Curriculum Council report on

**Vocational Education and Training in Senior Secondary Education
Western Australia
2010**

Released by

Allan Blagaich
Acting Chief Executive Officer
Curriculum Council

CURRENCY STATEMENT

The data published in this report indicates activity at a specific point in time. Enrolment and achievement data are subject to variability based on a variety of circumstances at both the student and school level.

All tables and graphs created by Curriculum Council.

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Summary

The latest data from the National Centre for Vocational Education Research (NCVER) *Australian VET in schools statistics, 2009* indicate that there were 229 500 VET in schools students in 2009 an increase of 4.3% from 2008[1]. VET undertaken as a part of a senior secondary program is now part of mainstream education in Western Australia and the appetite of students and schools to participate in these programs continues to grow.

There has been increased attention on VET in schools at both a national and state level particularly with regard to perceived issues around the quality of training, the outcomes of VET in schools programs and the role VET in schools plays in the broad spectrum of Australia's future workforce capabilities. It has become evident that it serves a number of different purposes.

It has been acknowledged that students may wish to include VET in their senior secondary program as a means of career exploration, a mechanism for achieving senior secondary graduation or to become more competitive in the workplace, further education, training or employment. Schools may view VET as a strategy for retaining and/or engaging students in senior secondary education or to 'value add' to a senior school program. Alternatively, industry may factor VET in schools as a part of an overall workforce development strategy providing students with basic skills for a future within the industry.

Impending national and state targets and initiatives further add to the complexity of the landscape for VET in schools with each aiming to achieve positive results for senior secondary students and the Australian workforce. These include:

- The National Partnership on Youth Attainment and Transitions—95% of all students with a Senior Secondary Certificate (or equivalent) or Certificate II by 2015
- Training WA targets for VET in schools—Proportion of VET in Schools in key priority industry areas to increase from 23% of enrolments to 40% by 2012
- National Trade Cadetship initiative under the National Curriculum
- Trade Training Centres in Schools program

These varied aims and agendas for VET in schools have created tensions that make it imperative for stakeholders to work together to ensure that the outcomes of VET for senior secondary students can be optimised.

National context

The concerns from various stakeholders regarding the quality of training, success of 'VET in schools' programs outcomes and their articulation into further training and employment in industry is not uncommon across Australian states and territories. Internationally, similar concerns have been identified: the report recently released by the UK Secretary of State for Education, the *Review of Vocational education and*

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[1] Data source: National Centre for Vocational Education Research (NCVER). (2009). *VET in schools 2009.* Retrieved 2009, from http://www.ncver.edu.au/publications/2309.html.

training—The Wolf Report March 2011[2] by Professor Alison Wolf sets out many of the same concerns.

The Australasian Curriculum, Assessment and Certification Authorities (ACACA) agencies are focused on developing strategies through the VET ACACA sub-group to address these concerns. The VET ACACA sub-group will soon release the 2010 VET ACACA report; this report aims to illustrate how state and territory Boards of Study address issues of quality within the senior secondary certificates and to provide an overview of VET in senior secondary certificates. It is intended that the publication be used as a point of reference for VET in the Senior Secondary Certificate.

VET in senior secondary education

Attempting to capture the factors that constitute an effective senior secondary VET program is challenging. It is clear that the 'VET in schools student cohort' is an evolving group of students. Students undertaking VET in WA have access to a broad variety of curriculum pathways with many choosing to combine traditional courses with VET as a part of their senior secondary program. In addition, students who undertake training outside a school-arranged VET program may now use this achievement to contribute towards their WACE. It is becoming common for students to use VET achieved as a part of their after school hours employment to contribute towards meeting the requirements of the WACE.

Schools face a challenging task when offering VET in schools programs to students. They are required to simultaneously satisfy the requirements set out by various national agreements and initiatives, reflect evolving industry demands and expectations, and respond to various state training and workforce development targets and strategies. Schools are increasingly relying on innovative practices and partnerships with other schools, community partners, the training sector and industry to enable their students to access VET in schools programs.

The data presented in this report should not be used to draw simplistic conclusions about the performance of particular schools or to draw inferences and make generalisations on VET in senior secondary, as these data alone do not provide sufficient detail about the intention and quality of a school's VET program.

Rather the effectiveness of VET in WA senior secondary schools needs to be considered more broadly by reflecting on the following:

- What are the post-school outcomes for VET students from a particular school and how well do they articulate into further employment and training?

- How does the school's VET program help students refine their own career aspirations and pathways?

- Is VET a part of the whole school culture or is it confined to a discrete group of students and if so, what are the outcomes for those students?

Furthermore, many schools combine VET and workplace learning. This can require a qualification to run over a two-year period in order to take advantage of the opportunity to undertake training in the workplace as part of full a WACE program. Therefore schools that offer this opportunity to their students may not feature highly

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[2] Source: *Review of Vocational Education – The Wolf Report March 2011.*Retrieved 2011, from https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00031-2011

when ranked against other schools or in data that identifies Year 11 qualification completions. The same can be said for data that rank student participation in VET nominal hours in excess of 220 nominal hours in Year 12. Yet both represent good practice in terms of student outcomes.

In some industry areas, legislation and advice from industry groups, training providers, and other stakeholders deem qualifications higher than a Certificate I inappropriate for VET in schools students. Many schools see value in Certificate I completions for the opportunities that they afford once the student leaves senior secondary education.

Table A: 2010 VET participation and achievement *(Appendix 1, page 30)* illustrates student participation and achievement in Year 12. It also reports school VET activity from Years 10–12 in 2010 for each school. This table provides the broad spectrum of senior secondary VET activity. It provides a more accurate illustration of the VET activity in schools by reporting completion of qualifications across the WA senior secondary cohort as well as the Year 12 senior secondary cohort specifically.

Background and purpose of this report

VET in schools in Western Australia has received similar attention and commentary to that applied nationally in other jurisdictions. In particular, there are concerns raised about the quality of the outcomes achieved, the appropriateness of particular qualifications for secondary students and how effectively VET programs articulate to further employment and training.

The Curriculum Council has been working collaboratively with the Department of Training and Workforce Development (DTWD) to determine the type of information that may be useful to VET in schools stakeholders. While some analysis of the data is provided the reader is cautioned not to draw simplistic conclusions about that data. As stated previously, VET is now mainstream: there is no longer a 'typical' VET in schools cohort. Schools and students are engaging actively in the evolving and contemporary VET sector.

This report aims to provide:

- clarity about VET in schools activity
- a snapshot of senior secondary VET enrolment (effort) and participation (achievement) by industry areas, training providers and recognition arrangements in the WACE
- a basic analysis of the data provided
- information that may be used by VET in schools stakeholders as a basis for decision-making, planning and development of policy.

Introduction

Vocational Education and Training (VET) in school programs were introduced in Western Australia (WA) in 1997. The original intention of 'VET in schools' was to provide options that would maintain young people's interest and participation in post-compulsory senior secondary years of schooling.

Since its inception, participation in these programs has grown from 3% of Year 11 and 12 students to an enrolment rate of 38% in 2010. This strong growth reflects in part uptake in response the raising of the school leaving age for WA students to 17 in 2006. Under the *Higher School Leaving Age and Related Provisions Act 2005,* all Western Australian 17-year-olds have to be engaged in full-time school or a combination of school, training and/or employment.

Nationally, VET in schools is where

- it is undertaken as part of a senior secondary certificate, the Western Australian Certificate of Education (WACE) *(National Principles for VET in Schools, MCEETYA 1998)*;
- completion by the student provides credit toward a recognised VET qualification within the Australian Qualification Framework (*New Pathways for Learning*, MCEETYA, March 2000, page 82).

The Department of Education's *Vocational Education and Training for School Students* policy underpins the delivery of VET to school students in Western Australian schools. The policy replaces the *Joint Ministerial Policy Statement on Vocational Education and Training for school students in Western Australia 2005*.

The Curriculum Council is an independent statutory authority that is responsible to the Minister for Education. It is administered by a board consisting of 13 members representing the Department of Education, the Association of Independent Schools, the Catholic Education Office, universities, the training sector, teachers, industry and the community.

One of the key purposes of the Curriculum Council[3] is to provide for the assessment and certification of student achievement. This includes the provision of mechanisms for the recognition of VET in the Western Australian Certificate of Education (WACE). The WACE is a Senior Secondary Certificate of Education (SSCE) within the Australian Qualification Framework (AQF).

VET in the WACE

Any nationally recognised VET qualifications and/or units of competency from training packages attained by senior secondary students in Years 10–12 may contribute towards the achievement of a WACE. This includes VET achievement outside a school arrangement[4].

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[3] The functions of the Curriculum Council are outlined in Part 3s.9 of the Curriculum Council Act
[4] For further information please refer to the VET section WACE Manual 2011 under Section 5.4.2 Reporting Achievement of VET to the Curriculum Council; Category 2 VET.

Achievement in WACE courses provides course unit credit towards the WACE. Recognition of VET may be awarded through the allocation of course unit equivalence towards the WACE. A component of the breadth and depth requirement for the achievement of the WACE is that student must complete at least 20 units of which at least ten must be from WACE courses. Up to ten of these units may be achieved through unit equivalence.

The Curriculum Council provides three recognition arrangements of VET achievement in the WACE under the *AQF Pathways Policy* as:

- WACE course units when completed through VET industry specific courses (formal recognition). VET industry specific courses specify completion of full AQF qualifications and mandatory work place learning.
- Unit equivalence when achieved through VET credit transfer delivery and assessment (unspecified credit). In the context of the WACE, VET credit transfer is used to describe VET delivery and assessment that occurs independent (stands alone) of WACE course delivery. That is, the VET program is allocated separate learning time within a student's senior secondary program regardless of delivery mode (on school campus or at another site).

VET integrated within a course involves the concurrent (embedded) delivery and assessment of VET units of competency with a WACE course. While VET achieved in this manner does not contribute to meeting WACE requirements, achievement details are shown on a student's statement of results. Depending on the extent to which the content aligns, the WACE course and VET units of competency enable students to meet the requirements and components of both. It is for this reason that dual credit towards meeting WACE requirements is not awarded.

The recognition arrangements set out by the Curriculum Council are *not* VET programs; rather they are the mechanism provided by the Curriculum Council for recognition of VET within the WACE.

VET quality in the WACE

VET undertaken as a part of a school program must meet the requirements outlined in the *AQTF Essential Conditions and Standards*. As such a school must become a Registered Training Organisation (RTO) or work in a partnership arrangement with a RTO for all delivery, assessment and certification. VET that is not certified by a RTO does not contribute towards the WACE. School data integrity checks are regularly conducted in order to verify that the necessary transcripts of achievement retained by the school are consistent with the achievement data sent to and subsequently reported by the Curriculum Council.

WA schools rely heavily on partnership arrangements with RTOs for up-to-date information relating to specific content and delivery requirements of a VET program. Commonly the RTO works with a school to determine the units within a VET program in which the student is enrolling. The basis for a partnership agreement between the school and an RTO is that:

- students will receive the appropriate training
- there is the appropriate certification of that training and
- all relevant AQTF and industry standards prescribed within training packages will be met.

