

- not part of the formal organisation of the 'grid' and timetable;
- could be under the direction of someone who is not a member of the teaching staff of that college;
- a learning relationship between the students and the responsible person;
- of a standard unit value that has a 'deemed value' and is not determined by a timetable position.

The underpinning and essential element of outside learning is that the skills learnt by the student occur in an environment that encompasses the holistic meaning of the above points.

Development of the M Course Classification

An M course is an A course which is accredited by the ACT BSSS as providing appropriate educational experiences for students who satisfy specific disability criteria. In determining the M classification of a course consideration is given to the course content, or assessment, or both.

In 2004 a new curriculum framework was developed for the modification of courses/units for students with special needs.

The development of this new classification and associated curriculum framework allows students with special needs to gain VET qualifications within ACT BSSS subjects.

Development of a VET Framework for Action in 2005

This framework was designed to put in place procedures for Australian Capital Territory students (Years 10–12) to have access to a variety of VET and vocational learning opportunities in ACT BSSS subjects.

The research involved in this project has been extensive and will be used in shaping Career Education across the system.

Course Development

The Building Construction and Sports Administration courses were renewed in line with the new training packages released in 2003.

2.1.4 Strategies for Delivering VET in the ACT Year 12 Certificate

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

The following table shows ACT BSSS subjects, the year level for delivery in the system, the relationship to the AQF qualification, and the training package used for development.

All ACT BSSS VET subjects are based on current training packages.

Strategy 1 — ACT Board of Studies subjects

BSSS VET Subjects	Year 11	Year 12	AQF Qualification	National Training Package(s)
Automotive Technology	✓	✓	Certificate I in Automotive (AUR10199) Certificate II in Automotive (AUR20899)	AUR99
Building Construction	✓	✓	Certificate I in Construction (BCG10198) Certificate II in General Construction (BCG20198)	BCG98
Business Administration	✓	✓	Certificate I in Business (BSB10101) Certificate II in Business (BSB20101) Certificate III in Business (BSB30101)	BSB01
Computer Operations	✓	✓	Certificate I in Information Technology (ICA10101) Certificate II in Information Technology (ICA20199) Certificate II in Information Technology (Applications) (ICA20201) Certificate III in Information Technology (Software Applications) (ICA30199) Certificate III in Information Technology (General) (ICA30299) Certificate III in Information Technology (Network Administration) (ICA30399)	ICA99

BSSS VET Subjects	Year 11	Year 12	AQF Qualification	National Training Package(s)
Electrotechnology Engineering	✓	✓	Certificate I in Electrotechnology (UTE10102)	UTE99
Electrotechnology Studies	✓	✓	Certificate I in Electrotechnology (UTE10102)	UTE99
Fashion Design	✓	✓	Certificate I in Clothing Production (LMT10400) Certificate II in Clothing Production (Intermediate) (LMT20600) Certificate II in Clothing Production (Complex or Multiple Processes) (LMT20700)	LMT00
Furniture Construction	✓	✓	Certificate I in Furnishing (LMF10102)	LMF02
Hospitality Studies	✓	✓	Certificate I in Hospitality (Operations) (THH11002) Certificate I in Hospitality (Kitchen Operations) (THH11102) Certificate II in Hospitality (Operations) (THH21802) Certificate II in Hospitality (Kitchen Operations) (THH22002)	THH02
Information Technology	✓	✓	Certificate I in Information Technology (ICA10101) Certificate II in Information Technology (ICA20199) Certificate II in Information Technology (Applications) (ICA20201) Certificate III in Information Technology (Software Applications) (ICA30199) Certificate III in Information Technology (General) (ICA30299) Certificate III in Information Technology (Network Administration) (ICA30399)	ICA99
Laboratory Skills	✓	✓	Certificate III in Laboratory Skills (PML30199)	PML99
Metals Fabrication	✓	✓	Certificate I in Metals & Engineering (MEM10198) Certificate II in Engineering - Production (MEM20198)	MEM98
Multimedia	✓	✓	Certificate II in Multimedia (CUF20601)	CUF01
Multimedia A	✓	✓	Certificate II in Multimedia (CUF20601)	CUF01

BSSS VET Subjects	Year 11	Year 12	AQF Qualification	National Training Package(s)
Music Industry	✓	✓	Certificate I in Music Industry (Foundation) (CUS10101) Certificate II in Music Industry (Foundation) (CUS20101)	CUS01
Outdoor Education	✓	✓	Certificate II in Outdoor Recreation (Multiple activities) (SRO20303)	SRO03
Retail	✓	✓	Certificate I in Retail (WRR10102) Certificate II in Retail (WRR20102)	WRR02
Social and Community Work	✓		Certificate II in Community Services (First Point of Contact) (CHC20302) Certificate III in Children's Services (CHC30402)	CHC02
Social and Community Work A	✓	✓	Certificate II in Community Services (First Point of Contact) (CHC20302) Certificate III in Children's Services (CHC30402)	CHC02
Spatial Information	✓	✓	Certificate III in Spatial Information Services (PRD30301)	PRD01
Sport & Rec. Industry Studies	✓	✓	Certificate II in Fitness (SRF20201) Certificate III in Fitness (SRF30201)	SRF01
Sports Administration	✓	✓	Certificate II in Sport and Recreation (SRO20103)	SRS03
Tech Prod For Live Theatre	✓	✓	Certificate I in Entertainment (CUE10198) Certificate II in Entertainment (CUE20198)	CUE98
Tourism Studies	✓	✓	Certificate II in Tourism (Operations) (THT20502)	THT02
Woodcraft	✓	✓	Certificate I in Furnishing (LMF10102)	LMF02

Enrolment Options

Most courses are sequential. Generally students enrol in ACT BSSS units and these units will form courses.

Assessment Program

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

Contribution to University Entrance Calculations

Some courses may contribute directly to the calculation of the University Admissions Index (UAI).

Statistics

Industry Group	Certificate Level	No. Students
Arts, Entertainment, Sport & Recreation	I	38
Arts, Entertainment, Sport & Recreation	II	120
Automotive	I	3
Building & Construction	I	22
Business & Clerical	I	329
Business & Clerical	II	113
Community Services, Health & Education	II	19
Computing	I	1132
Computing	II	314
Engineering & Mining	I	11
Engineering & Mining	II	2
Sales & Personal Services	I	10
Sales & Personal Services	II	4
Science, Technical & Other	I	1
TCF & Furnishings	I	63
TCF & Furnishings	II	27
Tourism & Hospitality	I	464
Tourism & Hospitality	II	212
Spatial Information	III	1

Three hundred and eighty students counted a VET course towards the calculation of their UAI. This represented 14.8% of students.

Strategy 2 – Stand-alone VET Credited towards the ACT Year 12 Certificate Enrolment Options Delivered through the CIT (TAFE)

Course	No. Students Achieving Certificate	Qualification Awarded through CIT
Commercial Cookery	7	Statement of Attainment in Kitchen Operations
Hospitality (Operations)	69	Certificate II in Hospitality Operations
3D Electronic Animation	41	Certificate II in Multimedia

Assessment Program

Competency-based assessment only.

Contribution to University Entrance Calculations

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

Strategy 3 — Units of Competency Embedded within an ACT BSSS Subject

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

Enrolment Options

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

Assessment Program

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

Contribution to University Entrance Calculations

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

Statistics

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

2.1.5 Reporting and Certification

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

All ACT BSSS VET courses are based on current training packages.

Year 10 VET — The ACT BSSS certificates stand-alone VET delivered through a partnership arrangement with a college RTO, but it is not credited towards the Senior Secondary Certificate. To date the only area for Certification has been Certificate I in Information Technology (ICA10101).

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

The ACT BSSS prints all VET certificates for students who gain VET qualifications through an ACT BSSS unit of study.

2.2 NEW SOUTH WALES

2.2.1 Policy and Strategies for Delivering VET

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

www.boardofstudies.nsw.edu.au

Section 11 of the *ACE Manual* contains information regarding VET in the Higher School Certificate (HSC).

VET contributes to the HSC using two strategies:

Strategy 1: Students can undertake courses called Industry Curriculum Frameworks from nine industry areas, providing dual accreditation towards AQF qualifications and the NSW HSC. In addition, results from the optional HSC examination may then be included in the calculation of the UAI.

Strategy 2: Students can undertake Board endorsed VET courses from a variety of industry areas that provide dual accreditation towards AQF qualifications and the NSW HSC. This allows schools the opportunity to offer vocational courses in industry areas not available in the HSC Industry Curriculum Frameworks. Board Endorsed Courses do not have an HSC examination and therefore cannot be used in the calculation of the UAI.

2.2.2 Contribution of VET to the HSC

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

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

2.2.3 Recent Developments

In 2004 the Entertainment Industry Curriculum Framework and the Construction Curriculum Framework were revised to reflect the ANTA endorsed revisions of the Entertainment Industry Training Package (CUE03) and the General Construction Training Package (BCG03).

2.2.4 Strategies for Delivering VET in the HSC

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

Strategy 1 — Units of Competency Packaged as Board Developed Industry Curriculum Frameworks (ICF)

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 Construction (BCC10198) Certificate I in Construction (BCG10198) SOA Towards Certificate II in Civil Construction (BCC20198) SOA Towards Certificate II in General Construction (BCG20198)	Civil Construction (BCC98) General Construction (BCG98)
Entertainment	✓	✓	Certificate II in Entertainment (CUE20198) Certificate II in Entertainment (Front of House) (CUE 20298)	Entertainment Industry (CUE98) Music Industry (CUS01)
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)	Hospitality (THH02)
Information Technology	✓	✓	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)	Metal and Engineering (MEM98)

Industry Curriculum Framework	Year 11 Preliminary	Year 12 HSC	AQF Qualification	National Training Package(s)
Primary Industries (Year 12 2004)			Certificate I in Agriculture (RUA10198)	
			Certificate II in Agriculture (RUA20198)	
			Certificate I in Horticulture (RUH10198)	
			Certificate II in Horticulture (RUH20198)	
			Certificate II in Animal Studies (RUV20198)	
			Certificate I in Agriculture (Sheep and Wool) (RUA11398)	Agriculture (RUA98)
		✓	Certificate I in Agriculture (Beef Cattle Production) (RUA10298)	Horticulture (RUH98)
			SOA towards Certificate II in Agriculture (Grain Production)	Veterinary Nursing (RUV98)
			Certificate I in Agriculture (Dairy) (RUA10498)	
			Certificate I in Agriculture (Milk Harvesting) (RUA10898)	
		Certificate I in Agriculture (Horse Breeding) (RUA10798)		
		Certificate I in Agriculture		
Primary Industries (Year 11 2004)			Certificate II in Conservation and Land Management (RTD20102)	
			Certificate II in Rural Operations (RTE20703)	
			Certificate II in Agriculture (RTE20103)	
			Certificate II in Horticulture (RTF20103)	
			Certificate II in Agriculture <i>specialising in</i> Beef Production, Dairy Production, Goat Production, Horse Breeding, Pig Production, Poultry Production, Sheep and Wool Production, Grain Production, Cotton Production or Sugar Production (RTE21030)	Conservation and Land Management (RTD02)
		✓	Certificate II in Irrigation (RTE20203)	Amenity Horticulture (RTF03)
			Certificate II in Production Horticulture (RTE20603)	Rural Production (RTE03)
			Certificate II in Crutching (RTE20503)	Food Processing (FDF03)
			Certificate II in Shearing (RTE20403)	
			Certificate II in Wool Handling (RTE20303)	
		<i>Students completing extension course may achieve:</i>		
		Certificate III in Advanced Wool Handling (RTE32003)		
		SOA towards Certificate III in Conservation and Land Management (RTD30102)		
		SOA towards Certificate III in Rural		

Industry Curriculum Framework	Year 11 Preliminary	Year 12 HSC	AQF Qualification	National Training Package(s)
			Operations (RTE31903) SOA towards Certificate III in Agriculture (RTE30103) <i>And various specialisations</i>	
			SOA towards Certificate III in Production Horticulture (RTEW31603) SOA towards Certificate III in Irrigation (RTE31303) SOA towards Certificate III in Horticulture (RTF30103) SOA towards Certificate III in Wool Clip Preparation (RTE31403)	
Retail	✓	✓	Certificate I in Retail (WRR10102) SOA towards Certificate II in Retail (WRR20102)	Retail (WRR02)
Tourism	✓	✓	Certificate II in Tourism (Operations) (THH20502) Certificate III in Tourism (Operations) (THH31002)	Tourism (THH02)

Enrolment Options

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

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

VET courses may be delivered as Preliminary units, as HSC units, or as a combination of Preliminary and HSC units. Industry Curriculum Framework courses can be delivered by schools, TAFENSW, private providers, or a combination of all of these; however, all providers must use the Board of Studies NSW Industry Curriculum Framework Syllabus documents for delivery.

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 Certificate or Statement of Attainment (SOA), a student or worker must be assessed as competent according to the requirements set out for that qualification in the national training package.

Internal assessment marks are not required for Industry Curriculum Framework courses; however, schools are required to provide an estimated examination mark for all

students entered for any optional HSC examination, to be used only 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 hours course option to be eligible to attempt the optional HSC examination. The examination results may then be included in the calculation of the UAI as a Category B subject. Only one Category B subject can be included in the calculation of the UAI.

Statistics

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

Industry Curriculum Framework	Total Year 11 and 12 enrolments 2004		
	School	TAFE	TOTAL
Business Services	5 123	694	5 617
Construction	4 353	505	4 858
Entertainment Industry	1 345	168	1 513
Hospitality	17 198	1 016	18 214
Information Technology	8 386	910	9 296
Metal and Engineering	1 641	216	1 857
Primary Industries	1 633	188	1 821
Retail	4 221	376	4 597
Tourism	33	1 022	1 055

*Source — Examinations Branch Board of Studies NSW

Student data for individual frameworks — number of students who were enrolled in qualifications in each Industry Curriculum Framework (Year 11 and 12) (excluding framework courses delivered by TAFE NSW)

Industry Curriculum Framework*	SOA Cert I	Cert I	SOA Cert II	Cert II	SOA Cert III	Cert III	TOTAL
Business Services	-	-	3 560	1861	3	-	5 424
Construction	660	880	2 303	-	-	-	4 843
Entertainment	20	-	990	400	-	15	1 425
Hospitality	210	126	11 443	6590	5	-	18 374
Information Technology	-	-	5 591	3251	27	25	8 894
Metal & Engineering	905	349	474	121	-	-	1 849

Industry Curriculum Framework*	SOA Cert I	Cert I	SOA Cert II	Cert II	SOA Cert III	Cert III	TOTAL
Primary Industries	20	106	1 285	379	-	-	1 790
Retail	1461	1708	1 197	180	-	-	4 546
Tourism	-	-	15	14	-	-	29
							TOTAL 47 174

*Source — Examinations Branch Board of Studies NSW

Strategy 2 — Board Endorsed VET Courses

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

Board Endorsed VET Course	No. of Students	Intended Qualification
Aboriginal Cultural Values and Art	12	NSW Certificate
Aeroskills — Engineering	120	Certificate II
Aged Care Work	203	Certificate II and Certificate III
Airbrushing	67	NSW Certificate
Animal Care	507	NSW Certificate
Automotive	1792	Certificate I
Aviation Studies	165	Statement of Attainment
Baking	56	Statement of Attainment
Beauty Therapy	767	Statement of Attainment
Children's Services	1473	Certificate II and Certificate III
Community Care Services	200	Certificate III
Design Fundamentals	485	NSW Certificate
Design Visualisation — Interior Decorating	26	NSW Certificate
Design Visualisation for Fashion	42	NSW Certificate
Electrical Trades	85	Statement of Attainment
Electrotechnology — Computers/Electronics	219	NSW Certificate
Film TV Radio and Multimedia (Broadcasting)	7	Certificate II
Film TV Radio and Multimedia (Multimedia)	30	Certificate II
Floristry	21	NSW Certificate
Food Processing (Wine)	61	Certificate I
Forest Industries	11	Certificate I
Furnishing	155	Certificate I
Furniture Making	216	Certificate I and II
Hairdressing	642	NSW Certificate
Horse Industry	99	Statement of Attainment

Board Endorsed VET Course	No. of Students	Intended Qualification
Horticulture	13	Certificate II
Laboratory Technician	12	NSW Certificate
Marketing	101	NSW Certificate

Assessment Program

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

Statistics

In 2004 a total of 9678 students completed Board endorsed VET courses as part of the Preliminary and/or HSC.

2.2.5 Reporting and Certification

Board of Studies NSW documentation:

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

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

Strategy 2: Board Endorsed VET Courses	Subject name, e.g. 2 unit Nursing Studies <ul style="list-style-type: none"> Appears on <i>Record of Achievement</i> under the heading 'Board Endorsed Courses (Preliminary) 	Subject name, e.g. 2 unit Nursing Studies <ul style="list-style-type: none"> Appears on <i>Record of Achievement</i> under the heading 'Board Endorsed Courses' with statement '<i>Refer to Vocational documentation</i>' *
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* Vocational documentation is the AQF Certificate/Statement of Attainment and Record of Competencies Achieved.

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

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

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

2.3 NORTHERN TERRITORY

2.3.1 Policy and Strategies for Delivering VET

The Department of Employment, Education and Training reviewed and developed a number of major training policy and guideline documents in 2004, including the SBNAs and VET in Schools policies. The review included the development of clear and user-friendly guidelines and procedures for use by all stakeholders in relevant schools and RTOs. The review of these policies will increase understanding and awareness and make it easier for schools and RTOs to assist students in accessing relevant VET programs that will facilitate the transition from school to work.

VET can contribute to the NTCE in three ways:

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

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

Northern Territory schools commenced take up of SSABSA-VET subjects in 2004.

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

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

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

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

2.3.2 Contribution of VET to the Northern Territory Certificate of Education (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.

2.3.3 Recent Developments

A Review of Secondary Education in the Northern Territory was conducted during 2003. When the *Secondary Education Report* was released in April 2004, the community was invited to provide feedback on its findings and its fifty-two recommendations. This community consultation process was undertaken to inform the Northern Territory Government's decisions about the way forward for secondary education in the Northern Territory. In February 2005, the Northern Territory Government announced funding for Building Better Schools, a package of initiatives to commence in 2005 and 2006. Of the \$42 million committed to the package for the next four years, \$750 000 has been allocated per year to expand VET in Schools programs.

The South Australian Certificate of Education Review was conducted during 2004. The report was likely to be released to the South Australian Government in June 2005. Recommendations from this review are likely to have significant impact on the NTCE, as the Northern Territory sources its senior secondary curriculum, assessment, and certification services from South Australia.

Senior secondary education was introduced in two more remote schools in 2004 in line with the Indigenous Secondary Education Strategy. This brings the total number of remote schools delivering senior secondary education in 2005 to five. They are Kalkaringi Community Education Centre (CEC), Shepherdson College, Yirrkala CEC, Maningrida CEC, Our Lady of the Sacred Heart Thamarrur. Apart from Kalkaringi CEC, these schools provide a range of opportunities for students to participate in VET subjects or courses as part of their NTCE.

2.3.4 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, and whether the option of having a TER was used in 2004.

SSABSA-VET Subjects	With TER	Without TER	AQF Qualification	National Training Package(s)
Broadcasting and Multimedia (VET)	✓	✓	Certificate II in Broadcasting (screen) (CUF20301)	Film, Television, Radio, and Multimedia (CUF01)
			Certificate II in Broadcasting (radio) (CUF20401)	
			Certificate II in Broadcasting (television) (CUF20501)	
			Certificate II in Multimedia (CUF20601)	
			Towards: Certificate III in Broadcasting (Radio) (CUF30301)	

SSABSA-VET Subjects	With TER	Without TER	AQF Qualification	National Training Package(s)
			Certificate III in Broadcasting (Television) (CUF30401)	
			Certificate III in Multimedia (CUF30601)	
Business Services (VET)		✓	Certificate II in Business (BSB20101) Towards: Certificate III in Business (BSB30101) Certificate III in Business Administration (BSB30201) Certificate III in E-Business (BSB30601)	Business Services (BSB01)
Community Services (VET)			Certificate II in Community Services (Community Work) (CHC20499) Certificate II in Community Services Support Work (CHC20102) Certificate III in Community Services Aged Care Work (CHC30102)	Community Services (CHC02)
Conservation and Land Management (VET)	✓	✓	Certificate I in Conservation and Land Management (RTD10102) Certificate II in Conservation and Land Management (RTD20102)	Conservation and Land Management (RTD02)
Financial Services (VET)			Certificate II in Financial Services (FBN20199) Towards: Certificate III in Financial Services (FNB30199)	Financial Services (FNB99)
Hospitality (VET)	✓	✓	Certificate I in Hospitality (Kitchen Operations) (THH11102) Certificate II in Hospitality (Kitchen Operations) (THH22002)	Hospitality (THH02)
Information Technology (VET)			Certificate II in Information Technology (General) (ICA20199) Towards: Certificate III in Information Technology (General) (ICA302099)	Information Technology (ICA99)
Laboratory Operations (VET)			Towards: Certificate III in Laboratory Skills (PML30199)	Laboratory Operations (cross-industry) (PML99)
Manufacturing and Engineering (VET)			Certificate I in Engineering (MEM10198) Certificate II in Engineering (Production) (MEM20198)	Metal & Engineering (MEM98)
Retail (VET)			Certificate I in Retail Operations WRR10102 Certificate II in Retail Operations (WRR20102)	Retail (WRR02)

SSABSA-VET Subjects	With TER	Without TER	AQF Qualification	National Training Package(s)
Seafood Operations (VET)			Certificate I in the Seafood Industry (Aquaculture) (SFI10100)	Seafood (SFI00)
			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)	
Sport and Recreation (VET)			Certificate II in Seafood Industry (Fishing Operations) (SFI20200)	Community Recreation (SRC01) Outdoor Recreation (SRO02) Sport Industry (SRS03)
			Certificate I in Community Recreation (SRC10201)	
			Certificate II in Community Recreation (SRC20201)	
			Certificate II in Outdoor Recreation (Multiple Activities) (SRO20303)	
			Towards:	
			Certificate II in Sport (Coaching) (SRS20302)	
			Certificate II in Sport (Officiating) (SRS20399)	
		Certificate II in Sport (Career-orientated Participation) (SRS20299)		
Tourism Operations (VET)	✓	✓	Certificate III in Community Recreation SRC30201	Tourism (THT02)
			Certificate III in Community Recreation (Instruction) SRC30301	
			Certificate I in Tourism (Australian Indigenous Culture) (THT10102)	
			Certificate II in Tourism (Operations) (THT20502)	

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 NTCE.

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

Assessment Program

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

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

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

Contribution to University Entrance Calculations

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

Statistics

Year	Students Undertaking Stage 2 SSABSA–VET Subjects	
2002		0
2003		0
2004	Option A: 16 Option B: 24	40

Note: Data supplied by SSABSA

Strategy 2 — Stand-alone VET Credited towards NTCE

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

Year	Total No. Stand-alone VET Nominal Hours Completed by NTCE students
2003	265 115
2004	269 020

Note: Data supplied by SSABSA

Strategy 3 — Units of Competency Embedded within a SSABSA subject

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

Year	Vocational Studies Students	Students who Completed NTCE
2002	31	819
2003	26	814
2004	25	856

2.3.5 Reporting and Certification

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

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

4. VET information sheet.

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

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

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

SSABSA has the facility to provide data relating to nominal hours for each unit of competency in relation to credit towards the NTCE, as determined by the South Australian State Training Authority.

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

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

2.4 QUEENSLAND

2.4.1 Policy and Strategies for Delivering VET

In 2004, Queensland VET in schools was characterised by VET being embedded in Authority and Authority-registered subjects, with most senior secondary schools being RTOs, complying with the AQTF.