While the Curriculum Council advocates quality VET in schools programs it can do little more than record and report on it. Issues that relate to the quality of delivery, assessment and the outcomes of training are outside of the scope of responsibility and influence of the Curriculum Council.

In WA the Training Accreditation Council (TAC) is responsible for quality assurance and recognition processes for RTOs and for the accreditation of courses. TAC subjects all school RTOs to the same audit processes as other training providers involved in VET for secondary school student delivery.

The Curriculum Council works closely with the VET sector and industry stakeholders to encourage schools and students to undertake quality VET programs through the VET industry specific courses. These courses are accredited by the Curriculum Council subject to a number of requirements. Each VET industry specific course is developed collaboratively with representatives from schools, training providers, members of business and industry and the WA Industry Training Councils (ITCs).

All VET industry specific courses meet the packaging rules specified in the relevant national training packages and require delivery and assessment to be carried out in accordance with the AQTF. Accreditation of these courses by the Curriculum Council is dependent on the sign-off from the relevant ITC Chief Executive. The sign-off of the VET industry specific courses affirms that the ITC is satisfied that the course meets the expectations of a quality VET in schools program and complies with the training package rules.

Part 1: 2010 VET senior secondary student cohort

1.1 Senior secondary cohort

In 2010 there were 65 840 senior secondary students (students in Years 10–12) enrolled in at least one WACE course unit, one VET unit of competency or one endorsed program. There were 1177 Year 10–12 overseas students; these students have been omitted from the data.

1.2 Senior secondary participation in VET

In 2010 33% of senior secondary students completed at least one VET unit of competency. This achievement remains relatively stable across senior secondary years in WA with 32% of Year 10 students, 32% of Year 11 students and 35% of Year 12 students achieving at least one unit of competency. Figure 1 illustrates the total senior secondary cohort for 2010 and the number of students within each sector/system as a proportion of the total senior secondary cohort. In addition it identifies the 'VET cohort' as a proportion of the number of students within each individual system and sector.

Figure 1: Senior secondary (SS) student cohort and composition of VET students by school sector and systems, 2010
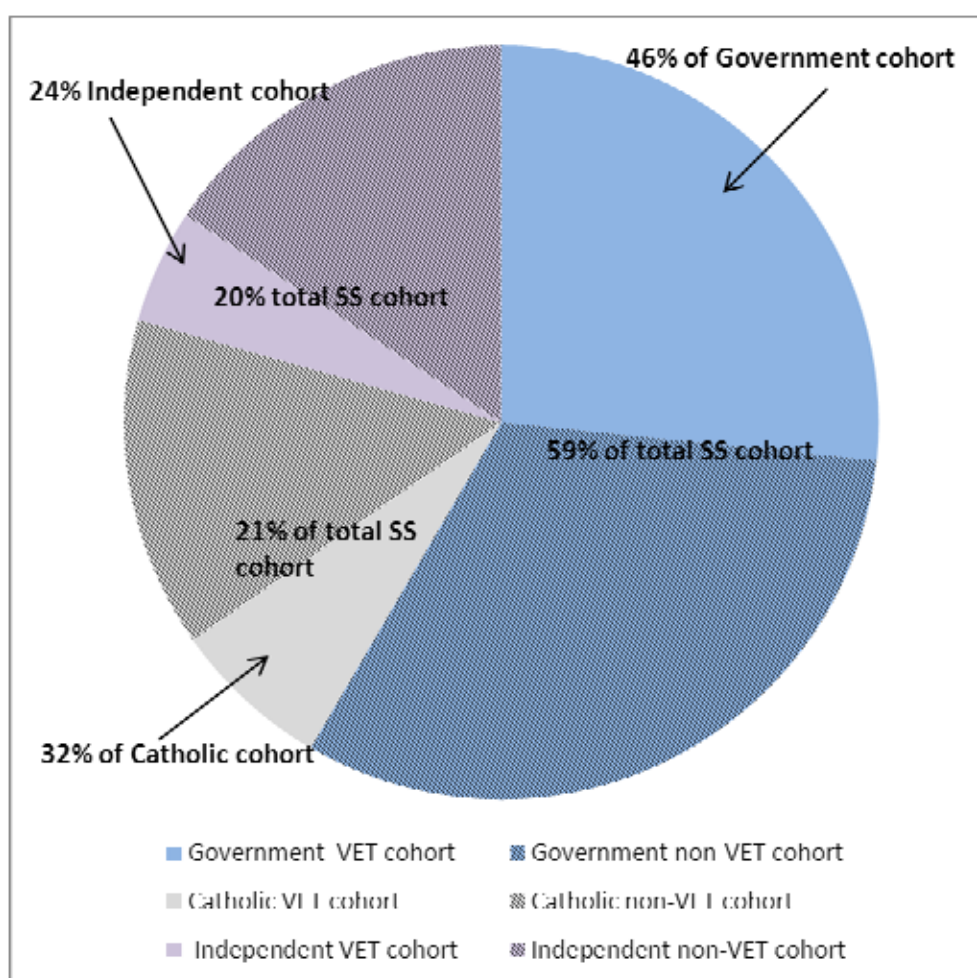
Senior secondary VET programs have continued to evolve since the late 90s. In some instances these programs have been heavily influenced by various funding policies. An increased focus on VET for senior secondary students has changed the landscape of VET programs in schools. This changing VET landscape has been influenced by initiatives such as the National Partnership Agreement on Youth Attainment and Transitions and other initiatives that encourage students to complete full qualifications with a strong industry focus. In addition these programs encourage achievement of qualifications at higher AQF levels.

1.2.1 VET enrolments and completions

Curriculum Council senior secondary achievement data are reported at the unit of competency level. The proportion of senior secondary students who were enrolled in at least one VET unit of competency and who subsequently completed a unit has continued to rise steadily, from 81% in 2007 to 86% in 2010 *(Figure 2)*.

Factors that have had a direct impact on the uptake and completion of VET in senior secondary school include:
- the raising of the profile of VET in schools as an integral part of post-compulsory education programs
- the raising of the school leaving age policy enacted for all WA year 11 students from 2006
- the Council of Australian Government (COAG) target outlined in the *National Partnership Agreement on Youth Attainment and Transitions*; by 2015, 95% of all students will have either the Senior Certificate of Education or a Certificate II
- *Training WA Planning for the future 2009–2018* target for the proportion of VET in schools in key priority industry areas to increase from 23% to 40% by 2012. Included in this workforce development plan is an increased engagement by industry with schools.

Figure 2: Senior secondary enrolment* and completion** trends, 2007 – 2010
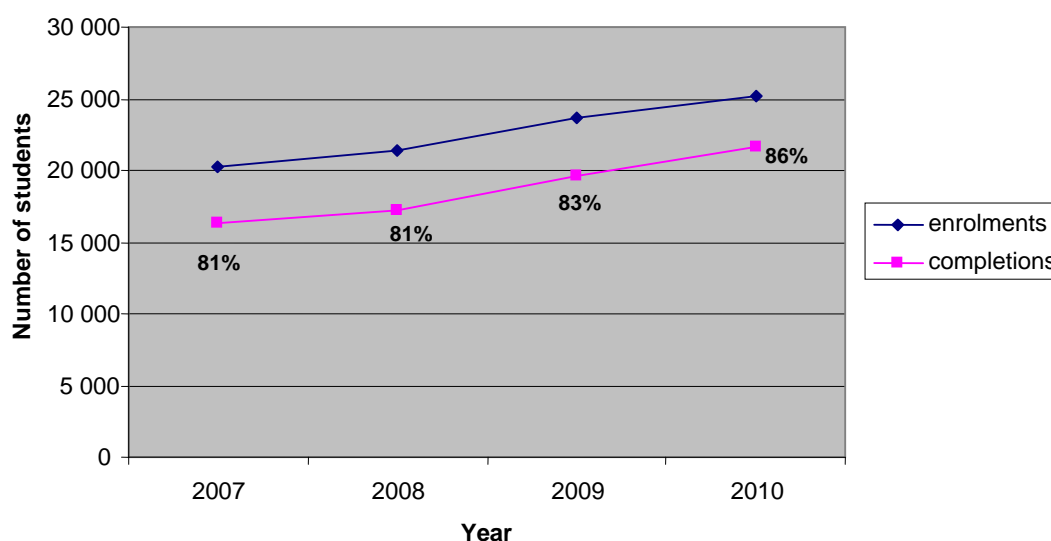
 * *Students who enrolled in at least one unit of competency. A student is only represented once.*
** *Students who successfully completed at least one unit of competency. Students who were given recognition of prior learning or credit transfer are also included. A student is only represented once.*

Table 1 reports on participation in senior secondary VET programs by school sector/systems. Within the context of the WACE, effort in VET is represented as enrolment in at least one VET unit of competency as opposed to enrolment at the qualification level collected by the VET sector. Curriculum Council enrolment data illustrate school and student intentions, while completion data reflect actual outcomes of VET activity.

At this stage it is difficult to make judgements about the outcomes and measures of success based on VET enrolment data. That is, based on the current data it is not possible to establish whether it is a student's intention to achieve a partial qualification or skills set, or if the student intends to complete a full qualification. Both objectives have merit. Schools will often report to the Curriculum Council only enrolments in the units of competency that a student intends to complete in the current year or units that form part of a skills set. It can be said, therefore, that if the student only intends to complete a partial qualification and does so, this is a successful outcome. The Curriculum Council is considering how best to capture this information to gain greater insight into outcomes of VET in schools programs.

Table 1: Senior secondary VET cohort participation, 2010

School sector	Senior secondary students				
	VET cohort* (enrolled)	% of total VET cohort **	completed ***	% of total VET cohort ****	% completions of system/sector VET cohort *****
Government	17 527	69%	14 568	67%	83%
Catholic	4464	18%	4203	20%	94%
Independent	3199	13%	2842	13%	89%
All	**25190**		**21 613**		**86%**

VET cohort refers the number of students who enrolled in at least one unit of competency in 2010. Enrolled refers to those students who studied the competency, however, they may not have successfully completed the competency in 2010. A student is only represented once.

**Proportion of total VET student cohort enrolled in at least one VET unit of competency

*** Number of students in the VET cohort who successfully completed at least one unit of competency in 2010. Those students who were given either recognition of prior learning or credit transfer are also included in the completed numbers. A student is only represented once.

****Proportion VET cohort within the sector/system who completed at least one unit of competency as a proportion of total enrolments within the sector/system.

***** Proportion of VET cohort who completed at least on unit of competency as a proportion of VET cohort within that sector/system.

1.2.1.1 Full qualification completions

Table 2 indicates that in 2010, 16% of the senior secondary cohort completed at least one VET qualification. These data also reveal that many students completed more than one qualification in 2010. The low number of qualifications completed in Year 11 compared to Years 10 and 12 is a notable feature of the data. The data in Table 2 are somewhat limited in capturing student intent to complete a qualification. Typically schools will only report student enrolment in the units of competency that they intend for the students to complete that year. There are some cases however, where the student is initially reported as being enrolled in a unit of competency and is then reported at achievement time as a continuing enrolment. This observation may explain the decrease in qualification achievement rates in Year 11 reported in Tables 2 and 3.