The Education and Training Reforms for the Future (ETRF), announced in 2002, signalled significant change in all aspects of Queensland school education, including VET in Schools. In 2004, the report on VET in schools arising from one of the actions in ETRF was finalised. (See 2.4.3 Recent Developments)

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

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

2.4.2 Contribution of VET to the Senior Certificate

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

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

Statistics

No. of Senior Certificates issued	39 229
No. of students with at least 1 unit of competency recorded	22 201
No. of students with at least one VET certificate recorded	12 290
No. of students with at least one Certificate I	7 489
No. of students with at least one Certificate II	7 691
No. of students with at least one Certificate III	591
No. of students with at least one Certificate IV	25
No. of students with a completed School-based New Apprenticeship	562

2.4.3 Recent Developments

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

Expected outcomes of the joint ministerial statement include:

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

Accompanying the joint ministerial statement was the QSA Memorandum *Advice to Schools*, which included information about implementation together with a timetable for phasing out embedded VET in Authority-registered subjects, www.qsa.qld.edu.au.

In April 2005, the Queensland Government announced the implementation of the Queensland Certificate of Education (QCE) from 2008. Details may be found at www.qld.edu.au.

2.4.4 Strategies for Delivering VET in the Senior Certificate

Strategy 1 — Units of Competency Packaged as a QSA Subject

not applicable

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

Enrolment Options

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

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 schedules for the purpose.

Statistics

Certificate I	960
Certificate II	1216
Certificate III	224
Certificate IV	25

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

Certificate II	433
Certificate III	126

Strategy 3 — Units of Competency Embedded within a QSA subject

In 2004, there were six Authority subjects and thirteen study area specifications (SAS) (syllabuses for Authority-registered subjects) with embedded VET.

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

Authority Subjects with Embedded VET

Authority Subject	VET Component	Source of VET
Agricultural Science	1999 syllabus Year 12 only 3 units of competency from either the Agriculture or Horticulture training package. This represents only a small portion of a Certificate I level qualification. Year 11 — VET removed	Either the Agriculture Training Package RUA98 or Horticulture Training Packages RUH98
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)
Marine Studies (Trial-pilot)	2001 syllabus Year 12 only 30132QLD Certificate I in Marine Industry Skills Year 11 — VET removed	Authority Developed Course from Outdoor Recreation Training Package or Marine Industry competency standards
Technology Studies	1999 syllabus Year 12 only 6 units of competency This represents only a small portion of two Certificate I level qualifications. Year 11 — VET removed	The MEM98 Metal and Engineering Training Package or National Furnishing Curriculum (1998)

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

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

In Agricultural Science and Technology Studies, students are only able to achieve a few units of competency/modules.

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

Authority Subjects	No. of students
Agricultural Science	643
Business Communication & Technologies	7512
Hospitality Studies	1072
Information Technology Systems	1320
Marine Studies	805
Technology Studies	1764

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

SAS/Strands	VET component	Source of VET
Agricultural and Horticultural Studies		
Agriculture	RUA10198 Certificate I or RUA20198 Certificate II in Agriculture	Either the Agriculture Training Package or Horticulture Training Packages
Horticulture	RUH10198 Certificate I or RUH20198 Certificate II in Horticulture	
Production	(no VET)	
Arts in Practice		
Entertainment	CUE10198 Certificate I & CUE20198 II in Entertainment	Entertainment Industry Training Package
Music Industry	CUS10101 Certificate I & CUS20101 Certificate II in Music Industry (Foundation)	Music Industry Training Package Film, Television, Radio and

SAS/Strands	VET component	Source of VET
Screen	CUF10101 Certificate I in Media and CUF20301 Certificate II in Screen or CUF20201 Certificate II in Screen (Art and Construction), or CUF20101 Certificate II in Costume	Multimedia Industry Training Package
Broadcasting	CUF10101 Certificate I in Media and CUF20501 Certificate II in Broadcasting (Television) or CUF20401 Certificate II in Broadcasting (Radio)	
Multimedia	CUF10101 Certificate I & CUF20601 Certificate II in Media	
(6 other strands)	(no VET)	
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 & WRR20102 Certificate II in Retail Operations	Retail Training Package
Business Studies	(no VET)	
Computer Studies		
Information Technology at Work	CNIT3 Certificate I & ICA20199 Certificate II in Information Technology	Information Technology Training Package
Practical Computing	(no VET)	
Early Childhood Practices (2002) (Year 12 only)		
Childcare	CHC20399 Certificate II in Community Services (Children's Services)	Community Services (Children's Services)
Foundations	(no VET)	
English Communication		
English Communication (Workplace)	CNC01 Certificate I & CNC02 Certificate II in Communication for the Workplace	Developed from National Communication Skill Modules
English Communication (Practical)	CNC01 Certificate I in Communication for the Workplace	
English Communication (Studies)	(no VET)	
Hospitality Practices		
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)	

SAS/Strands	VET component	Source of VET
Industrial Skills		
Building & Construction	BCG10198 Certificate I in Construction BCG20198 Certificate II in Construction	General Construction Training Package
Engineering (Manufacturing)	MEM10198 Certificate I in Engineering	Metal and Engineering Training Package
Furnishing	Year 12 only CNMA1A Certificate I in Furnishing Year 11 only LMF10102 Certificate I in Furnishing	National Furnishings curriculum Furnishing Industry Training Package
Introduction to Industry	Units of competency from the other strands	
Practical Applications	(no VET)	
Literacy & Numeracy		
Applied Literacy	30010QLD Certificate I in Communication	Literacy — Cert I developed by CAC incorporating modules from Certificate I in Vocational Access TAFE Queensland course 15051
Consumer Mathematics	30009QLD Certificate I in Vocational Mathematics	
Practical Literacy	(no VET)	Numeracy — modules developed from TAFE Queensland Certificate I in Vocational Access 15051
Practical Numeracy	(no VET)	
Practical Studies	(no VET)	
Marine & Aquatic Practices		
Marine Skills	30132QLD Certificate I in Marine Industry Skills	Authority accredited Course drawn from Marine competency standards and Outdoor Recreation Training Package
Aquatic Pursuits	(no VET)	
Physical Recreation (2002)		
Recreation Foundations	SRO10199 Certificate I in Sport and Recreation, SRC10201 Certificate I in Community Recreation, SRO20199 Certificate II in Sport and Recreation, SRC20201 Certificate II in Community Recreation, SRF20201 Certificate II in Fitness, SRO20299 Certificate II in Outdoor Recreation, SRS20299 Certificate II in Sport (Career-oriented participation), SRS20399 Certificate II in Sport (Officiating)	National Sport, National Community Recreation, National Fitness, and National Outdoor Recreation Industry Training Packages
Recreation Pursuits		

SAS/Strands	VET component	Source of VET
Tourism — Year 12 only		
Tourism Sales and Operations	THT20198 Certificate II in Tourism (Sales/Office Operations)	
Tourism Attractions	THT20298 Certificate II in Tourism (Attractions and Theme Parks)	Tourism Training Package
Tourism Issues	(no VET)	
Integrated Tourism Studies	combination of units of competency and/or Tourism Issues	
Tourism — Year 11 only		
Tourism Operations	THT20502 Certificate II in Tourism (Operations)	Tourism Training Package
Tourism Issues	(no VET)	
Trade and Business Mathematics		
Workplace	CNTB01 Certificate I & CNTB02 Certificate II in Trade and Business Mathematics	Developed from National Vocational Mathematics Curriculum modules
Practical	(no VET)	

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

Certificate II	Certificate I
Agricultural and Horticultural Studies	Marine and Aquatic Practices
Arts in Practice	Hospitality Practices
Business	Literacy and Numeracy
Computer Studies	Industrial Skills
Early Childhood Practices	
English Communication	
Physical Recreation	
Tourism	
Trade and Business Mathematics	

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

Enrolment Options

Students select subjects in the normal manner.

Assessment Program

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

Assessment programs are devised by schools.

Contribution to University Entrance Calculations

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

Statistics

Authority-Registered Subjects	No. of students
Agricultural & Horticultural Studies (Agriculture)	325
Agricultural & Horticultural Studies (Horticulture)	217
Arts in Practice (Broadcasting)	8
Arts in Practice (Entertainment)	89
Arts in Practice (Multimedia)	82
Arts in Practice (Music Industry)	123
Arts in Practice (Screen)	0
Business (Business Procedures)	814
Business (Foundation Skills)	66
Business (Retail Operations)	201
Computer Studies (Info. Technology at Work)	3863
Early Childhood Practices (Childcare)	361
English Communication (Practical)	449
English Communication (Workplace)	5964
Hospitality Practices (Hospitality)	1723
Hospitality Practices (Intro. to Hospitality)	3021
Industrial Skills (Building & Construction)	1144
Industrial Skills (Engineering (Manufacturing))	1727
Industrial Skills (Furnishing 2003)	159
Industrial Skills (Furnishing)	1347
Industrial Skills (Introduction to Industry)	1022
Industrial Skills (Plastics)	34
Literacy & Numeracy (Applied Literacy)	121

Authority-Registered Subjects	No. of students
Literacy & Numeracy (Consumer Mathematics)	1454
Marine & Aquatic Practices (Marine Skills)	254
Physical Recreation (Recreation Foundations)	1089
Tourism (Integrated Tourism Studies)	554
Tourism (Tourism Attractions)	283
Tourism (Tourism Operations)	171
Tourism (Tourism Sales & Operations)	151
Trade & Business Mathematics (Workplace)	3214

2.4.5 Reporting and Certification

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

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

2.5 SOUTH AUSTRALIA

2.5.1 Policy and Strategies for Delivering VET

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

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

VET contributes to the SACE by means of three strategies:

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

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

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

Students can count up 400 (nominal) hours of nationally accredited VET from the complete range of AQF qualifications towards the SACE. This is the equivalent of 8 SACE units, or one-third of the SACE certificate requirements.

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

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

2.5.2 Contribution of VET to the SACE

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

2.5.3 Recent Developments

SSABSA delivers Strategy 1 using SSABSA–VET subjects. In September 2004, the SSABSA–VET Subject template was refined as part of its ongoing developmental process. Students and schools can select VET units of competency from an approved list to

form a 1-unit or 2-unit subject. This allows schools greater flexibility in the number and sequence of units of competency that can be undertaken.

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

2.5.4 Strategies for Delivering VET in SACE

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

Strategy 1 — Units of Competency Packaged as SSABSA-VET Subjects

The following table shows the thirteen SSABSA-VET subjects offered in 2005, and their relationship to the AQF qualification and the relevant National Training Package. The details are published at <http://www.sa.edu.au/cs-stage1.htm>.

SSABSA-VET Subjects	Year 11	Year 12	AQF Qualification	National Training Package(s)
Broadcasting and Multimedia (VET)	✓	✓	Certificate II in Broadcasting (screen) (CUF20301)	Film, Television, Radio and Multimedia (CUF01)
			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)	
Business Services (VET)	✓	✓	Certificate II in Business (BSB20101)	Business Services (BSB01)
			Towards: Certificate III in Business (BSB30101)	
			Certificate III in Business Administration (BSB30201)	
			Certificate III in E-Business (BSB30601)	
Community Services (VET)	✓	✓	Certificate II in Community Services (Community Work) (CHC20499)	Community Services (CHC02)
			Certificate II in Community Services Support Work (CHC20102)	
			Certificate III in Community Services Aged Care Work (CHC30102)	

SSABSA-VET Subjects	Year 11	Year 12	AQF Qualification	National Training Package(s)
Conservation and Land Management (VET)	✓	✓	Certificate I in Conservation and Land Management (RTD10102) Certificate II in Conservation and Land Management (RTD20102)	Conservation and Land Management (RTD02)
Financial Services (VET)	✓	✓	Certificate II in Financial Services (FBN20199) Towards: Certificate III in Financial Services (FNB30199)	Financial Services (FNB99)
Hospitality (VET)	✓	✓	Certificate I in Hospitality (Kitchen Operations) (THH11102) Certificate II in Hospitality (Kitchen Operations) (THH22002)	Hospitality (THH02)
Information Technology (VET)	✓	✓	Certificate II in Information Technology (General) (ICA20199) Towards: Certificate III in Information Technology (General) (ICA302099)	Information Technology (ICA99)
Laboratory Operations (VET)	✓	✓	Towards: Certificate III in Laboratory Skills (PML30199)	Laboratory Operations (cross-industry) (PML99)
Manufacturing and Engineering (VET)	✓	✓	Certificate I in Engineering (MEM10198) Certificate II in Engineering (Production) (MEM20198)	Metal & Engineering (MEM98)
Retail (VET)	✓	✓	Certificate I in Retail Operations WRR10102 Certificate II in Retail Operations (WRR20102)	Retail (WRR02)
Seafood Operations (VET)	✓	✓	Certificate I in the Seafood Industry (Aquaculture) (SFI10100) Certificate I in the Seafood Industry (Fishing Operations) (SFI10200) Certificate I in the Seafood Industry (Seafood Processing) (SFI10500) Towards: Certificate II in Seafood Industry (Aquaculture) (SFI20100) Certificate II in Seafood Industry (Fishing Operations) (SFI20200)	Seafood (SFI00)
Sport and Recreation (VET)	✓	✓	Certificate I in Community Recreation (SRC10201) Certificate II in Community Recreation (SRC20201) Certificate II in Outdoor Recreation (Multiple Activities) (SRO20303) Towards: Certificate II in Sport (Coaching) (SRS20302) Certificate II in Sport (Officiating) (SRS20399) Certificate II in Sport (Career-orientated Participation) (SRS20299) Certificate III in Community Recreation SRC30201	Community Recreation (SRC01) Outdoor Recreation (SRO02) Sport Industry (SRS03)

SSABSA-VET Subjects	Year 11	Year 12	AQF Qualification	National Training Package(s)
			Certificate III in Community Recreation (Instruction) SRC30301	
Tourism Operations (VET)	✓	✓	Certificate I in Tourism (Australian Indigenous Culture) (THT10102) Certificate II in Tourism (Operations) (THT20502)	Tourism (THT02)

Enrolment Options

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

- 1-unit
- 2-unit programs.

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

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

- Option A
- Option B.

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

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

Assessment Program

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

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

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

Contribution to University Entrance Calculations

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

Statistics

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

Year	Students Undertaking SSABSA-VET Subjects
2002	318
2003	470
2004	773

Strategy 2 — Stand-alone VET Credited towards the SACE

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

- 50 nominal hours = 1 SACE unit.

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

Assessment Program

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

Contribution to University Entrance Calculations

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

Statistics

The number of students undertaking stand-alone VET increased in 2004, having dipped in 2003.

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

Strategy 3 — Units of Competency Embedded within a SACE subject

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

In 2004 there was a general decline in the embedding of VET units of competency within SSABSA-accredited subjects. The most popular subject in which VET was utilised

was Vocational Studies, which continued to record a substantial increase in student enrolments.

Statistics

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

Year	Vocational Studies Students	Students who Completed SACE
2002	701	11 102
2003	848	11 070
2004	1264	11 329

2.5.5 Reporting and Certification

SSABSA provides students with the following documentation of their achievements:

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

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

SSABSA has the facility to provide data relating to:

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

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

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

SSABSA maintains the following data on VET units of competency:

- 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.

2.6 TASMANIA

2.6.1 Policy and Strategies for Delivering VET

VET is delivered to Tasmanian senior secondary students by RTOs. Almost all 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.

2.6.2 Contribution of VET to the Tasmanian Certificate of Education (TCE)

VET outcomes at both certificate and unit of competency level are recorded by the TQA and shown on the 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 include a (nominally) 150 hour TCE subject, VS708 Vocational Placement, as a part of their overall program. This enables the workplace skill development and assessment necessary in most VET certificate programs.

2.6.3 Recent Developments

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

The TQA is collaborating with key stakeholders, especially the University of Tasmania, in the development of a generalised approach to the tables and schedules that support tertiary entrance. This is intended to allow the use of VET results in the calculation of the local TER for students leaving Year 12 in 2006.

A key feature of the approach is that it is descriptive rather than prescriptive, in that it takes the data as it is and describes it. Each subject / qualification / competency will be described in terms of four elements:

- 'size' — how big, the 'volume' of the study;
- 'difficulty' — a data-driven points value;
- 'robustness' — a criteria-and-standards schedule used to describe how robust results are — the quantity, quality, relevance, validity of evidence, and reliability of results;
- 'level' — the designed complexity of the course.

2.6.4 Strategies for Delivering VET in the TCE

Strategy 1 — Units of Competency Packaged as a TQA Subject

Not Applicable

Strategy 2 — Stand-alone VET Credited Towards the TCE

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 TER in 2004. The TQA and the University of Tasmania have announced intentions to include relevant VET results in the TER calculations from 2006.

Statistics

The following VET results were obtained by senior secondary students in 2004:

Qualification Title	Code	Certificates	Statements of Attainment	Units	Hours
Certificate II in Education (Teacher Aide)	69907	9	8	205	4 844
Certificate I in Workplace Skills	69992	217	246	4 346	86 868
Training Program in Mentoring in the Community	90921NSW	2	18	80	n/a
Certificate I in Automotive	AUR10199	91	42	859	17 488
Certificate I in Construction	BCG10198	13	53	683	15 842
Certificate II in General Construction	BCG20198	2	20	141	2 518
Certificate I in Business	BSB10101	11	19	111	2 360
Certificate II in Business	BSB20101	88	54	1 443	37 825
Certificate III in Business	BSB30101	6	2	84	3 160
Certificate III in Business Administration	BSB30201	5	1	33	1 225
Certificate IV in Assessment and Workplace Training	BSZ40198	1	8	32	970

Qualification Title	Code	Certificates	Statements of Attainment	Units	Hours
Certificate I in Work Preparation	CHC10102	10	2	30	1 000
Certificate II in Community Services Support Work	CHC20102	3	3	55	1 800
Certificate II in Community Services (Aged Care Work)	CHC20199	0	2	14	445
Certificate II in Community Services Work	CHC20202	144	67	1 937	58 413
Certificate II in Community Services (Disability Work)	CHC20599	1	0	14	560
Certificate III in Aged Care Work	CHC30102	51	13	594	17 498
Certificate III in Community Services (Aged Care Work)	CHC30199	52	2	793	25 375
Certificate III in Home and Community Care	CHC30202	3	0	9	255
Certificate III in Disability Work	CHC30302	15	8	413	11 640
Certificate III in Children's Services	CHC30402	8	8	147	4 356
Certificate III in Youth Work	CHC30602	3	0	51	1 512
Certificate III in Community Services (Disability Work)	CHC30799	7	1	107	4 690
Certificate IV in Aged Care Work	CHC40102	3	0	45	1 350
Certificate IV in Community Services (Aged Care Work)	CHC40199	10	0	150	7 890
Certificate IV in Youth Work	CHC40602	3	0	42	1 260
Certificate IV in Community Services (Disability Work)	CHC40799	13	0	202	10 965
Certificate IV in Community Services (Lifestyle and Leisure)	CHC41602	1	0	18	644
Certificate I in Entertainment	CUE10198	5	3	44	885
Certificate II in Live Production, Theatre and Events	CUE20103	17	8	240	7 507
Certificate II in Entertainment	CUE20198	6	7	87	2 319
Certificate III in Entertainment	CUE30198	1	5	47	2 584
Certificate III in Entertainment (Front of House)	CUE30798	2	3	33	2 312
Certificate II in Broadcasting (Television)	CUF20501	10	2	96	2 474
Certificate II in Multimedia	CUF20601	29	8	458	12 889
Certificate III in Screen	CUF30101	4	2	26	1 020
Certificate III in Multimedia	CUF30601	0	1	4	92
Certificate I in Music Industry (Foundation)	CUS10101	4	1	25	740
Certificate II in Music Industry (Foundation)	CUS20101	22	22	301	12 200

Qualification Title	Code	Certificates	Statements of Attainment	Units	Hours
Certificate I in Visual Arts and Contemporary Craft	CUV10103	0	7	37	1 110
Certificate II in Visual Arts and Contemporary Craft	CUV20103	0	2	8	240
Certificate I in Food Processing	FD10103	22	0	176	5 250
Certificate I in Food Processing	FD10198	3	3	28	640
Certificate II in Food Processing (Wine)	FD20403	1	0	14	360
Certificate I in Forest & Forest Products (General)	FPI10199	0	1	6	130
Certificate I in Information Technology	ICA10101	8	40	166	4 405
Certificate II in Information Technology	ICA20199	89	45	1 869	41 528
Certificate III in Information Technology (Software Applications)	ICA30199	0	6	62	1 312
Certificate III in Information Technology (General)	ICA30299	1	7	129	3 450
Certificate IV in Information Technology (Client Support)	ICA40199	0	1	17	514
Certificate IV in Information Technology (Network Management)	ICA40399	0	1	1	15
Certificate I in Furnishing	LMF10102	10	14	149	4 470
Certificate II in Furniture Making	LMF20302	2	1	32	960
Certificate I in Engineering	MEM10198	14	18	370	7 804
Certificate II in Engineering — Production	MEM20198	0	1	1	19
Certificate I in Conservation and Land Management	RTD10102	1	2	14	420
Certificate II in Conservation and Land Management	RTD20102	3	2	73	2 180
Certificate I in Rural Operations	RTE10103	3	11	61	1 830
Certificate II in Agriculture	RTE20103	14	11	300	9 000
Certificate II in Rural Operations	RTE20703	0	2	17	510
Certificate I in Horticulture	RTF10103	12	16	136	4 080
Certificate II in Horticulture	RTF20103	6	4	186	5 580
Certificate I in Agriculture	RUA10198	8	4	110	1 388
Certificate I in Agriculture (Horse Breeding)	RUA10798	0	2	6	84
Certificate II in Agriculture	RUA20198	4	9	105	1 974
Certificate II in Agriculture (Horse Breeding)	RUA20798	2	1	52	832
Certificate II in Agriculture (Rural Merchandising)	RUA21298	0	1	4	88

Qualification Title	Code	Certificates	Statements of Attainment	Units	Hours
Certificate I in Horticulture	RUH10198	8	7	152	2 108
Certificate II in Horticulture	RUH20198	4	3	111	2 148
Certificate II in Animal Studies	RUV20198	9	1	76	3 585
Certificate I in the Seafood Industry (Aquaculture)	SFI10100	5	1	77	2 155
Certificate II in the Seafood Industry (Aquaculture)	SFI20100	2	1	21	590
Certificate I in Sport and Recreation	SRO10103	27	34	851	22 701
Certificate II in Sport and Recreation	SRO20103	1	19	325	8 987
Certificate II in Outdoor Recreation	SRO20203	4	94	1 152	33 774
Certificate I in Transport and Distribution (Maritime Operations)	TDM10101	4	1	36	640
Certificate I in Transport and Distribution (Warehousing and Storage)	TDT10102	1	0	84	2 230
Certificate I in Hospitality (Operations)	THH11002	55	33	690	14 248
Certificate I in Hospitality (Kitchen Operations)	THH11102	62	42	892	13 272
Certificate II in Hospitality (Operations)	THH21802	43	190	1 188	23 883
Certificate II in Tourism (Operations)	THT20502	111	36	1 628	42 942
Certificate I in Electrotechnology	UTE10102	6	1	21	630
Certificate III in Beauty	WRB30199	0	10	17	505
Certificate II in Hairdressing	WRH20100	41	25	476	10 454
Certificate I in Retail Operations	WRR10102	50	36	403	11 948
Certificate II in Retail Operations	WRR20102	6	38	342	9 434
Total numbers of:					
	Completed VET Certificates	Statements of Attainment	Units of competency	Nominal hours	
	1514	1423	26 670	674 182	

Strategy 3 — Units of Competency Embedded within an ACACA Agency Subject

Not Applicable

2.6.5 Reporting and Certification

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

Year 11 students	Statement of Results showing achievements in the current year.
Year 12 students	TCE. This includes details of all recorded achievements, including VET certificates and units of competency / modules.

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

The RTO is responsible for issuing the VET Certificate or Statement of Attainment.