Table 3 illustrates the number of senior secondary students in 2010 enrolled in at least one unit of competency and who completed a full qualification. It should be noted that by Year 12 the number of students enrolled in at least one VET unit of competency and who complete a full qualification account, for over half of the VET student cohort.

Table 2: Number of full qualifications completed as a proportion of the total senior secondary student cohort, 2010

Year level	No. of students that completed at least 1 qualification	% total senior secondary student cohort	Total number of qualifications completed by VET cohort
10	2268	16%	2654
11	2843	10%	3574
12	5653	24%	7955
Total	**10 764**	**16%**	**14 183**

Table 3: Number of senior secondary VET students who completed at least one full qualification, 2010

Year Level	Students enrolled* in at least 1 UoC	No. of students that completed at least one full qualification	% VET population who completed at least one full qualification
10	5134	2268	44%
11	11 039	2843	26%
12	9017	5653	63%
Total	**25 190**	**10 764**	**43%**

'Enrolled' refers to those students who studied the unit of competency however they may not have successfully completed the competency.

The trend evident in the qualification completions data may be due to a number of factors. Many senior secondary VET in schools programs run over two years to allow adequate time to successfully complete all components of the student's senior secondary program. This is one reason that explains qualification completion data for Year 12 students being higher than other years. Completions in Year 10 are predominantly at AQF level one. Typically students commence the higher level qualifications in Year 11 and proceed to completion in Year 12. This may also

account for the drop in completions of qualifications in Year 11 and steep rise in Year 12 completion data.

Another factor that has had an effect on qualification completion data relates to Curriculum Council policy, specifically the 'Exemption from sitting the 2010 WACE examinations' granted to eligible VET students. The rationale for this policy was to acknowledge students who were involved in a *substantial* VET program in their senior secondary years and to recognise how this may affect their broader WACE program.

Compulsory WACE examinations are conducted for all 51 Stage 2 and 3 WACE courses. However since 2008, Year 12 students who are working towards the completion of an AQF VET Certificate I or higher and who are enrolled in three or fewer Stage 2 and/or Stage 3 unit pairs and who do *not* wish to sit the WACE examination, can apply for an exemption. Since the introduction of compulsory examinations, some schools have seen VET qualifications completed in Year 12 as an opportunity for students to undertake Stage 2 and 3 courses without having to sit exams. This has provided incentive for some schools to offer full VET qualifications over a two year period or to commence Certificate I qualifications in Year 12 to ensure students are eligible for exemption.

It was recognised that the 2010 policy did not adequately capture the intended cohort. From 2011 the 'Exemption from sitting WACE examinations for VET students' policy has been amended to approve only students who are completing 220 nominal hours of VET in Year 12 in related industry areas and who are enrolled in three or fewer Stage 2 and/or Stage 3 pairs of units as being eligible for exemption from WACE examinations.

Data from Tables 2 and 3 also illustrate that Year 10 qualification achievement is predominantly at Certificate I level. Many Certificate I qualifications can be completed in addition to other curriculum options within a single year. Some schools see VET in Year 10 as a positive and engaging program where students gain valuable work-readiness skills and gain exposure to a particular industry area.

It should be noted that these data reflect only VET achieved as a part of a school arrangement. It is anticipated that the completion of qualifications in Year 11 and 12 may be slightly higher as students leave school to pursue training or employment opportunities. In addition, it is becoming increasingly common for students to request VET achieved outside of a school arrangement (e.g. as a part of their weekend job or community participation) to be included in their WACE. While this form of VET may contribute to a student's WACE it is omitted from the Curriculum Council VET achievement data.

The data in Table 4 provide a summary of qualification achievements by AQF level and gender. The data indicate that 46% of the qualifications achieved by Year 12 students are at AQF level 2 in comparison to 43% at AQF level I. These statistics are in contrast to the trend in Year 11 where qualification completions for Certificate I account for 70% of completions compared to 24% at AQF level II.

Certificate III qualifications achieved by Year 12 students represent only 9% approximately of full qualification completions and 5% of the total senior secondary cohort that complete a full qualification. While this percentage seems modest it is a positive sign that 770 students were able to manage the rigour of a Certificate III qualification as a part of their senior secondary program.

Earlier reference to trends in VET programs highlighted the observation that completion rates of qualifications for Year 10 students were typically at Certificate I level. This statement is supported by the data set out in Table 4 that indicate that 90% of the 2657 qualifications completed by Year 10 students in 2010 were at AQF level I.

The data do not indicate the intent to complete as enrolments in qualifications are currently not captured by the Curriculum Council. The value in collecting this information is currently being considered and may form part of the analysis of future reporting by the Curriculum Council of VET in senior secondary schooling.

Table 4: Senior secondary AQF qualification level achievement summary by gender and year group, 2010

AQF level	Year 10			Year 11			Year 12			All		
	Male	Female	All	Male	Female	All	Male	Female	All	Male	Female	All
I	1329	1055	2384	1720	952	2672	2095	1366	3461	5144	3373	8517
II	111	161	272	398	467	865	1783	1867	3650	2292	2495	4787
III	0	1	1	16	29	45	294	430	724	310	460	770
IV	0	0	0	2	5	7	56	79	135	58	84	142
Diploma	0	0	0	0	1	1	3	5	8	3	6	9

Two courses without a qualification/course level of education identifier have been omitted from this table and account for 29 completions in 2010.

1.2.1.2 Qualification completion by gender

Tables 5 and 6 provide an insight into the most popular and attainable qualifications achieved (by gender) across the senior secondary student VET cohort in 2010.

In addition to the popularity of the Business and Information Technology qualification, achievement for both genders and the choice by male students to complete traditionally male dominated qualifications, contrast quite dramatically to the popularity of hospitality, community services, languages and arts qualification completions chosen by females.

Table 5: Top 15 qualification achievements by male senior secondary students, 2010

Qualification Code	Qualification Name	Male
BSB10107	Certificate I in Business	857
ICA10105	Certificate I in Information Technology	663
MEM10105	Certificate I in Engineering	506
LMF10108	Certificate I in Furnishing	433
CHC10108	Certificate I in Work Preparation (Community services)	426
ICA20105	Certificate II in Information Technology	369
AUR10105	Certificate I in Automotive	312
CPC10108	Certificate I in Construction	296
BSB20107	Certificate II in Business	271
SRO10106	Certificate I in Sport and Recreation	211
SRS20306	Certificate II in Sport (Coaching)	208
52183	Certificate I in Leadership Development	158
MEM20105	Certificate II in Engineering	141
CUV10103	Certificate I in Visual Arts and Contemporary Craft	132
RTE20103	Certificate II in Agriculture	119

Table 6: Top 15 qualification achievements by female senior secondary students, 2010

Qualification Code	Qualification Name	Female
BSB10107	Certificate I in Business	911
BSB20107	Certificate II in Business	602
ICA10105	Certificate I in Information Technology	475
CHC10108	Certificate I in Work Preparation (Community services)	432
SIT10207	Certificate I in Hospitality	234
SIT10307	Certificate I in Hospitality (Kitchen Operations)	227
ICA20105	Certificate II in Information Technology	180
SRS20306	Certificate II in Sport (Coaching)	161
52183	Certificate I in Leadership Development	154
SIT20307	Certificate II in Hospitality (Kitchen Operations)	126
39042QLD	Certificate II in Applied Language	123
CUV20103	Certificate II in Visual Arts and Contemporary Craft	121
CHC20108	Certificate II in Community Services	111
SIT20107	Certificate II in Tourism	108
SRO10106	Certificate I in Sport and Recreation	101

1.3 Year 12 VET activity 2010

1.3.1 Year 12 general findings

In 2010, 23 153 Year 12 students undertook studies towards achieving the WACE. This is an increase of 7.4% on the 21 516 in 2009.

In addition 4099 seventeen year olds (compared to 1994 in 2009) were engaged in apprenticeships, traineeships, employments and/or training. These young people were not enrolled in schools. However, the Curriculum Council retains the responsibility for collecting information on any employment, education and training activities set out in these students' Notice of Arrangement with the Minister for Education under the School Leaving Age legislation.

Of the 23 153 Year 12 students, 21 296 full-time students were eligible to graduate, with 97.3 % of these students meeting the requirements for WACE graduation.

Furthermore, in 2010:
- 33.6% of full time/eligible Year 12 students participated in VET programs, up from 30.4% in 2009
- 6578 Year 12 students achieved at least one VET qualification throughout senior secondary years (Years 10–12), compared with 4955 in 2009 (this figure includes *all* Year 12 students not just those who were full-time and eligible to achieve the WACE)
- 5653 Year 12 students completed at least one qualification in Year 12 alone
- there were 4343 Certificate II or higher achieved as compared with 3437 in 2009, 3656 in 2008 and 2509 in 2007
- 698 (537 in 2009) students completed Certificate III and 133 (82 in 2009) students achieved a Certificate IV
- the qualification with the most completions was BSB10107 *Certificate I in Business,* with 697 Year 12 students achieving the full qualification. This was also the most popular qualification in 2009 where it was completed by 312 Year 12 students.

1.3.2 Year 12 VET enrolment and completion

VET participation and achievement data for the 2010 Year 12 cohort indicate that Western Australian senior secondary schools are providing VET programs with positive completion outcomes. In 2010, of the 9016 Year 12 students who enrolled in at least one unit of competency, 8087 students completed at least one unit of competency reflecting approximately 90% of the number of student enrolment up 2% from 2009. Of the 8087 Year 12 students who completed at least one unit of competency 5653 (70 %) achieved at least one qualification.

Table 7: Year 12 VET effort (enrolment) and achievement (completions) activity 2008-2010

School Sector	The 2010 Year 12 cohort VET activity during senior secondary								
	2008 Year 10			2009 Year 11			2010 Year 12		
	*Enrolled	Completed **	%	*Enrolled	Completed **	%	*Enrolled	Completed **	%
Government	3011	2149	71%	8664	6926	80%	6462	5632	87%
Catholic	788	610	77%	1410	1317	93%	1420	1372	97%
Other Independent	520	449	86%	1089	863	79%	1135	1083	95%
Total	4319	3208	74%	11 163	9106	82%	9017	8087	90%

* Students who enrolled in at least one unit of competency in 2010. 'Enrolled' refers to those students who studied the competency, however, they may not have successfully completed the competency in 2010. A student is only represented once.
** Students who successfully completed at least one unit of competency in 2010. Those students who were given either recognition of prior learning or credit transfer are also included in the completed numbers. A student is only represented once.

Table 7 provides longitudinal data relating to the 2010 Year 12 VET activity in terms of enrolment (effort) and completion (achievement) in VET. The data indicate a marked increase in the number of students who completed at least one unit of competency as they progressed through their senior secondary program.

The data from Table 7 in addition to Table A: 2010 Vocational Education and Training—participation and achievement, 2010 in Appendix 1 reveal that there are two distinct VET programs delivered by schools.

Many schools choose to offer VET programs over the two years of senior secondary schooling with students either completing a qualification or completing the majority of a qualification in Year 12.

The second type of VET program is one where students are engaged in substantial VET in Years 10 and 11 and choose to go on to further employment or training or focus on WACE courses in Year 12.

Of the schools with at least 20 full-time eligible students in Year 12 *and* students enrolled in VET, 3% have 100% of their Year 12 students completing greater than 220 nominal hours (the equivalent of four WACE course units) of VET in Year 12. Additionally, 16% of these schools have half of their Year 12 cohort completing 220 nominal hours or more in Year 12 and 49% have at least one quarter of their Year 12 cohort achieving 220 nominal hours or more in Year 12.

1.3.2.1 Year 12 full qualification completion

Table B: 2010 VET qualifications awarded (Appendix 2) identifies all full qualification completions by Year 12 students in 2010.

An extract from Table B is presented in Table 8. This table highlights the qualifications with 100 or more Year 12 students completed in 2010.
The data also reflect the most popular qualifications completed by Year 12 students in 2010.

Table 8: Qualifications with 100 or more qualification completions by Year 12 students, 2010.

Code	Name	State-wide		
		Male	Female	Total
BSB10107	Certificate I in Business	307	390	697
BSB20107	Certificate II in Business	205	464	669
ICA10105	Certificate I in Information Technology	251	239	490
ICA20105	Certificate II in Information Technology	285	165	450
CHC10108	Certificate I in Work Preparation (Community services)	154	152	306
MEM10105	Certificate I in Engineering	287	7	294
SRS20306	Certificate II in Sport (Coaching)	148	119	267
LMF10108	Certificate I in Furnishing	202	14	216
RTE20103	Certificate II in Agriculture	108	63	171
SIT20307	Certificate II in Hospitality (Kitchen Operations)	49	114	163
SIT10207	Certificate I in Hospitality	42	116	158
BSB30107	Certificate III in Business	38	99	137
CUF20107	Certificate II in Creative Industries (Media)	49	83	132
MEM20105	Certificate II in Engineering	125	4	129
SRO10106	Certificate I in Sport and Recreation	92	37	129
CUV20103	Certificate II in Visual Arts and Contemporary Craft	28	99	127
SIT10307	Certificate I in Hospitality (Kitchen Operations)	40	85	125
AUR10105	Certificate I in Automotive	111	10	121
SRO20206	Certificate II in Outdoor Recreation	72	43	115
CPC10108	Certificate I in Construction	107	6	113
SIT20107	Certificate II in Tourism	18	94	112

Qualifications in both Certificates I and II in Business and Information Technology are the most popular qualifications, possibly due to the accessibility to training resources and flexible modes of delivery in partnerships with RTOs in these areas.

Achievements in the traditional trade areas such as Construction, Automotive and Hospitality have also remained strong. In 2009, 114 Year 12 students achieved BCG10103 Certificate I in General Construction with almost the same results for 2010 under the new CPC08 Construction, Plumbing and Services Integrated Framework training package qualification.

Achievement in Certificate I in Automotive have increased from 88 achievements by Year 12 students in 2009 compared to 114 in 2010. Engineering continues to grow in popularity, showing a significant increase in full qualification achievements from 189 Year 12 achievements in 2009 to 294 in 2010.

Qualifications in Hospitality also continue to grow in popularity. The Certificate II in Hospitality had 166 Year 12 full qualification achievements in 2009 compared to 163 in 2010. There has been a considerable increase in completions by Year 12 students in Certificate I in Hospitality (Kitchen Operations) from 62 in 2009 to 125 Year 12 achievements in 2010.

Part 2: Workplace learning (WPL) and VET

The value of a VET program that incorporates workplace learning (WPL) is undeniable. This validity of this assertion was affirmed by the experience of those persons from the VET sector and industry that were involved in judging the 2010 Curriculum Council VET Awards. The judges commented that the calibre of students shortlisted for Exhibitions and Certificates of Distinctions was uniformly 'outstanding'. In order to be eligible for a VET award, it is stipulated that a student must complete a designated amount of workplace learning in addition to a full qualification at AQF level 2 or above. It was very evident that these students had gained invaluable transferable skills by being provided with the opportunity to operate outside the parameters of the school environment. The employability skills gained by students in the context of a qualification help better prepare students for *any* post school pathway.

However it is often the case that VET in senior secondary schools programs does not involve workplace learning. Tables 9 and 10 indicate that there is unrealised potential for enriched learning that could be gained through an increase in the strategic combination of VET and WPL.

There were 21 613 senior secondary students in 2010 who achieved at least one unit of competency. Of these students 7930 students (37%) completed VET and WPL as compared to 39% in 2009.

In 2010 there were 8087 Year 12 students who completed at least one VET unit of competency. Of these students, 3521 (44%) completed VET and WPL compared to 45% in 2009.

Table 9: Number of schools* with students that completed units of competency and WPL endorsed program or WPL course, 2010

School System/Sector	Schools with Year 10 students that achieved VET & WPL	Schools with Year 11 students that achieved VET & WPL	Schools with Year 12 students that achieved VET & WPL	All schools
Government	52	211	110	373
Catholic	5	51	5	61
Other Independent	1	60	1	62
Total	58	322	116	496

* Schools with students who achieved at least one Curriculum Council WPL endorsed program unit equivalent or a grade in at least one WPL WACE course unit in addition to VET.

Table 10: Number of students* that completed units of competency and WPL endorsed program or WPL course, 2010

School System/Sector	Year 10 students that achieved VET & WPL	Year 11 students that achieved VET & WPL	Year 12 students that achieved VET & WPL	All students
Government	268	3175	2521	5964
Catholic	14	523	476	1013
Other Independent	6	423	524	953
Total	288	4121	3521	7930

* Students who achieved at least one Curriculum Council WPL endorsed program unit equivalent or a grade in at least one WPL WACE course unit in addition to VET.

Part 3: Registered Training Organisation (RTO) representation

3.1 2010 RTO WACE delivery (students)

In 2010, as reported to the Curriculum Council there were 144 RTOs involved in VET in schools delivery. The representation of RTO VET in school delivery is reflected in the Table 11 below.

Table 11: RTO VET in schools delivery summary, 2010

RTO Type	Number of VET students		Number of RTOs	
	TOTAL	%*	TOTAL	%**
State	10 771	47	11	8
Private	9980	44	109	75
Schools	1680	7	20	14
University	350	1	4	3
TOTAL	22 781		144	

*Represents as a proportion of the number of total students undertaking at least one VET unit of competency. Some students may have been enrolled in different programs with more than one RTO.
**Proportion of the total number of RTOs in partnership with WA schools

3.2 State training providers

Approximately 52% (5356 different units of competency) of VET in the WACE was delivered in partnership with a state training provider (formerly TAFEWA). Table 12 provides a breakdown of this partnership in terms of the proportion of schools and students the state training provider involved.

Table 12: State training provider delivery summary, 2010

RTO	Total number of students*	Total number of schools
Central Institute of Technology	3582	94
Polytechnic West	2131	112
Challenger Institute of Technology	2110	63
South West Institute of Technology	652	21
Durack Institute of Technology	597	17
West Coast Institute of Training	434	36
C Y O'Connor Institute	423	23
Great Southern Institute of Technology	403	12
Pilbara TAFE	267	8
Kimberley TAFE	172	10

*Represents the number of students undertaking at least one VET unit of competency. Some students may have been enrolled in different programs with more than one RTO.

3.3 Private training providers

In WA approximately 34% (3478 different units of competency) of VET in the WACE is delivered in partnership with a private training organisation. National Corporate Training delivered at least one unit of competency to the greatest number of VET for school students in 2010.

Table 13: Top 20 private training providers delivery summary, 2010

RTO	Total number of students*	Total number of schools
National Corporate Training	6048	88
South Metropolitan Youth Link	552	51
St John Ambulance Australia (WA) t/as The College of Pre-Hospital Care	513	20
Hospitality Group Training (WA) Inc	261	33
Australian Institute of Technology Transfer	228	2
Australian Centre for Advanced Studies Inc	144	13
Skills Strategies International	141	6
Directions	111	32
Fremantle Education Centre Inc t/as Fremantle Education	109	9
Australian Skills Training	109	3
Jobs South West	95	11
Royal Life Saving Society Australia (WA Branch)	93	19
Australasian Maritime Institute	75	1
Ging Mo Institute Australia Pty Ltd	66	9
Surf Life Saving Western Australia Inc	66	5
Sterling Business College Pty Ltd	65	7
Southern Grampians Adult Education Centre Inc	64	1
Farm Information Services	61	18
Wongutha CAPS Campus	60	1
Australian College of the Arts t/as Ausmusic College	60	3

Represents the number of students undertaking at least one VET unit of competency. Some students may have been enrolled in different programs with more than one RTO.

3.4 School-based RTOs

Approximately 9% (974 different units of competency) of VET in the WACE is delivered by WA RTO schools in 2010. Generally RTO schools have a limited scope with specific focus on particular industry areas. Innovative partnerships and an observed trend for schools to specialise in particular industry areas means they are beginning to expand their scope of delivery.

Part 4: Industry activity

The data presented in Table 14 illustrate activity within individual training packages. It details the number of students who enrolled in at least one unit of competency from the training package and the number of those students who completed a partial qualification or full qualification. A partial qualification refers to students who have successfully completed at least one unit of competency within the training package. In addition, a proportion of total enrolments for both partial and full completions have been provided.

Training packages have been grouped according to the Industry Skills Council responsible for the development of the training package. Future publications of these data will reflect the final decision made by ACARA and the Boards of Study on how best to report senior secondary VET activity by industry area. The Curriculum Council currently does not collect enrolments at the qualification level and hence cannot provide data that identifies a student's intent to complete the full qualification.

It is evident however, that in some training packages the number of students who completed full or partial qualifications is less than the number of enrolments. This difference reflects the number of students who enrolled in at least one unit of competency from a training package and either did not meet the competency requirements, withdrew from the unit or never attempted the unit.