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

2.7 VICTORIA

2.7.1 Policy and Strategies for Delivering VET

Nationally recognised VET is a highly valued component of senior secondary education in Victoria. Policy developments over recent years reflect the increased importance and validation of VET in the senior secondary certificates.

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

Strategy 1

VCE

The Victorian Curriculum and Assessment Authority (VCAA) develops, approves, and manages a suite of twenty-five VCE VET and thirteen SBNA programs. With each VCE VET program, in consultation with industry and key education and training stakeholders, the VCAA develops a training program with a VET qualification outcome within the rules of the relevant training package or curriculum. The VCAA builds VCE recognition arrangements around this qualification as a stand-alone program.

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

Where possible, the same recognition arrangements are made available for SBNA where the certificates are included within the suite of approved VCE VET programs.

VCAL

VET is built into the completion requirements of VCAL. VET is a mandatory component of the VCAL at the Intermediate and Senior levels of the certificate and an option at the Foundation level. Students may achieve individual competencies from a range of qualifications and industry areas, or may achieve partial completion of a single qualification. Students are encouraged to take up SBNA within their VCAL program.

Strategy 2

Block Credit Recognition in the VCE

The VCAA has developed a mechanism for providing unspecified block credit within the VCE, for students who have completed or partially completed nationally recognised VET qualifications that are not available in the suite of centrally maintained VCE VET programs and SBNAs.

Block Credit does not replace the approved VCE VET programs and their corresponding SBNAs, but complements them. It is available for students undertaking training in specialised or local industry training programs. It is useful where the cohort of students likely to undertake a particular certificate is very small and access to the training very narrow.

Strategy 3 — Units of Competency Embedded within a VCAA subject

Not applicable

2.7.2 Contribution of VET to the VCE and VCAL

VET contributes directly as stand-alone components of both the VCE and the VCAL.

VCE

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

VCAL

The completion of components of VET and Further Education certificates is built into the structure of the VCAL. There are four learning strands in the VCAL; in the Industry Specific Skills strand at Intermediate and Senior levels, students are required to achieve some competencies that may come from a range of training packages or curriculum. Students are not confined to the approved suite of VCE VET programs when selecting the VET components of their VCAL program and are not expected to complete whole qualifications.

2.7.3 Recent Developments

The VCAA collaborated with a number of state industry training bodies and TAFE institutes to redevelop state-accredited, nationally recognised certificates for use in traditional trades pre-apprenticeship programs. In these particular trade areas, the training packages have been found to be inaccessible for institution-based delivery of training.

In terms of policy development, in 2004 the VCAA relaxed the requirements for satisfactory completion of the VCE. These new requirements are described in 2.7.2. This has enabled VET to assume a greater profile in the VCE landscape.

Scored assessment was made available in two more VCE VET programs in 2004: Certificate II in Equine Industry and Certificates III in Music and Music (Technical Production).

2.7.4 Strategies for Delivering VET in the VCE and VCAL

In Victoria, VET qualifications are delivered as stand-alone programs that contribute to either the VCE or the VCAL. Students are assessed as competent or not-yet-competent, against the units of competence/modules within a qualification.

Strategy 1 — How VET Contributes to the VCE and VCAL

VCE

The following qualifications have been packaged as VCE VET programs. There are twenty-five program areas with thirty-five individual qualifications.

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

VCE VET programs 2004	Year 11 (Units 1-2)	Year 12 (Units 3-4)	AQF Qualification	National Training Package(s)
VCE VET Agriculture	✓	✓	Certificate II in Agriculture (RUA20198)	Agriculture (RUA98)
VCE VET Automotive	✓	✓	Certificate II in Automotive Technology (21110VIC)	Nationally recognised Victorian qualification using competency standards
VCE VET Business Administration	✓	✓	Certificate II in Business (BSB20101) and additional units from Certificate III in Business (BSB30101)	Business Services (BSB01)
VCE VET Building and Construction	✓	✓	Partial completion of Certificate II in Building and Construction (Pre-apprenticeship in Carpentry, Bricklaying and Painting and Decorating) (21393VIC)	Nationally recognised Victorian curriculum
CISCO Networking Academy	✓	✓	IT vendor training mapped to: Certificates II and IV in Computer System (Internetworking)	Cisco training curriculum mapped to nationally recognised Victorian curriculum

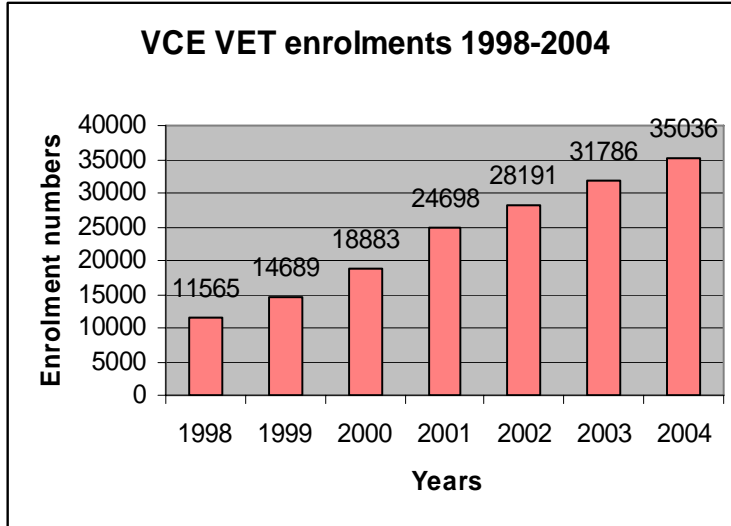
VCE VET programs 2004	Year 11 (Units 1-2)	Year 12 (Units 3-4)	AQF Qualification	National Training Package(s)
VCE VET Clothing Design and Production	✓	✓	Certificate III in Concept Development for Clothing Products (21471VIC) [Includes Certificate II in Clothing Production (Intermediate) LMT20600]	TCF (LMT00) Nationally recognised Victorian qualification using competency standards
VCE VET Community Services	✓	✓	Certificate III in Community Services (CHC30699)	Community Services (CHC99)
VCE VET Dance	✓	✓	Certificate II in Dance (21078VIC)	Nationally recognised Victorian curriculum
VCE VET Desktop Publishing	✓	✓	Certificate II in Desktop Publishing (21232VIC)	Nationally recognised Victorian curriculum
VCE VET Electronics	✓	✓	Certificate II Electronics (2206AKC)	Nationally recognised Victorian curriculum
VCE VET Engineering	✓	✓	Certificate I in Engineering Technology (2106AIC)	Nationally recognised Victorian curriculum
VCE VET Equine Industry	✓	✓	Certificate II in Equine Industry (21327VIC)	Nationally recognised Victorian qualification using a range of training packages
VCE VET Financial Services	✓	✓	Certificate III in Financial Services (FNB30199)	Financial Services (FNB99)
VCE VET Food Processing (Wine)	✓	✓	Certificate II in Food Processing (Wine) (FDF20403)	Food Processing Industry — Wine sector (FDF03)
VCE VET Furnishing	✓	✓	Certificate II in Furnishing (Cabinet Making) (2202ACC)	Nationally recognised Victorian qualification using competency standards
VCE VET Horticulture	✓	✓	Certificate II in Horticulture (RUH20198)	Horticulture (RUH98)
VCE VET Hospitality	✓	✓	Certificate II in Hospitality (Operations) (THH21802) and additional units leading to Certificate III in Hospitality	Hospitality (THH02)
VCE VET Information Technology	✓		Certificate II in Information Technology (ICA20199)	Information Technology (ICA99)
	✓	✓	Certificate III in Information Technology (Software Applications) (ICA30199)	Information Technology (ICA99)
	✓	✓	Certificate III in Information Technology (General) (ICA30299)	Information Technology (ICA99)

VCE VET programs 2004	Year 11 (Units 1-2)	Year 12 (Units 3-4)	AQF Qualification	National Training Package(s)
	✓	✓	Certificate III in Information Technology (Network Administration) (ICA30399)	Information Technology (ICA99)
VCE VET Laboratory Skills	✓	✓	Certificate III in Laboratory Skills (PML30199)	Laboratory Skills PML99
VCE VET Multimedia	✓		Certificate II in Multimedia (CUF20601)	Film, Television, Radio and Multimedia (CUF01)
		✓	Certificate III in Multimedia (CUF30601)	Film, Television, Radio and Multimedia (CUF01)
VCE VET Music Industry	✓		Certificate II in Music Industry (CUS20101)	Music Industry (CUS03)
	✓	✓	Certificate III in Music (CUS30101)	Music Industry (CUS03)
	✓	✓	Certificate III in Music Industry (Technical Production) (CUS30201)	Music Industry (CUS03)
VCE VET Retail Operations	✓		Partial completion of Certificate II in Retail Operations (WRR20102)	Retail (WRR02)
VCE VET Seafood Industry	✓	✓	Certificate II in Seafood Industry (Aquaculture) (SFI20100)	Seafood Industry (SFI00)
	✓	✓	Certificate II in Seafood Industry (Seafood Processing) (SFI20500)	Seafood Industry (SFI00)
	✓	✓	Certificate II in Seafood Industry (Seafood Sales/Distribution) (SFI20600)	Seafood Industry (SFI00)
VCE VET Small Business	✓		Certificate II in Small Business (Operations/Innovation) (21530VIC)	Nationally recognised Victorian qualification using competency standards
VCE VET Sport & Recreation	✓	✓	Certificate II in Community Recreation (SRC20201)	Community Recreation (SRC01)
	✓	✓	Certificate II in Fitness (SRF20201)	Fitness (SRF01)
	✓	✓	Certificate II in Outdoor Recreation (SRO20299)	Outdoor Recreation (SRO99)

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

SBNA programs	Year 11 (Units 1-2)	Year 12 (Units 3-4)	AQF Qualification	National Training Package(s)
Agriculture	✓	✓	Certificate II in Agriculture (RUA20198)	Agriculture (RUA98)
Automotive	✓	✓	Certificate II in Automotive: (Mechanical — Tyre Fitting and Repair Light) AUR21599 (Mechanical — Underbody) AUR21699 (Mechanical — Vehicle Servicing) AUR21799 (Sales — Replacement Parts and Accessories) AUR22099 (Sales — Service Station Operations) AUR22199 (Sales — Warehousing) AUR22399 (Vehicle Body — Detailing) AUR22599 (Vehicle Body — Paint/Panel Preparation) AUR22899 Certificate II in Bicycles (Services) AUR23099 Certificate II in Outdoor Power Equipment (Services) AUR23399 Certificate III in Automotive: (Mechanical — Heavy Vehicle) AUR30899 (Mechanical — Light Vehicle) AUR31099	Automotive AUR99
Business Administration	✓	✓	Certificate II in Business (BSB20101) and additional units from Certificate III in Business (BSB30101)	Business Services (BSB01)
Community Services	✓	✓	Certificate III in Community Services (Community Work) (CHC30699) Certificate III in Community Services (Aged Care Work) (CHC30199)	Community Services (CHC99)
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)

SBNA programs	Year 11 (Units 1-2)	Year 12 (Units 3-4)	AQF Qualification	National Training Package(s)
Horticulture	✓	✓	Certificate II in Horticulture (RUH20198)	Horticulture (RUH98)
Hospitality	✓	✓	Certificate II in Hospitality (Operations) (THH21802) and additional units leading to Certificate III in Hospitality	Hospitality (THH02)
Information Technology	✓	✓	Certificate III in Information Technology (Software Applications) (ICA30199)	Information Technology (ICA99)
	✓	✓	Certificate III in Information Technology (General) (ICA30299)	
	✓	✓	Certificate III in Information Technology (Network Administration) (ICA30399)	
Retail Operations	✓		Certificate II in Retail Operations (WRR20102)	Retail (WRR02)
Seafood Industry	✓	✓	Certificate II in Seafood Industry (Aquaculture) (SFI20100)	Seafood Industry (SFI00)
	✓	✓	Certificate II in Seafood Industry (Seafood Processing) (SFI20500)	
	✓	✓	Certificate II in Seafood Industry (Seafood Sales/Distribution) (SFI20600)	
	✓	✓	Certificate II in Seafood Industry (Fishing Operations) (SFI20200)	
Sport & Recreation	✓	✓	Certificate II in Community Recreation (SRC20201)	Community Recreation (SRC01)
	✓	✓	Certificate II in Fitness (SRF20201)	Fitness (SRF01)
	✓	✓	Certificate II in Outdoor Recreation (SRO20299)	Outdoor Recreation (SRO99)
	✓	✓	Certificate II in Sport and Recreation (SRO20199)	Sport (SRS99)
	✓	✓	Certificate II in Sport (Officiating) (SRS20499)	Sport (SRS99)
	✓	✓	Certificate II in Sport (Career Oriented Participation) (SRS20299)	Sport (SRS99)

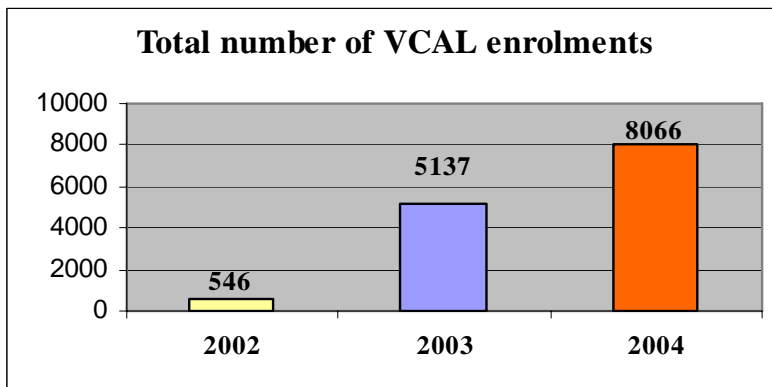


NB. This chart shows enrolment numbers NOT individual students.

VCAL

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

The VCAL offers three exit levels: Foundation, Intermediate, and Senior. VET is a mandatory component of the VCAL at Intermediate and Senior levels and optional at Foundation level. Students may undertake a VCE VET program to fulfill the VET requirement or may enrol in individual units of competence or modules from across a range of certificates and industry areas.



The VCAL enrolment information provided above is included here as it contributes to the overall figure for enrolments in VET in Schools in Victoria.

One option within VCAL is to undertake a Themed VCAL. The Themed VCAL is for students seeking a range of experience within a particular industry sector to inform choices for future pathways and to develop employability skills. A Themed VCAL will provide a learning program focus that is linked to priority areas in the labour market

and/or to job opportunities. The program should assist students to choose future pathways such as apprenticeships, VET qualifications, or employment.

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 the particular industry sector.

Enrolment Options

VCE VET programs contribute to the VCE at Year 11 (Units 1–2) or Year 12 (Units 3–4). VCE VET programs contribute to the VCAL through the Industry Specific Skills and Work Related Skills strands of the Foundation, Intermediate, and Senior 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 training programs or a mixture of these. Given this, the figures for total number of students and total number of enrolments will be different.

Assessment Program

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

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

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

Of the twenty-five VCE VET programs available in 2004, twelve provided students with the option of undertaking scored assessment of the designated Unit 3–4 sequence. The remaining 'unscored' VCE VET programs that provide students with a Unit 3–4 sequence contribute a 10% increment to the calculation of the ENTER.

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

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

- Certificate II in Business Administration — extended program incorporating Certificate III units of competence
- Certificate III in Community Services (Community Work)
- Certificate II in Dance
- Certificate II in Electronics
- Certificate II in Equine Industry
- Certificate II in Furnishing (Cabinet Making Stream)

- Certificate III in Financial Services
- Certificate II in Hospitality (Operations) — extended program incorporating Certificate III units of competence — includes Commercial Cookery and Food & Beverage streams
- Certificate III in Information Technology (Network Administration) or (General) or (Software Applications)
- Certificate III in Laboratory Skills
- Certificate III in Multimedia
- Certificate III in Music and Certificate III in Music (Technical Production).

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

- Assessment Guide
- task samples booklet
- sample exam papers
- state-wide briefing seminars and workshops conducted in March and December of each year.

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

All other VET programs which include a Unit 3–4 sequence contribute to the ENTER as 10% of the average of the primary four scaled Study Scores. This means that the unscored VCE VET program must be the fifth or sixth subject.

Victorian Tertiary Admissions Centre data has indicated that for the majority of students completing a scored VCE VET program, the scored Unit 3-4 sequence contributes to the 'primary four', thereby improving the student's ENTER.

Strategy 2 — Block Credit Recognition

Block Credit Arrangements for VCE Recognition

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

Block Credit arrangements obviate the need to ascertain whether a particular certificate meets the four criteria for approval as a VCE VET program and therefore does not require a lengthy and detailed program development process. This recognition arrangement is particularly suitable for SBNAs and individual pathways developments.

Enrolment Options

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

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

Assessment Program

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

Contribution to University Entrance Calculations

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

Statistics

Block Credit Recognition towards VCE completion — 2003–2004

Year	No. Enrolments in Certificates for Block Credit Recognition*
2003	743
2004	1634

* denotes enrolments, not individual students

Summary of enrolments not classified as VCE VET or SBNA, by industry area

Industry	VCE Block Credit Recognition	VCAL	TOTAL
Adult Community — Further Education	170	2904	3074
Agriculture and Horticulture	11	105	116
Animal Handling	3	4	7
Automotive	7	15	22
Building and Construction	21	231	252
Business Services	14	91	105
Community Services and Health	137	243	380
Cultural & Recreation — Arts & Design	69	216	285
Cultural & Recreation — Entertainment	102	166	268
Cultural & Recreation — Racing	4		4
Cultural & Recreation — Recreation	47	33	80
Electrical and Electronics	31	62	93
Food Processing	3	3	6

Industry	VCE Block Credit Recognition	VCAL	TOTAL
Furnishing	38	151	189
Information Technology	54	234	288
Metals and Engineering	24	28	52
Primary and Forest — Forest	1	2	3
Printing		31	31
Process Manufacturing	1	9	10
Public Administration and Safety	38	3	41
Textile Clothing and Footwear	1		1
Tourism and Hospitality	136	340	476
Transport and Storage	24	8	32
Wholesale Retail and Personal Services	698	501	1199
Total	1634	5380	7014

Strategy 3 — Units of Competency Embedded within a VCAA Subject

not applicable

2.7.5 Reporting and Certification

	Reported at Unit 1–2 (Year 11)	Reported at Unit 3–4 (Year 12)
Strategy 1: VCE	Statement of Results showing satisfactory completion of VCE VET or SBNA units (eg. VCE VET Hospitality Operations). Statement of units of competence achieved by students.	Statement of Results showing satisfactory completion of VCE VET or SBNA units. (eg. VCE VET Hospitality Operations). Statement of units of competence achieved by students. For scored programs the Statement of Results also shows: <ul style="list-style-type: none"> • Coursework score and grade • Examination score and grade • Study Score.
VCAL	Statement of Results showing credit towards the Industry Related Strand. Statement of units of competence achieved by students.	Statement of Results showing credit towards the Industry Related Strand. Statement of units of competence achieved by students.
Strategy 2: Block Credit for VCE	Statement of Results showing credit according to industry area. Statement of units of competence achieved by students.	Statement of Results showing credit according to industry area. Statement of units of competence achieved by students.

2.8 WESTERN AUSTRALIA

2.8.1 Policy and Strategies for Delivering VET

The *Joint policy statement: Future directions for VET in schools*, launched in 2001, was the result of collaboration between agencies and authorities. This policy makes it possible for schools to offer training and units of competency provided they meet Curriculum Council and Training Accreditation Council (TAC) quality assurance processes. Schools wishing to provide students with access to VET programs have two options for delivering VET:

- as a Registered Training Provider (RTP) — currently such schools can only apply for scope within set qualifications and a limited choice of competencies. The Curriculum Council provides all certification. RTP schools cannot form partnerships with other schools.
- in partnership arrangements with an RTO. Varying delivery and/or assessment arrangements are negotiated.

Qualifications delivered in schools are usually at AQF Certificates I & II, with higher levels being delivered by other RTO providers.

In 2004 there were sixteen RTP schools delivering thirty-seven different qualifications. The Curriculum Council printed Statements of Attainments and qualifications for these schools. The Curriculum Council also integrity checked the qualifications to ensure the RTP schools deliver within their scope.

The Curriculum Council, in consultation with Training Package Expert Groups, is responsible for identifying suitable qualifications and appropriate units of competence for RTP schools. There were fifty-seven qualifications available in 2004. Each RTP school scope was based on these qualifications. The Curriculum Council also provided the certification for RTP schools to meet the AQTF Standard 10. A separate database was maintained to quality assure the scope of the RTP schools.

VET contributes to the Western Australian Certificate of Education (WACE) using two program strategies:

Strategy 1 *not applicable*

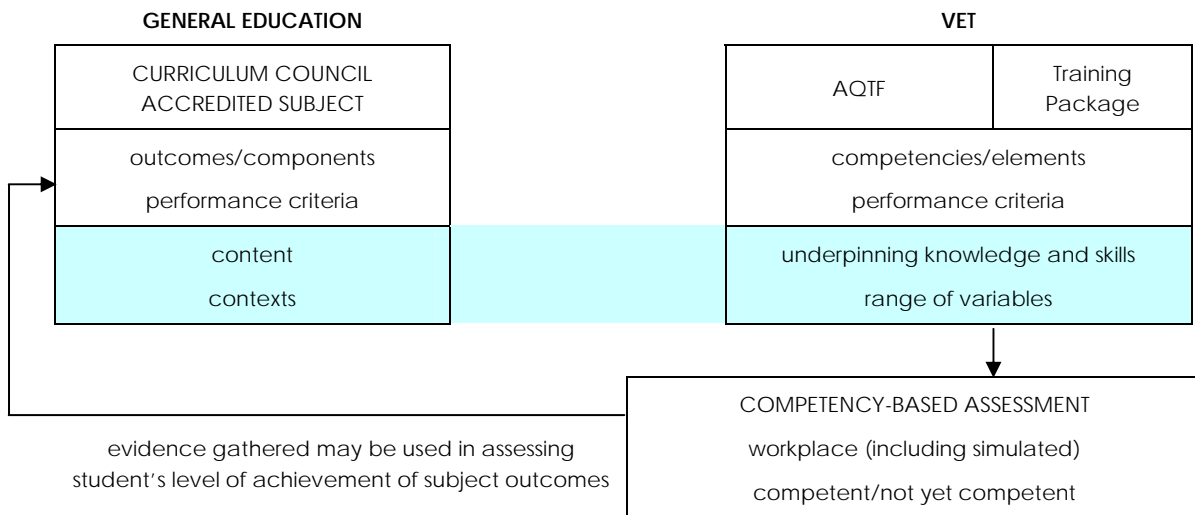
Strategy 2: Students complete units of competency (modules) towards the WACE in *stand-alone* mode.

Under this strategy the training provider uses the relevant Training Package to develop a training delivery and assessment plan (program) that meets AQTF standards. This includes combination of off-the job and on-the-job training and assessment in a way that meets the Training Package requirements. It is not possible to grade student achievement, therefore it is necessary to calculate a subject equivalent for the purposes of meeting the Western Australian Certificate of Education (WACE) requirements.

This strategy is used in both of the delivery options described above.

Strategy 3: Students undertake units of competency (modules) *integrated* within existing Curriculum Council Accredited subjects.

Under this strategy the training provider maps the training delivery and assessment plan (program) that meets AQTF standards to a Curriculum Council accredited subject. In cases where there is a minor gap between the competency requirements and the accredited subject requirements teachers develop an integrated training delivery and assessment program. The evidence gathered to judge whether a student is competent or not yet competent is supplemented to meet the accredited subject assessment requirements. The supplemented evidence is used to grade the student’s achievement using the subject performance criteria. In this way it is possible for a student who is deemed not yet competent to be awarded a grade that counts towards the WACE requirements.



This strategy is used in both of the delivery options described above.