Table 14: Enrolment and achievement activity of senior secondary students by Industry Skills Council (ISC), 2010**

Training package code	Total students enrolled*	Partial qualification **	% ***	Full qualification ****	% ***
AgriFood Skills Australia					
AGF07 Agri-Food	12	0	0.0%	9	75.0%
FDF03 Food Processing	14	6	42.9%	7	50.0%
MTM07 Australian Meat Industry	8	1	12.5%	7	87.5%
RGR02/08 Racing	23	6	26.1%	17	73.9%
RTD02 Conservation & Land Management	139	58	41.7%	21	15.1%
RTE03 Rural Production	1051	482	45.9%	416	39.6%
RTF03 Amenity Horticulture	318	175	55.0%	64	20.1%
RUV04 Animal Care and Management	88	28	31.8%	39	44.3%
SFI04 Seafood Industry	686	513	74.8%	102	14.9%

Training package code	Total students enrolled*	Partial qualification **	% ***	Full qualification ****	% ***
Community Services and Health Industry Skills Council					
CHC02/08 Community Services	2163	727	33.6%	1174	54.3%
HLT07 Health	770	598	77.7%	112	14.5%
Construction and Property Services Industry Skills Council					
BCG03 General Construction	269	97	36.1%	68	25.3%
BCF00 Off-site Construction	29	7	24.1%	19	65.5%
CPC08 Construction, Plumbing & Services Framework	1273	698	54.8%	358	28.1%
ElectroComms and Energy Utilities Industry Skills Council (EE-Oz Training Standards)					
UEE07 Electrotechnology	154	107	69.5%	7	4.5%
Government Skills Australia					
LGA04 Local Government	1	0	0.0%	0	0.0%
PUA00 Public Safety	5	1	20.0%	4	80.0%
Innovation and Business Skills Australia					
BSB01/07 Business Services	8094	3565	44.0%	2881	35.6%
CUE03 Entertainment	67	31	46.3%	35	52.2%
CUF01/07 Screen and Media	1019	401	39.4%	477	46.8%
CUS01/09 Music	554	242	43.7%	247	44.6%
CUV03 Visual Arts, Craft and Design	1248	546	43.8%	476	38.1%
FNS04 Financial Services	30	14	46.7%	6	20.0%
ICA05 Information Technology	4891	2362	48.3%	1790	36.6%
ICP05 Printing and Graphic Arts	37	2	5.4%	15	40.5%
Manufacturing Skills Australia					
AUM00 Automotive Industry Manufacturing	2	0	0.0%	1	50.0%

Training package code	Total students enrolled*	Partial qualification **	% ***	Full qualification ****	% ***
AUR05 Automotive Industry Retail, Service and Repair	1426	791	55.5%	447	31.3%
LMF02 Furnishing	1121	356	31.8%	583	52.0%
LMT07 Textile, Clothing and Footwear	50	33	66.0%	9	18.0%
MEA07 Aeroskills	13	6	46.2%	5	38.5%
MEM05 Metal and Engineering	2100	936	44.6%	692	33.0%
MSA07 Manufacturing	110	56	50.9%	33	30.0%
MSL09 Laboratory Operations	30	12	40.0%	0	0.0%
PMA08 Chemical, Hydrocarbons and Refining	3	0	0.0%	3	100.0%
PMB07 Plastics, Rubber and Cablemaking	2	0	0.0%	1	50.0%
PML04 Laboratory Operations	139	56	40.3%	71	51.1%
Service Skills Australia					
SIR07 Retail Services	343	70	20.4%	167	48.7%
SIT07 Tourism, Hospitality and Events	2680	1288	48.1%	1065	39.7%
SRC04 Community Recreation Industry	284	75	26.4%	194	68.3%
SRF04 Fitness Industry	78	54	69.2%	18	23.1%
SRO03 Outdoor Recreation	1491	755	50.6%	593	39.8%
SRS03 Sport Industry	1386	790	57.0%	429	31.0%
THH02 Hospitality	31	10	32.3%	8	25.8%
WRB04 Beauty	257	141	54.9%	56	21.8%
WRF04 Floristry	7	6	85.7%	1	14.3%

Training package code	Total students enrolled*	Partial qualification **	% ***	Full qualification ****	% ***
Skills DMC					
BCC03 Civil Construction Industry	3	0	0.0%	0	0.0%
RII09 Resources & Infrastructure	130	60	46.2%	45	34.6%
Transport and Logistics					
AVI08 Aviation	5	0	0.0%	0	0.0%
TDM07 Maritime	139	48	34.5%	71	51.1%
TLI07 Transport and Logistics	47	15	31.9%	24	51.1%
Grand Total	**38 608**	**17 992**	**46.6%**	**14 220**	**36.8%**

*Student enrolment in only one unit of competency within a nationally endorsed training package or accredited course (does not reflect number of units of competency or modules).
** The number of students that successfully completed at least one unit of competency from a qualification within the training package but did not complete a full qualification
*** Proportion of the number of students enrolled in at least one unit of competency from within the training package.
**** The number of students that successfully completed a full qualification from within the training package.

Appendix 1

Table A: Vocational Education and Training—participation and achievement, 2010

This table gives a breakdown of student participation and achievement in VET. VET in schools is often delivered as an option in the mainstream curriculum, and offers students practical learning, introduces them to the world of work and provides employability skills.

An AQF VET qualification is a nationally recognised training qualification which is comprised of groupings of units of competency developed by industry. The achievement of an AQF VET qualification refers to completion of the required number of units of competency for the particular qualification.

The following notes provide definitions and explanations of each of the data columns in Table A.

Number F/T eligible Year 12 students
This column provides the number of full-time eligible Year 12 students registered at the school.

Completed at least one unit of competency (UoC) in Year 12
These columns refer to the number and percentage of full-time eligible Year 12 students who completed at least one VET unit of competency.

Completed at least 220 nominal hours of VET study in Year 12
These columns refer to the number and percentage of full-time eligible Year 12 students who completed 220 or more nominal hours of VET in Year 12.

Completed Certificate I in Year 10 to Year 12
These columns refer to the number and percentage of VET students in the school cohort who have completed an AQF VET Certificate I in years 10 to 12.

Completed Certificate II in Year 10 to Year 12
These columns refer to the number and percentage of VET students in the school cohort who have completed an AQF VET Certificate II in years 10 to 12.

Completed Certificate III or higher in Year 10 to Year 12
These columns refer to the number and percentage of VET students in the school cohort who have completed an AQF VET Certificate III or higher in Years 10 to 12.

General Points
- Schools with less than 20 students are omitted.
- Schools with less than 10 students enrolled in at least 1 VET unit of competency have been omitted.
- Canning College, Cyril Jackson Senior Campus, North Lake Senior Campus, Tuart College, Australian Technical Colleges, overseas schools, Schools of Isolated and Distance Education and primary schools are omitted.

Table A: Vocational Education and Training – participation and achievement, 2010

(as recorded by the Curriculum Council as at 31 December 2010)

School	Number F/T eligible Year 12	Completed at least one UoC in Year 12		Competed at least 220 nominal hours of VET study in Year 12		Completed Certificate I in Year 10 to 12		Completed Certificate II in Years 10 to 12		Completed Certificate III or higher in Years 10 to 12	
		No.	%	No.	%	No.	%	No.	%	No.	%
Albany Senior High School	144	23	15.97	8	5.56	12	8.33	6	4.17	3	2.08
Applecross Senior High School	261	78	29.89	55	21.07	52	19.92	25	9.58	10	3.83
Aquinas College	170	30	17.65	29	17.06	4	2.35	7	4.12	25	14.71
Aranmore Catholic College	87	42	48.28	5	5.75	35	40.23	5	5.75	4	4.60
Armadale Christian College	30	20	66.67	13	43.33	16	53.33	20	66.67	0	0.00
Armadale Senior High School	49	26	53.06	17	34.69	12	24.49	9	18.37	1	2.04
Australind Senior High School	153	70	45.75	41	26.80	33	21.57	7	4.58	1	0.65
Balcatta Senior High School	73	13	17.81	0	0.00	0	0.00	0	0.00	0	0.00
Balga Senior High School	38	30	78.95	2	5.26	7	18.42	1	2.63	0	0.00
Ballajura Community College	243	35	14.40	22	9.05	27	11.11	15	6.17	2	0.82
Belmont City College	53	51	96.23	8	15.09	53	100.00	6	11.32	0	0.00
Belridge Senior High School	98	54	55.10	5	5.10	1	1.02	2	2.04	1	1.02
Broome Senior High School	62	33	53.23	21	33.87	8	12.90	11	17.74	1	1.61
Bullsbrook District High School	48	28	58.33	6	12.50	18	37.50	4	8.33	0	0.00
Bunbury Cathedral Grammar School	126	18	14.29	7	5.56	5	3.97	2	1.59	2	1.59
Bunbury Catholic College	152	37	24.34	23	15.13	7	4.61	27	17.76	3	1.97
Bunbury Senior High School	129	36	27.91	17	13.18	12	9.30	14	10.85	4	3.10
Busselton Senior High School	128	66	51.56	33	25.78	4	3.13	52	40.63	0	0.00
Canning Vale College	153	78	50.98	19	12.42	1	0.65	9	5.88	2	1.31
Carey Baptist College	100	19	19.00	13	13.00	7	7.00	19	19.00	6	6.00
Carine Senior High School	230	24	10.43	9	3.91	7	3.04	4	1.74	4	1.74
Catholic Agricultural College Bindoon	20	19	95.00	17	85.00	10	50.00	17	85.00	0	0.00
CBC Fremantle	123	21	17.07	6	4.88	11	8.94	1	0.81	5	4.07
Cecil Andrews Senior High School	47	29	61.70	15	31.91	1	2.13	11	23.40	0	0.00
Central Midlands Senior High School	21	18	85.71	7	33.33	4	19.05	4	19.05	0	0.00

School	Number F/T eligible Year 12	Completed at least one UoC in Year 12		Competed at least 220 nominal hours of VET study in Year 12		Completed Certificate I in Year 10 to 12		Completed Certificate II in Years 10 to 12		Completed Certificate III or higher in Years 10 to 12	
		No.	%	No	%	No.	%	No.	%	No.	%
Chisholm Catholic College	265	125	47.17	73	27.55	110	41.51	58	21.89	10	3.77
Christmas Island District High School	22	21	95.45	9	40.91	7	31.82	11	50.00	0	0.00
Churchlands Senior High School	315	175	55.56	160	50.79	56	17.78	121	38.41	1	0.32
Clarkson Community High School	75	47	62.67	33	44.00	32	42.67	31	41.33	8	10.67
Collie Senior High School	61	21	34.43	12	19.67	9	14.75	12	19.67	1	1.64
Comet Bay College	110	64	58.18	6	5.45	21	19.09	31	28.18	0	0.00
Como Secondary College	138	110	79.71	67	48.55	73	52.90	56	40.58	1	0.72
Corpus Christi College	218	58	26.61	35	16.06	43	19.72	40	18.35	0	0.00
Darling Range Sports College	111	49	44.14	27	24.32	4	3.60	29	26.13	0	0.00
Denmark High School	37	13	35.14	6	16.22	1	2.70	0	0.00	0	0.00
Duncraig Senior High School	159	29	18.24	2	1.26	19	11.95	6	3.77	0	0.00
Eastern Goldfields College	165	30	18.18	22	13.33	1	0.61	16	9.70	6	3.64
Eastern Hills Senior High School	128	64	50.00	27	21.09	49	38.28	2	1.56	1	0.78
Emmanuel Catholic College	99	32	32.32	24	24.24	40	40.40	31	31.31	0	0.00
Esperance Senior High School	135	64	47.41	41	30.37	11	8.15	41	30.37	11	8.15
Georgiana Molloy Anglican School	44	15	34.09	13	29.55	20	45.45	15	34.09	0	0.00
Geraldton Senior College	177	98	55.37	59	33.33	45	25.42	57	32.20	0	0.00
Gilmore College	83	64	77.11	40	48.19	57	68.67	44	53.01	4	4.82
Girrawheen Senior High School	62	21	33.87	18	29.03	10	16.13	2	3.23	0	0.00
Governor Stirling Senior High School	101	46	45.54	22	21.78	13	12.87	24	23.76	0	0.00
Great Southern Grammar School	67	32	47.76	15	22.39	12	17.91	24	35.82	0	0.00
Greenwood Senior High School	103	57	55.34	22	21.36	29	28.16	25	24.27	0	0.00
Guildford Grammar School	128	56	43.75	47	36.72	0	0.00	7	5.47	0	0.00
Hale School	199	11	5.53	1	0.50	9	4.52	1	0.50	2	1.01
Hamilton Senior High School	79	50	63.29	35	44.30	42	53.16	17	21.52	0	0.00
Hampton Senior High School	99	98	98.99	18	18.18	67	67.68	28	28.28	2	2.02
Hedland Senior High School	65	36	55.38	11	16.92	19	29.23	12	18.46	0	0.00
Iona Presentation College	148	31	20.95	31	20.95	0	0.00	5	3.38	30	20.27
Irene McCormack Catholic College	86	32	37.21	24	27.91	20	23.26	15	17.44	2	2.33

School	Number F/T eligible Year 12	Completed at least one UoC in Year 12		Competed at least 220 nominal hours of VET study in Year 12		Completed Certificate I in Year 10 to 12		Completed Certificate II in Years 10 to 12		Completed Certificate III or higher in Years 10 to 12	
		No.	%	No	%	No.	%	No.	%	No.	%
John Calvin Christian College	56	31	55.36	31	55.36	55	98.21	33	58.93	26	46.43
John Curtin College of the Arts	168	16	9.52	2	1.19	14	8.33	14	8.33	0	0.00
John Forrest Senior High School	121	45	37.19	40	33.06	0	0.00	34	28.10	2	1.65
John Septimus Roe Anglican Community School	155	22	14.19	13	8.39	3	1.94	9	5.81	0	0.00
John Wollaston Anglican Community School	92	26	28.26	5	5.43	1	1.09	2	2.17	2	2.17
John XXIII College	171	27	15.79	27	15.79	2	1.17	2	1.17	0	0.00
Kalamunda Senior High School	127	54	42.52	32	25.20	31	24.41	31	24.41	2	1.57
Karratha Senior High School	57	35	61.40	23	40.35	0	0.00	0	0.00	0	0.00
Katanning Senior High School	41	16	39.02	14	34.15	6	14.63	0	0.00	0	0.00
Kelmscott Senior High School	203	47	23.15	41	20.20	3	1.48	4	1.97	13	6.40
Kent Street Senior High School	137	135	98.54	33	24.09	103	75.18	28	20.44	1	0.73
Kingsway Christian College	108	31	28.70	16	14.81	14	12.96	4	3.70	14	12.96
Kolbe Catholic College	144	122	84.72	64	44.44	123	85.42	50	34.72	0	0.00
La Salle College	177	85	48.02	56	31.64	92	51.98	37	20.90	11	6.21
Lake Joondalup Baptist College	148	40	27.03	24	16.22	27	18.24	3	2.03	0	0.00
Lakeland Senior High School	68	58	85.29	38	55.88	13	19.12	26	38.24	6	8.82
Leeming Senior High School	160	31	19.38	0	0.00	10	6.25	2	1.25	0	0.00
Lesmurdie Senior High School	146	29	19.86	15	10.27	19	13.01	13	8.90	3	2.05
Living Waters Lutheran College	56	56	100.00	56	100.00	56	100.00	24	42.86	3	5.36
Lockridge Senior High School	59	50	84.75	31	52.54	50	84.75	18	30.51	0	0.00
Lumen Christi College	153	41	26.80	39	25.49	75	49.02	26	16.99	21	13.73
Lynwood Senior High School	132	24	18.18	6	4.55	19	14.39	2	1.52	1	0.76
MacKillop Catholic College	85	32	37.65	13	15.29	0	0.00	0	0.00	0	0.00
Mandurah Catholic College	128	84	65.63	70	54.69	38	29.69	49	38.28	1	0.78
Mandurah Senior College	379	229	60.42	145	38.26	57	15.04	111	29.29	35	9.23
Manea Senior College	114	56	49.12	33	28.95	15	13.16	7	6.14	6	5.26
Manjimup Senior High School	108	73	67.59	38	35.19	58	53.70	28	25.93	3	2.78
Margaret River Senior High School	106	38	35.85	25	23.58	1	0.94	15	14.15	3	2.83
Mater Dei College	157	11	7.01	5	3.18	11	7.01	8	5.10	2	1.27

School	Number F/T eligible Year 12	Completed at least one UoC in Year 12		Competed at least 220 nominal hours of VET study in Year 12		Completed Certificate I in Year 10 to 12		Completed Certificate II in Years 10 to 12		Completed Certificate III or higher in Years 10 to 12	
		No.	%	No	%	No.	%	No.	%	No.	%
Mazenod College	84	30	35.71	15	17.86	41	48.81	22	26.19	0	0.00
Melville Senior High School	116	76	65.52	50	43.10	48	41.38	21	18.10	30	25.86
Mercedes College	153	34	22.22	23	15.03	0	0.00	13	8.50	1	0.65
Mercy College	149	45	30.20	34	22.82	94	63.09	42	28.19	9	6.04
Merredin Senior High School	38	27	71.05	8	21.05	4	10.53	5	13.16	0	0.00
Mindarie Senior College	315	152	48.25	85	26.98	12	3.81	89	28.25	1	0.32
Mirrabooka Senior High School	91	74	81.32	51	56.04	48	52.75	51	56.04	0	0.00
Morley Senior High School	170	81	47.65	49	28.82	68	40.00	40	23.53	0	0.00
Mt Barker Community College	46	18	39.13	15	32.61	15	32.61	7	15.22	1	2.17
Mt Lawley Senior High School	241	39	16.18	21	8.71	28	11.62	12	4.98	12	4.98
Nagle Catholic College	143	22	15.38	21	14.69	1	0.70	21	14.69	1	0.70
Narrogin Senior High School	97	64	65.98	39	40.21	41	42.27	41	42.27	14	14.43
Newton Moore Senior High School	86	42	48.84	17	19.77	13	15.12	11	12.79	2	2.33
North Albany Senior High School	79	56	70.89	21	26.58	23	29.11	25	31.65	3	3.80
Northam Senior High School	92	37	40.22	15	16.30	17	18.48	14	15.22	0	0.00
Ocean Reef Senior High School	202	98	48.51	29	14.36	73	36.14	5	2.48	0	0.00
Padbury Senior High School	61	42	68.85	34	55.74	33	54.10	16	26.23	1	1.64
Penrhos College	150	29	19.33	10	6.67	2	1.33	6	4.00	23	15.33
Perth College	140	16	11.43	9	6.43	0	0.00	0	0.00	7	5.00
Perth Modern School	138	24	17.39	1	0.72	5	3.62	0	0.00	1	0.72
Pinjarra Senior High School	83	81	97.59	50	60.24	61	73.49	23	27.71	1	1.20
Prendiville Catholic College	163	73	44.79	20	12.27	57	34.97	17	10.43	23	14.11
Rockingham Senior High School	95	77	81.05	52	54.74	5	5.26	70	73.68	12	12.63
Rossmoyne Senior High School	317	94	29.65	27	8.52	90	28.39	23	7.26	3	0.95
Sacred Heart College	192	38	19.79	28	14.58	19	9.90	29	15.10	7	3.65
Safety Bay Senior High School	132	106	80.30	87	65.91	1	0.76	78	59.09	21	15.91
Santa Maria College	179	38	21.23	38	21.23	0	0.00	3	1.68	33	18.44
Seton Catholic College	109	17	15.60	0	0.00	16	14.68	0	0.00	0	0.00
Sevenoaks Senior College	164	126	76.83	31	18.90	56	34.15	28	17.07	0	0.00

School	Number F/T eligible Year 12	Completed at least one UoC in Year 12		Competed at least 220 nominal hours of VET study in Year 12		Completed Certificate I in Year 10 to 12		Completed Certificate II in Years 10 to 12		Completed Certificate III or higher in Years 10 to 12	
		No.	%	No	%	No.	%	No.	%	No.	%
Shenton College	238	60	25.21	23	9.66	50	21.01	7	2.94	1	0.42
South Fremantle Senior High School	59	49	83.05	37	62.71	49	83.05	36	61.02	0	0.00
Southern River College	29	21	72.41	15	51.72	13	44.83	13	44.83	6	20.69
St Brigid's College	120	45	37.50	45	37.50	111	92.50	45	37.50	16	13.33
St Joseph's College	47	10	21.28	2	4.26	0	0.00	0	0.00	1	2.13
St Luke's College	59	15	25.42	14	23.73	1	1.69	0	0.00	1	1.69
St Mark's Anglican Community School	162	26	16.05	10	6.17	7	4.32	4	2.47	4	2.47
St Mary's Anglican Girls' School	168	14	8.33	8	4.76	1	0.60	3	1.79	10	5.95
St Norbert College	113	53	46.90	44	38.94	103	91.15	28	24.78	2	1.77
St Stephen's School - Carramar Campus	135	99	73.33	71	52.59	133	98.52	90	66.67	32	23.70
St Stephen's School - Duncraig Campus	140	112	80.00	53	37.86	101	72.14	88	62.86	30	21.43
Swan Christian College	165	93	56.36	88	53.33	6	3.64	34	20.61	59	35.76
Swan View Senior High School	96	68	70.83	24	25.00	43	44.79	0	0.00	0	0.00
Thornlie Christian College	46	13	28.26	13	28.26	24	52.17	11	23.91	5	10.87
Thornlie Senior High School	134	98	73.13	38	28.36	75	55.97	37	27.61	4	2.99
Trinity College	173	45	26.01	45	26.01	33	19.08	41	23.70	15	8.67
Ursula Frayne Catholic College	92	36	39.13	36	39.13	14	15.22	35	38.04	0	0.00
WA College of Agriculture - Cunderdin	48	48	100.00	48	100.00	22	45.83	47	97.92	18	37.50
WA College of Agriculture - Denmark	35	35	100.00	34	97.14	12	34.29	32	91.43	0	0.00
WA College of Agriculture - Harvey	21	21	100.00	21	100.00	17	80.95	21	100.00	0	0.00
WA College of Agriculture - Narrogin	70	69	98.57	69	98.57	33	47.14	69	98.57	17	24.29
Wanneroo Senior High School	99	58	58.59	23	23.23	21	21.21	15	15.15	2	2.02
Warnbro Community High School	147	97	65.99	36	24.49	25	17.01	64	43.54	1	0.68
Warwick Senior High School	97	64	65.98	27	27.84	47	48.45	14	14.43	1	1.03
Wesley College	166	21	12.65	3	1.81	20	12.05	2	1.20	0	0.00
Willetton Senior High School	375	169	45.07	31	8.27	51	13.60	41	10.93	33	8.80
Woodthorpe School	32	20	62.50	20	62.50	0	0.00	19	59.38	0	0.00
Woodvale Senior High School	260	136	52.31	96	36.92	85	32.69	74	28.46	16	6.15

Schools with less than 20 full-time eligible Year 12 students are omitted.
Schools with less than 10 Year 12 VET students are omitted.
Senior campuses (Cyril Jackson Senior campus and North Lake Senior campus), senior colleges (Canning College and Tuart College), Australian Technical Colleges, overseas schools, the Schools of Isolated and Distance Education and primary schools are omitted.

Appendix 2

Table B: Vocational Education and Training (VET) – qualifications awarded, 2010

This table gives a breakdown of student achievement of VET qualifications by certificate in Year 12. It only includes students eligible to graduate and does not show students who attempted and did not complete full certificates.