2.8.2 Contribution of VET to the WACE

To complete the WACE students need to meet the following requirements:

- Subject Completion Requirement

The student completes at least ten full-year (or equivalent) Curriculum Council subjects;
- C-grade Average Requirement

The student obtains an average grade of C or better in eight full-year (or equivalent) Curriculum Council subjects, with at least four at E-code level; and

- English Language Competence Requirement

Obtain a grade of C or better in an E-code Curriculum Council English subject (or passing the Curriculum Council English Language Competence Test).

It should be noted that:

- VET subject equivalents are calculated for stand-alone VET (Strategy 2) by using the nominal hours published by the Department of Education and Training (DET) for competencies achieved;
- up to 40% of the subject completion requirement may be met through VET subject equivalents;
- the number of subjects counting towards the C-grade average requirement may be reduced by up to 25% through VET subject equivalents.

2.8.3 Recent Developments

The main impetus for the 2004 trend to increased delivery of stand-alone VET appeared to be the expansion of 'profile hours' that were available to students in some districts. 'Profile' refers to the range of courses and programs and associated recurrent funding agreed between the TAFE colleges and DET, which are broadly based on projected local area industry needs. Profile-funded VET for school students is a major initiative to increase the participation of 15 to 19-year-olds in post-compulsory education and training. Profile funding may be used to deliver VET for government school students against Training Package qualifications. The training delivery and assessment is conducted by the TAFE College. No fees or charges apply to students enrolled in profile-funded VET.

It is anticipated that the 2005 implementation of School Apprenticeship Link (SAL) programs, currently under development, will also increase the number of school students engaged in VET delivery in TAFE settings. SAL programs are being developed in industry areas of skill shortage against Training Package qualifications, as well as 'skills sets'.

At the end of 2004 the Curriculum Council received a draft of the proposed new policy related to VET for School Students being prepared by DET. Although this draft indicated that the new policy would be implemented from and including 2005, informal advice indicates that this will be delayed until 2006.

As part of the implementation of Post-compulsory Review recommendations, opportunities for including some units of competency (where providers feel it is appropriate) have been identified for nearly all of the fifty courses of study. VET versions are being developed for seventeen of the courses of study. The primary focus of VET versions of courses of study is to achieve a VET qualification. The secondary focus is to record a level on the scale of achievement for each of four course of study outcomes. This will enable achievement in the VET version to be scored for inclusion in the calculation of the TER. The VET version of Media Production and Analysis COS was developed, underwent action research, and has now been accredited for 2006 implementation.

2.8.4 Strategies for Delivering VET in the WACE

The following VET qualifications have been negotiated as being appropriate for delivery as part of a school program and within courses of study providing AQTF requirements are met, from and including 2003. These have provided a key reference for ongoing development of new courses. The list of qualifications defines the areas from which RTP schools may select to meet AQTF requirements. Schools in partnership with RTOs may select competencies and qualifications from any area.

Code	Qualification
Certificate I	
RUA10298	Agriculture (Beef Cattle Production)
RUA10198	Agriculture (General)
RUA11398	Agriculture (Sheep & Wool)
AUR10199	Automotive
BSB10101	Business
BCG10198	Construction
MEM10198	Engineering
CUE10198	Entertainment
FDF10198	Food Processing (Fruit & Vegetables OR General Foods OR Dairy)
FDF10498	Food Processing (Wine)
RUH10198	Horticulture (cross sector)
THH11102	Hospitality (Kitchen Operations)
THH11002	Hospitality (Operations)
ICA10101	Information Technology
ICA10201	Information Technology (E Consumer)
CUF10101	Media
CUS10101	Music Industry (Foundation)
WRR10102	Retail Operations
SFI10100	Seafood (Aquaculture)
SFI10200	Seafood (Fishing Operations)
SFI10500	Seafood (Seafood Processing)
SRO10199	Sport and Recreation
Certificate II	
RUA20298	Agriculture (Beef Cattle Production)
RUA21398	Agriculture (Sheep & Wool)
AUR21799	Automotive (Mechanical — Vehicle Servicing)
CUF20401	Broadcasting (Radio)
CUF20501	Broadcasting (Television)
BSB20101	Business
CHC20199	Community Services (Aged Care)

Code	Qualification
CHC20399	Community Services (Children's Services)
CHC20499	Community Services (Community Work)
BCG20198	Construction General
MEM20198	Engineering — Production
CUE20198	Entertainment
CUE20298	Entertainment (Front of House)
RUH20198	Horticulture (cross sector)
THH22002	Hospitality (Kitchen Operations)
THH21802	Hospitality (Operations)
ICA20199	Information Technology
ICA20201	Information Technology (Applications)
MNM20199	Metalliferous Mining (Open Cut)
CUF20601	Multimedia
CUS20101	Music Industry (Foundation)
SRO20299	Outdoor Recreation
ICP26199	Printing & Graphic Arts (General)
ICP20299	Printing & Graphic Arts (Print Design)
WRR20102	Retail Operations
CUF20301	Screen
CUF20201	Screen (Art and Construction)
SRO20199	Sport and Recreation
THT20502	Tourism (Operations)
Certificate III	
ICA30299	Information Technology
Unit bank for	Certificate II in Film, TV, Radio & Multimedia

2.8.5 Reporting and Certification

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

During 2004 the Council worked with independent schools and school systems to move towards full implementation of AVETMISS requirements by 2005. Significant difficulties have been experienced by schools in adapting their databases to record all of the required AVETMISS fields. This impacted on the Curriculum Council's data gathering and data verification procedures, with significant risks having to be managed in both areas.

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

Table 1 *Number of Schools with Students* who Completed Units of Competency/ Modules, 2004*

School Sector	Schools with Years 8, 9, or 10 Students	Schools with Year 11 Students	Schools with Year 12 Students	All Schools
Government	72	111	107	141
Catholic	6	28	33	36
Other Independent	7	25	28	34
Total	85	164	168	211

* Students who successfully completed at least 1 unit of competency/module in 2004.

Table 2 *Number of VET Subject Equivalents Achieved by Students, 2004*

No. 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	221	180	401	331	310	641	262	264	526	814	754	1568
1.0	79	103	182	399	318	717	294	274	568	772	695	1467
1.5	163	118	281	375	234	609	168	171	339	706	523	1229
2.0	34	12	46	142	88	230	134	106	240	310	206	516
2.5	62	39	101	84	84	168	143	217	360	289	340	629
3.0	7	2	9	62	38	100	71	96	167	140	136	276
3.5	10	0	10	12	11	23	61	54	115	83	65	148
4.0*	11	6	17	27	18	45	220	151	371	258	175	433

* Students who successfully completed at least 1 unit of competency/module and at least one Structured Workplace Learning Subject in 2004.

Table 3 *Year 12 Students (VET) using Subject Equivalents to Achieve a WACE, 2004*

Category of Students*	Male	Female	Persons
Students who achieved subject equivalents	1353	1333	2686
Students who had subject equivalents and needed these to achieve a WACE	176	138	314
Students who had subject equivalents but did not achieve a WACE	226	137	363

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

Table 4 *Number of Students* who Completed Units of Competency/Modules by Delivery Strategy, 2004*

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	45	25	70	1357	1420	2777	1095	1210	2305	2497	2655	5 152
Stand-alone only	912	737	1649	1041	851	1892	825	843	1668	2778	2431	5 209
Both Integrated & Stand Alone	29	10	39	738	616	1354	570	591	1161	1337	1217	2 554
Total	986	772	1758	3136	2887	6023	2490	2644	5134	6612	6303	12 915

* Number of students who successfully completed at least 1 unit of competency/module in 2004.

Table 5 *Number of Year 11 Students who Participated in Units of Competency/ Modules, 2004*

School Sector	Year 11 Students					
	Male		Female		Persons	
	Enrolled*	Completed**	Enrolled*	Completed**	Enrolled*	Completed**
Government	3265	2410	2906	2258	6171	4668
Catholic	481	467	331	313	812	780
Other Independent	279	259	333	316	612	575
Total	4025	3136	3570	2887	7595	6023

* Students who enrolled in at least 1 unit of competency/module in 2004. Enrolled refers to those students who studied the competency/module, however, they may not have successfully completed the competency/module in 2004.

** Students who successfully completed at least 1 unit of competency/module in 2004. Those students who were given either recognition of prior learning or credit transfer are also included in the completed numbers.

Table 6 *Number of Year 12 Students who Participated in Units of Competency/ Modules, 2004*

School Sector	Year 12 Students					
	Male		Female		Persons	
	Enrolled*	Completed**	Enrolled*	Completed**	Enrolled*	Completed**
Government	2247	1904	2304	2040	4551	3944
Catholic	411	401	316	311	727	712
Other Independent	191	185	308	293	499	478
Total	2849	2490	2928	2644	5777	5134

* Students who enrolled in at least 1 unit of competency/module in 2004. 'Enrolled' refers to those students who studied the competency/module, however, they may not have successfully completed the competency/module in 2004.

** Students who successfully completed at least 1 unit of competency/module in 2004. Those students who were given either recognition of prior learning or credit transfer are also included in the completed numbers.

Table 7 *Number of Students who Participate/Completed in Units of Competency/ Modules, 2004*

School Sector	Years 8 to 12 Students					
	Male		Female		Persons	
	Enrolled*	Completed**	Enrolled*	Completed**	Enrolled*	Completed**
Government	6676	5169	6086	4951	12 762	10 120
Catholic	945	902	709	686	1 654	1 588
Other Independent	599	541	701	666	1 300	1 207
Total	8220	6612	7496	6303	15 716	12 915

* Students who enrolled in at least 1 unit of competency/module in 2004. 'Enrolled' refers to those students who studied the competency/module, however, they may not have successfully completed the competency/module in 2004

** Students who successfully completed at least 1 unit of competency/national training module in 2004.

Table 8 *Number of Students* who Completed Structured Workplace Learning Subjects, 2004*

School Sector	Years 8 to 10 Students			Year 11 Students			Year 12 Students			All Students		
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Government	86	53	139	1992	1629	3621	1388	1481	2869	3466	3163	6629
Catholic	0	0	0	452	341	793	457	394	851	909	735	1644
Other Independent	7	16	23	239	243	482	188	299	487	434	558	992
Total	93	69	162	2683	2213	4896	2033	2174	4207	4809	4456	9265

* Students who completed at least one Structured Workplace Learning Subject in 2004.

Table 9 *Number of Students* who Completed Units of Competency/Modules and Structured Workplace Learning Subjects, 2004*

School Sector	Years 8 to 10 Students			Year 11 Students			Year 12 Students			All Students		
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Government	42	21	63	1408	1202	2610	1134	1221	2355	2584	2444	5028
Catholic	0	0	0	292	180	472	283	252	535	575	432	1007
Other Independent	6	13	19	133	131	264	123	176	299	262	320	582
Total	48	34	82	1833	1513	3346	1540	1649	3189	3421	3196	6617

* Students who successfully completed at least 1 unit of competency/ module and at least one Structured Workplace Learning Subject in 2004.