The qualifications are presented in order of code and the information is categorised in terms of gender and school type.

Table B: 2010 VET qualifications awarded
(As recorded by the Curriculum Council as at 31 December 2010)

Code	Name	State-wide			Independent			Catholic			Government		
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
21772VIC	Certificate I in General Education for Adults	7	1	8	0	0	0	0	0	0	7	1	8
21773VIC	Certificate II in General Education for Adults	15	1	16	0	0	0	0	0	0	15	1	16
21908VIC	Certificate II in Equine Industry	5	14	19	0	0	0	4	3	7	1	11	12
30626QLD	Certificate I in Work Education	4	13	17	0	0	0	0	0	0	4	13	17
39042QLD	Certificate II in Applied Language	1	7	8	0	0	0	0	0	0	1	7	8
39043QLD	Certificate III in Applied Language	12	65	77	8	46	54	0	1	1	4	18	22
51698	Certificate I in Customer Service	0	19	19	0	0	0	0	0	0	0	19	19
51717	Certificate I in Metals and Engineering Studies (Pre-apprentice/School Apprentice Link)	14	0	14	0	0	0	2	0	2	12	0	12
51728	Certificate II in Dance	0	2	2	0	0	0	0	0	0	0	2	2
51779	Certificate III in Teacher Assistant	1	23	24	0	1	1	0	3	3	1	19	20
51863	Certificate IV in Preparation for Entry into Enrolled Nursing	2	19	21	0	3	3	0	1	1	2	15	17
51908	Certificate I in Electrotechnology Pre-Apprentice Electrical	16	0	16	7	0	7	0	0	0	9	0	9
51932	Certificate I in Keys to Employment	0	1	1	0	0	0	0	0	0	0	1	1
51991	Course In General Plumbing and Gas Fitting (Pre-Apprenticeship)	8	0	8	0	0	0	1	0	1	7	0	7
52013	Certificate III in Civil and Structural Engineering	10	2	12	0	0	0	9	2	11	1	0	1
52174	Certificate I in Gaining Access to Training and Employment (GATE)	25	31	56	25	31	56	0	0	0	0	0	0
52183	Certificate I in Leadership Development	11	10	21	3	1	4	3	7	10	5	2	7
52201	Certificate II in Plumbing and Gas Fitting (Pre-Apprenticeship)	2	0	2	1	0	1	1	0	1	0	0	0
AGF10107	Certificate I in Agri-Food (Pathways)	1	0	1	0	0	0	0	0	0	1	0	1
AUR10105	Certificate I in Automotive	111	10	121	22	0	22	13	2	15	76	8	84
AUR20505	Certificate II in Automotive Vehicle Servicing	23	2	25	1	0	1	3	0	3	19	2	21
AUR20705	Certificate II in Automotive Mechanical	82	16	98	0	0	0	0	0	0	82	16	98
AUR21005	Certificate II in Motorsport	1	0	1	0	0	0	0	0	0	1	0	1
BCF10100	Certificate I in Construction (Off-Site)	10	5	15	0	0	0	0	0	0	10	5	15
BCG10103	Certificate I in General Construction	29	1	30	0	0	0	4	0	4	25	1	26
BCG20103	Certificate II in General Construction	15	3	18	0	0	0	0	0	0	15	3	18
BSB10107	Certificate I in Business	307	390	697	22	28	50	55	68	123	230	294	524
BSB20101	Certificate II in Business	0	1	1	0	0	0	0	1	1	0	0	0
BSB20107	Certificate II in Business	205	464	669	27	43	70	53	64	117	125	357	482
BSB20207	Certificate II in Customer Contact	2	10	12	2	3	5	0	7	7	0	0	0
BSB30107	Certificate III in Business	38	99	137	23	51	74	7	23	30	8	25	33
BSB30407	Certificate III in Business Administration	1	8	9	0	0	0	0	0	0	1	8	9
BSB30707	Certificate III in Occupational Health and Safety	1	1	2	0	0	0	1	0	1	0	1	1
BSB31007	Certificate III in Business Administration (Legal)	0	1	1	0	0	0	0	1	1	0	0	0
BSB31207	Certificate III in Frontline Management	0	6	6	0	0	0	0	6	6	0	0	0
BSB40207	Certificate IV in Business	43	47	90	15	9	24	28	38	66	0	0	0
CHC10108	Certificate I in Work Preparation (Community services)	154	152	306	49	27	76	103	108	211	2	17	19

Code	Name	State-wide			Independent			Catholic			Government		
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
CHC20108	Certificate II in Community Services	1	78	79	0	32	32	0	15	15	1	31	32
CHC20202	Certificate II in Community Services Work	2	63	65	0	0	0	0	14	14	2	49	51
CHC30108	Certificate III in Community Services Work	0	7	7	0	0	0	0	0	0	0	7	7
CHC30208	Certificate III in Aged Care	0	12	12	0	3	3	0	8	8	0	1	1
CHC30308	Certificate III in Home and Community Care	0	8	8	0	0	0	0	8	8	0	0	0
CHC30402	Certificate III in Children's Services	0	12	12	0	1	1	0	11	11	0	0	0
CHC30408	Certificate III in Disability	0	3	3	0	2	2	0	0	0	0	1	1
CHC30708	Certificate III in Children's Services	0	9	9	0	2	2	0	2	2	0	5	5
CHC30808	Certificate III in Education Support	1	14	15	1	1	2	0	12	12	0	1	1
CHC40108	Certificate IV in Aged Care	0	1	1	0	1	1	0	0	0	0	0	0
CHC41708	Certificate IV in Education Support	0	2	2	0	1	1	0	0	0	0	1	1
CHC50302	Diploma of Children's Services	0	1	1	0	0	0	0	1	1	0	0	0
CPC10108	Certificate I in Construction	107	6	113	13	0	13	17	0	17	77	6	83
CPC20108	Certificate II in Construction	67	1	68	0	0	0	5	0	5	62	1	63
CUE20103	Certificate II in Live Production, Theatre and Events	3	1	4	0	0	0	0	0	0	3	1	4
CUF10107	Certificate I in Creative Industries	39	45	84	0	0	0	19	10	29	20	35	55
CUF20107	Certificate II in Creative Industries (Media)	49	83	132	5	11	16	7	26	33	37	46	83
CUF20501	Certificate II in Broadcasting (television)	5	4	9	0	0	0	0	0	0	5	4	9
CUF30107	Certificate III in Media	44	22	66	15	7	22	0	0	0	29	15	44
CUS10101	Certificate I in Music Industry (Foundation)	3	3	6	0	0	0	0	0	0	3	3	6
CUS20101	Certificate II in Music Industry (Foundation)	52	35	87	6	5	11	10	4	14	36	26	62
CUS20109	Certificate II in Music	1	2	3	0	0	0	0	0	0	1	2	3
CUS30101	Certificate III in Music	5	5	10	0	1	1	5	4	9	0	0	0
CUS30109	Certificate III in Music	8	8	16	0	1	1	0	0	0	8	7	15
CUS30201	Certificate III in Music Industry (Technical Production)	5	1	6	0	0	0	0	0	0	5	1	6
CUS30209	Certificate III in Technical Production	1	0	1	1	0	1	0	0	0	0	0	0
CUS40101	Certificate IV in Music	6	4	10	0	0	0	0	0	0	6	4	10
CUS40109	Certificate IV in Music	0	2	2	0	1	1	0	0	0	0	1	1
CUV10103	Certificate I in Visual Arts and Contemporary Craft	34	24	58	0	5	5	16	1	17	18	18	36
CUV20103	Certificate II in Visual Arts and Contemporary Craft	28	99	127	2	1	3	1	25	26	25	73	98
CUV30103	Certificate III in Visual Arts and Contemporary Craft	15	8	23	12	5	17	0	3	3	3	0	3
CUV30303	Certificate III in Design Fundamentals	15	29	44	0	7	7	1	11	12	14	11	25
FDF10403	Certificate I in Food Processing (Wine)	2	5	7	0	0	0	0	0	0	2	5	7
FNS30304	Certificate III in Financial Services (Accounts Clerical)	0	3	3	0	0	0	0	2	2	0	1	1
FNS40604	Certificate IV in Financial Services (Accounting)	1	1	2	1	0	1	0	0	0	0	1	1
FNS50204	Diploma of Accounting	1	0	1	1	0	1	0	0	0	0	0	0
HLT21107	Certificate II in Emergency Medical Service First Response	10	1	11	10	1	11	0	0	0	0	0	0
HLT21207	Certificate II in Health Support Services	3	9	12	0	0	0	0	2	2	3	7	10
HLT32407	Certificate III in Allied Health Assistance	0	3	3	0	0	0	0	3	3	0	0	0

Code	Name	State-wide			Independent			Catholic			Government		
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
HLT51607	Diploma of Nursing (Enrolled/Division 2 nursing)	0	4	4	0	3	3	0	1	1	0	0	0
ICA10105	Certificate I in Information Technology	251	239	490	23	5	28	62	61	123	166	173	339
ICA20105	Certificate II in Information Technology	285	165	450	59	26	85	54	21	75	172	118	290
ICA30105	Certificate III in Information Technology	66	3	69	26	2	28	24	0	24	16	1	17
ICA40105	Certificate IV in Information Technology (General)	2	1	3	0	0	0	0	0	0	2	1	3
ICA40405	Certificate IV in Information Technology (Networking)	0	1	1	0	0	0	0	1	1	0	0	0
ICP20205	Certificate II in Printing and Graphic Arts (Desktop Publishing)	5	7	12	2	5	7	2	2	4	1	0	1
LMF10102	Certificate I in Furnishing	61	13	74	23	4	27	1	0	1	37	9	46
LMF10108	Certificate I in Furnishing	202	14	216	11	0	11	29	0	29	162	14	176
LMF20309	Certificate II in Furniture Making	1	0	1	0	0	0	0	0	0	1	0	1
LMT21706	Certificate II in Applied Fashion Design and Technology	0	1	1	0	0	0	0	0	0	0	1	1
LMT21707	Certificate II in Applied Fashion Design and Technology	0	4	4	0	0	0	0	0	0	0	4	4
MEA20407	Certificate II in Aeroskills	5	0	5	0	0	0	0	0	0	5	0	5
MEM10105	Certificate I in Engineering	287	7	294	41	1	42	58	1	59	188	5	193
MEM10205	Certificate I in Boating Services	10	1	11	4	1	5	0	0	0	6	0	6
MEM20105	Certificate II in Engineering	125	4	129	4	0	4	0	0	0	121	4	125
MEM30305	Certificate III in Engineering - Fabrication Trade	1	0	1	0	0	0	1	0	1	0	0	0
MEM30505	Certificate III in Engineering - Technical	6	1	7	0	0	0	0	0	0	6	1	7
MEM50205	Diploma of Engineering - Technical	1	0	1	1	0	1	0	0	0	0	0	0
MTM10107	Certificate I in Meat Processing (Smallgoods)	3	0	3	0	0	0	0	0	0	3	0	3
MTM20207	Certificate II in Meat Processing (Smallgoods)	3	0	3	0	0	0	0	0	0	3	0	3
MTM20407	Certificate II in Meat Processing (Food Services)	1	0	1	1	0	1	0	0	0	0	0	0
PMA20108	Certificate II in Process Plant Operations	2	0	2	0	0	0	0	0	0	2	0	2
PMB20107	Certificate II in Polymer Processing	1	0	1	1	0	1	0	0	0	0	0	0
PML20104	Certificate II in Sampling and Measurement	10	11	21	4	8	12	0	0	0	6	3	9
PML30104	Certificate III in Laboratory Skills	2	2	4	0	1	1	0	0	0	2	1	3
PUA21004	Certificate II in Public Safety (Aquatic Rescue)	1	1	2	0	0	0	0	1	1	1	0	1
RGR20102	Certificate II in Racing (Stablehand)	1	11	12	0	0	0	0	0	0	1	11	12
RGR30102	Certificate III in Racing (Trackrider)	1	3	4	0	0	0	0	0	0	1	3	4
RII10109	Certificate I in Resources and Infrastructure Operations	5	3	8	2	3	5	3	0	3	0	0	0
RII20109	Certificate II in Resources and Infrastructure Work Preparation	8	2	10	8	2	10	0	0	0	0	0	0
RTD20102	Certificate II in Conservation and Land Management	5	5	10	0	0	0	0	0	0	5	5	10
RTD30102	Certificate III in Conservation and Land Management	0	2	2	0	0	0	0	0	0	0	2	2
RTE10103	Certificate I in Rural Operations	5	5	10	0	0	0	0	0	0	5	5	10
RTE20103	Certificate II in Agriculture	108	63	171	0	0	0	10	2	12	98	61	159
RTE20303	Certificate II in Wool Handling	47	31	78	0	0	0	11	2	13	36	29	65
RTE20403	Certificate II in Shearing	7	0	7	0	0	0	0	0	0	7	0	7
RTE20503	Certificate II in Crutching	17	2	19	0	0	0	0	0	0	17	2	19
RTE20603	Certificate II in Production Horticulture	3	2	5	0	0	0	0	0	0	3	2	5
RTE20703	Certificate II in Rural Operations	31	7	38	0	0	0	0	0	0	31	7	38