APPENDIX A

Curriculum Mapping – IT Training Package

QUESTION	WA	SA	TAS	VIC	NSW	ACT	QLD	NT
1 What AQF level certificate in IT is counted towards senior secondary certificate (SSC)?	Certificate I, II, III	Certificate III	No completion certificate yet, expects Certificate I, II, III to count.	Certificate II, III	Certificate II, III	Certificate I, II Difficulty negotiating Certificate III	Certificate I, II, III	Certificate I-IV
2a Is the SSC tied to a year level?	No	No	No	No	No	No	No	No
2b Is a year level tied to a VET Certificate level?	No	Cert II – Stage 1 Cert III – Stage 2	No	Cert II – unit 1/2 Cert III – unit 3/4	No	No	No	No
3 Is there a national consensus on the recognition of Certificate III level in IT for the SSC?	Trend – school sector view Certificate III in IT appropriate to upper level of SSC Not universally supported by industry. Reasons – workplace standards, not appropriate for schools, Cert III linked to employment outcomes							
4 Enrolment trends and gender participation?	Increase in enrolments Less females – and female enrolments down	In general education: 2/3 male, 1/3 female In VET subjects: 3/4 male, 1/4 female	No systematic data	General IT enrolment down – Year 11 60:40 male : female Year 12 IT 2/3 male, 1/3 female Systems 90% male, 10% female M/M VET increased	2/3 male and 1/3 female in VET and non-VET	Total enrolment decreased 2/3 male, 1/3 female Multimedia 50 : 50	Male enrolments 3 times greater	In general education (SSABSA VET): 2/3 male, 1/3 female In stand-alone no gender breakdown available
5 Recognition of vendor programs?	Embed	Embed	Embed	CISCO recognised in own right – mapped onto existing Victorian curriculum	No formal recognition	Embed	No formal recognition	No formal recognition
6 Extent of prescription?	No prescription in certificate Contain school RTO programs	Prescription in SSABSA VET subjects which provide a score No prescription in stand alone VET	No bundles prescribed	VCE VET prescribed to give scored assessment No prescription in stand alone	HSC VET prescribed No prescription in stand alone	Prescribed	Schools have limited choice	No prescription in stand-alone VET

Source: Minutes, ACACA VET in Schools Group Meeting, VCAA, Melbourne 30 July 2004

APPENDIX B

Strategy 1: Certificates Achieved through Units of Competency Packaged as ACACA Agency Subjects

Full certificate	ACT	NSW	SA & NT	VIC
Towards certificate				
Automotive (AUR99, VIC)				
Cert II Automotive Technology (21110VIC)				
Cert I Automotive AUR10199				
Cert II Automotive: AUR20899, AUR99, 21110VIC				
(Mechanical — Tyre Fitting and Repair Light) AUR21599				
(Mechanical — Underbody) AUR21699				
(Mechanical — Vehicle Servicing) AUR21799				
(Sales — Replacement Parts and Accessories) AUR22099				
(Sales — Service Station Operations) AUR22199				
(Sales — Warehousing) AUR22399				
(Vehicle Body — Detailing) AUR22599				
(Vehicle Body — Paint/Panel Preparation) AUR22899				
Cert II Bicycles (Services) AUR23099				
Cert II Outdoor Power Equipment (Services) AUR23399				
Cert III Automotive:				
(Mechanical — Heavy Vehicle) AUR30899				
(Mechanical — Light Vehicle) AUR31099				
Agriculture (RUA98), Horticulture (RUH98), Veterinary Nursing (RUV98), Amenity Horticulture (RTF03), Rural Production (RTE03), Food Processing (FDF03), VIC				
Cert I Agriculture (RUA10198)				
Cert I Agriculture (Beef Cattle Production) (RUA10298)				
Cert I Agriculture (Dairy) (RUA10498)				
Cert I Agriculture (Horse Breeding) (RUA10798)				
Cert I Agriculture (Milk Harvesting) (RUA10898)				
Cert I Agriculture (Sheep and Wool) (RUA11398)				
Cert II Agriculture (RUA20198)				
Cert II Agriculture (RTE20103)				
Cert II Agriculture specialising Beef Production, Dairy Production, Goat Production, Horse Breeding, Pig Production, Poultry Production, Sheep and Wool Production, Grain Production, Cotton Production or Sugar Production (RTE21030)				

Full certificate	ACT	NSW	SA & NT	VIC
Towards certificate				
Cert II Agriculture (Grain Production)				
Cert III Agriculture (RTE30103)				
Cert II Animal Studies (RUV20198)				
Cert II Crutching (RTE20503)				
Cert II Equine Industry (21327VIC)				
Cert I Horticulture (RUH10198)				
Cert II Horticulture (RUH20198)				
Cert II Horticulture (RTF20103)				
Cert III Horticulture (RTF30103)				
Cert II Irrigation (RTE20203)				
Cert III Irrigation (RTE31303)				
Cert II Production Horticulture (RTE20603)				
Cert III Production Horticulture (RTEW31603)				
Cert II Rural Operations (RTE20703)				
Cert III Rural Operations (RTE31903)				
Cert II Shearing (RTE20403)				
Cert II Wool Handling (RTE20303)				
Cert III Wool Clip Preparation (RTE31403).				
Cert III Advanced Wool Handling (RTE32003)				
Business Services (BSB01), PRD01, VIC				
Cert I Business (BSB10101)				
Cert II Business (BSB20101)				
Cert III Business (BSB30101)				
Cert II Small Business (Operations/Innovations) (21530VIC)				
Cert II Business Administration (BSB30201)				
Cert III E-Business (BSB30601)				
Cert III Spatial Information Services (PRD30301)				
Community Services (CHC02), (CHC99)				
Cert III Children's Services (CHC30402)				
Cert II Community Services (Community Work) (CHC20499)				
Cert II Community Services (First Point of Contact) (CHC20302)				
Cert II Community Services (Support Work) (CHC20102)				
Cert III Community Services (CHC30699)				
Cert III Community Services (Aged Care Work) (CHC30199)				
Cert III Community Services (Aged Care Work) (CHC30102)				
Cert III Community Services (Community Work) (CHC30699)				

Full certificate	ACT	NSW	SA & NT	VIC
Towards certificate				
Conservation and Land Management (RTD02)				
Cert I Conservation and Land Management (RTD10102)				
Cert II Conservation and Land Management (RTD20102)				
Cert III Conservation and Land Management (RTD30102)				
Construction (BCC98), Civil Construction (BCC98), General Construction (BCG98), VIC				
Cert I Construction (BCG10198)				
Cert II Building and Construction (Pre-apprenticeship Carpentry, Bricklaying and Painting and Decorating) (21393VIC)				
Cert I Construction (BCC10198)				
Cert I Construction (BCG10198)				
Cert II Civil Construction (BCC20198)				
Cert II General Construction (BCG20198)				
Dance VIC				
Cert II Dance (21078VIC)				
Desktop Publishing VIC				
Cert II Desktop Publishing (21232VIC)				
Electrotechnology UTE99, VIC				
Cert II Electronics (2206AKC)				
Cert I Electrotechnology (UTE10102)				
Entertainment Industry (CUE98), Music Industry (CUS01), Music Industry (CUS03)				
Cert I Entertainment (CUE10198)				
Cert II Entertainment (CUE20198)				
Cert II Entertainment (Front of House) (CUE 20298)				
Cert I Music Industry (Foundation) (CUS10101)				
Cert II Music Industry (Foundation) (CUS20101)				
Cert II Music Industry (CUS20101)				
Cert III Music Industry (Technical Production) (CUS30201)				
Cert III Music (CUS30101)				
Fashion Design LMT00; TCF (LMT00) VIC				
Cert I Clothing Production (LMT10400)				
Cert II Clothing Production (Intermediate) (LMT20600)				
Cert II Clothing Production (Complex or Multiple Processes) (LMT20700)				
Cert III Concept Development for Clothing Products (21471VIC) [Includes Cert II Clothing Production (Intermediate) LMT20600]				

Full certificate	ACT	NSW	SA & NT	VIC
Towards certificate				
Film, Television, Radio and Multimedia (CUF01)				
Cert II Broadcasting (screen) (CUF20301)				
Cert II Broadcasting (radio) (CUF20401)				
Cert II Broadcasting (television) (CUF20501)				
Cert II Multimedia (CUF20601)				
Cert III Multimedia (CUF30601)				
Cert III Broadcasting (radio) (CUF30301)				
Cert III Broadcasting (television) (CUF30401)				
Financial Services (FNB99)				
Cert II Financial Services (FBN20199)				
Cert III Financial Services (FNB30199)				
Food Processing Industry (FDF98), Food Processing Industry – Wine sector (FDF03)				
Cert II Food Processing (Wine) (FDF20403)				
Cert II Food Processing (FDF20198) (General Foods, Confectionery, Dairy Processing, Fruit and Vegetables)				
Furnishing VIC, LMF02				
Cert I Furnishing (LMF10102)				
Cert II Furnishing (Cabinet Making) (2202ACC)				
Hospitality (THH02)				
Cert I Hospitality (Operations) (THH11002)				
Cert II Hospitality (Operations) (THH21802)				
Cert III Hospitality				
Cert I Hospitality (Kitchen Operations) (THH11102)				
Cert II Hospitality (Kitchen Operations) (THH2202)				
Information Technology (ICA99), VIC CISCO				
Cert I Information Technology (ICA10101)				
Cert II Information Technology (ICA20199)				
Cert III Information Technology (General) (ICA30299)				
Cert II Information Technology (Applications) (ICA20201)				
Cert III Information Technology (Software) (ICA30199)				
Cert III Information Technology (Software Applications) (ICA30199)				
Cert III Information Technology (Network Administration) (ICA30399)				
IT vendor training mapped to Certs II and IV Computer System (Internetworking) CISCO				

Full certificate	ACT	NSW	SA & NT	VIC
Towards certificate				
Laboratory Operations (cross-industry) (PML99)				
Cert III Laboratory Skills (PML30199)				
Metal and Engineering (MEM98), VIC				
Cert I Engineering (MEM10198)				
Cert I Engineering Technology (2106AIC)				
Cert I Metals & Engineering (MEM10198)				
Cert II Engineering (Production) (MEM20198)				
Retail (WRR02)				
Cert I Retail (WRR10102)				
Cert II Retail (WRR20102)				
Seafood (SFI00)				
Cert I Seafood Industry (Aquaculture) (SFI10100)				
Cert I Seafood Industry (Fishing Operations) (SFI10200)				
Cert I Seafood Industry (Seafood Processing) (SFI10500)				
Cert II Seafood Industry (Aquaculture) (SFI20100)				
Cert II Seafood Industry (Fishing Operations) (SFI20200)				
Cert II Seafood Industry (Seafood Processing) (SFI20500)				
Cert II Seafood Industry (Seafood Sales/Distribution) (SFI20600)				
Sport Industry (SRS03), Community Recreation (SRC01), Fitness (SRF01), Outdoor Recreation (SRO02, SRO03, SRO99), Sport (SRS99)				
Cert I Community Recreation (SRC10201)				
Cert II Community Recreation (SRC20201)				
Cert III Community Recreation (SRC30201)				
Cert III Community Recreation (Instruction) (SRC30301)				
Cert II Fitness (SRF20201)				
Cert III Fitness (SRF30201)				
Cert II Outdoor Recreation (SRO20299)				
Cert II Outdoor Recreation (Multiple Activities) (SRO20303)				
Cert II Sport (Career Oriented Participation) (SRS20299)				
Cert II Sport (Coaching) (SRS20302)				
Cert II Sport (Officiating) (SRS20399)				
Cert II Sport (Officiating) (SRS20499)				
Cert II Sport and Recreation (SRO20199)				
Cert II Sport and Recreation (SRO20103)				

Full certificate	ACT	NSW	SA & NT	VIC
Towards certificate				
Tourism (THH02)				
Cert I Tourism (Australian Indigenous Culture) (THT10102)				
Cert II Tourism (Operations) (THT20502)				
Cert II Tourism (Operations) (THH20502)				
Cert III Tourism (Operations) (THH31002)				

ACRONYMS

ACACA	Australasian Curriculum, Assessment and Certification Authorities
ACT BSSS	Australian Capital Territory Board of Senior Secondary Studies
AQF	Australian Qualifications Framework
AQTF	Australian Quality Training Framework
ANTA	Australian National Training Authority
AVETMISS	Australian Vocational Education and Training Management Information Statistical Standard
CIT	Canberra Institute of Technology
DET	[Western Australian Government] Department of Education and Training
ENTER	Equivalent National Tertiary Entrance Rank
HSC	Higher School Certificate
MCEETYA	Ministerial Council of Education Employment and Youth Affairs
NTCE	Northern Territory Certificate of Education
QSA	Queensland Studies Authority
RTO	Registered Training Organisation
RTP	Registered Training Provider
SACE	South Australian Certificate of Education
SBNA	School-based New Apprenticeship
SAS	Study Area Specification
SOA	Statement of Attainment
SSABSA	Senior Secondary Assessment Board of South Australia
TAFE	Technical and Further Education
TER	Tertiary Entrance Rank
TQA	Tasmanian Qualifications Authority
TCE	Tasmanian Certificate of Education
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
WACE	West Australian Certificate of Education

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