Code	Name	State-wide			Independent			Catholic			Government		
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
RTE31403	Certificate III in Wool Clip Preparation	10	13	23	0	0	0	1	0	1	9	13	22
RTE32003	Certificate III in Advanced Wool Handling	16	2	18	0	0	0	0	0	0	16	2	18
RTF10103	Certificate I in Horticulture	2	0	2	0	0	0	0	0	0	2	0	2
RTF20103	Certificate II in Horticulture	1	4	5	0	0	0	0	0	0	1	4	5
RTF20403	Certificate II in Horticulture (Landscape)	2	0	2	0	0	0	2	0	2	0	0	0
RTF20703	Certificate II in Horticulture (Parks and Gardens)	1	0	1	0	0	0	0	0	0	1	0	1
RUV10104	Certificate I in Animal Studies	2	9	11	2	8	10	0	1	1	0	0	0
RUV20104	Certificate II in Animal Studies	0	18	18	0	0	0	0	1	1	0	17	17
SFI10104	Certificate I in Seafood Industry (Aquaculture)	17	20	37	13	14	27	0	0	0	4	6	10
SFI20104	Certificate II in Seafood Industry (Aquaculture)	11	12	23	10	9	19	0	0	0	1	3	4
SFI20204	Certificate II in Seafood Industry (Fishing Operations)	5	4	9	0	0	0	0	0	0	5	4	9
SFI30104	Certificate III in Seafood Industry (Aquaculture)	1	0	1	0	0	0	0	0	0	1	0	1
SIR10107	Certificate I in Retail Services	31	39	70	0	0	0	7	16	23	24	23	47
SIR20107	Certificate II in Community Pharmacy	0	4	4	0	2	2	0	0	0	0	2	2
SIR20207	Certificate II in Retail	4	17	21	0	2	2	1	4	5	3	11	14
SIT10207	Certificate I in Hospitality	42	116	158	2	0	2	3	31	34	37	85	122
SIT10307	Certificate I in Hospitality (Kitchen Operations)	40	85	125	1	1	2	21	43	64	18	41	59
SIT20107	Certificate II in Tourism	18	94	112	1	2	3	0	2	2	17	90	107
SIT20207	Certificate II in Hospitality	20	53	73	2	6	8	4	7	11	14	40	54
SIT20307	Certificate II in Hospitality (Kitchen Operations)	49	114	163	12	23	35	4	2	6	33	89	122
SIT30407	Certificate III in Tourism (Visitor Information Services)	0	2	2	0	0	0	0	2	2	0	0	0
SIT30607	Certificate III in Events	0	1	1	0	0	0	0	0	0	0	1	1
SIT30707	Certificate III in Hospitality	1	3	4	1	2	3	0	0	0	0	1	1
SIT30807	Certificate III in Hospitality (Commercial Cookery)	4	1	5	0	0	0	2	0	2	2	1	3
SIT40307	Certificate IV in Hospitality	0	1	1	0	0	0	0	0	0	0	1	1
SRC20206	Certificate II in Community Recreation	19	11	30	0	1	1	13	6	19	6	4	10
SRC30206	Certificate III in Community Recreation	4	4	8	0	0	0	0	0	0	4	4	8
SRF30206	Certificate III in Fitness	2	4	6	2	3	5	0	1	1	0	0	0
SRO10106	Certificate I in Sport and Recreation	92	37	129	17	16	33	35	10	45	40	11	51
SRO20106	Certificate II in Sport and Recreation	10	16	26	3	0	3	1	2	3	6	14	20
SRO20206	Certificate II in Outdoor Recreation	72	43	115	11	4	15	48	29	77	13	10	23
SRO20306	Certificate II in Outdoor Recreation (Multiple Activities)	38	17	55	0	0	0	4	6	10	34	11	45
SRS20206	Certificate II in Sport (Career-oriented participation)	20	1	21	0	0	0	0	0	0	20	1	21
SRS20306	Certificate II in Sport (Coaching)	148	119	267	16	14	30	38	26	64	94	79	173
SRS20406	Certificate II in Sport (Officiating)	7	0	7	0	0	0	0	0	0	7	0	7
SRS30206	Certificate III in Sport (Career-oriented participation)	9	14	23	0	0	0	0	0	0	9	14	23
TDM10107	Certificate I in Transport and Distribution (Maritime Operations)	3	2	5	0	0	0	1	0	1	2	2	4
TDM20107	Certificate II in Transport and Distribution (Maritime Operations)	10	9	19	1	3	4	7	0	7	2	6	8
TDM20307	Certificate II in Transport and Distribution (Coastal Maritime Operations – Coxswain)	2	2	4	0	0	0	0	0	0	2	2	4
THH21802	Certificate II in Hospitality (Operations)	1	3	4	0	0	0	1	2	3	0	1	1

Code	Name	State-wide			Independent			Catholic			Government		
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
TLI20107	Certificate II in Transport and Logistics (Warehousing and Storage)	7	0	7	3	0	3	0	0	0	4	0	4
TLI20207	Certificate II in Transport and Logistics (Road Transport)	1	0	1	0	0	0	0	0	0	1	0	1
TLI31107	Certificate III in Transport and Logistics (Logistics Operations)	3	3	6	0	0	0	0	0	0	3	3	6
UEE22007	Certificate II in Electrotechnology (Career Start)	6	0	6	0	0	0	0	0	0	6	0	6
WRB20104	Certificate II in Nail Technology	1	7	8	0	0	0	0	1	1	1	6	7
WRB20204	Certificate II in Make-up Services	0	19	19	0	5	5	0	2	2	0	12	12
WRB20304	Certificate II in Retail Cosmetic Services	0	4	4	0	1	1	0	0	0	0	3	3
WRB30104	Certificate III in Beauty Services	0	7	7	0	0	0	0	0	0	0	7	7
WRH20106	Certificate II in Hairdressing	0	17	17	0	1	1	0	0	0	0	16	16
WRH20109	Certificate II in Hairdressing	1	20	21	0	0	0	0	0	0	1	20	21

Appendix 3

Table C: RTO/Student/School VET unit of competency activity summary, 2010

P	Private training provider
S	State training provider
W	WACE Provider + RTO
U	University

RTO type	RTO Name	Total number of students*	Total number of schools**	Total number of different UoC
S	Polytechnic West	2131	112	796
S	Challenger Institute of Technology	2110	63	794
S	Central Institute of Technology	3582	94	763
S	South West Institute of Technology	652	21	582
S	Durack Institute of Technology	597	17	557
P	National Corporate Training	6048	88	546
S	C Y O'Connor Institute	423	23	509
S	Great Southern Institute of Technology	403	12	458
U	Curtin University Vocational Training and Education Centre	289	7	369
P	South Metropolitan Youth Link	552	51	368
S	West Coast Institute of Training	434	36	342
S	Kimberley TAFE	172	10	328
S	Pilbara TAFE	267	8	227
W	Australian Trades College (WA)	197	3	188
P	Directions	111	32	188
W	WA College of Agriculture (Narrogin)	133	1	160
W	WA College of Agriculture (Cunderdin)	117	1	147
W	WA College of Agriculture (Harvey)	104	1	123
W	WA College of Agriculture (Denmark)	87	1	117
P	Wongutha CAPS Campus	60	1	108
W	Ballajura Community College	109	1	98
W	Busselton Senior High School	147	1	97
W	WA College of Agriculture (Morawa)	52	2	94
P	Group Training South West t/as The Apprentice & Traineeship Company	45	11	91
W	Australind Senior High School	144	1	79
P	Australian Centre for Advanced Studies Inc	144	13	78
P	Sterling Business College Pty Ltd	65	7	77

RTO type	RTO Name	Total number of students*	Total number of schools**	Total number of different UoC
P	Jobs South West	95	11	75
W	Mount Barker Community College	75	1	71
W	Thornlie Senior High School	416	1	64
P	Motor Trade Association of WA Inc	26	12	62
P	Dillon Whitelaw and Associates Pty Ltd	20	25	59
P	Australian Institute of Technology Transfer	228	2	57
P	Hospitality Group Training (WA) Inc	261	33	57
W	Catholic Agricultural College Bindoon	52	1	56
P	AMA Training Services	10	8	53
P	Industry Training and Workplace Services Pty Ltd	33	7	53
P	Skills Strategies International	141	6	52
P	Nationwide Transport Training (Australia)	23	7	51
P	Farm Information Services	61	18	50
P	TR7 Training Services Pty Ltd	12	2	48
P	Ging Mo Institute Australia Pty Ltd	66	9	47
W	Sevenoaks Senior College	229	1	45
P	MPA Skills	32	9	44
P	Royal Life Saving Society Australia (WA Branch)	93	19	44
W	Corridors Training College	37	1	41
P	Indian Ocean Group Training	12	1	41
W	Morley Senior High School	82	1	39
W	Newton Moore Senior High School	92	1	39
P	Automotive Training Centre WA (Inc)	15	11	35
P	Fremantle Education Centre Inc t/as Fremantle Education	109	9	34
P	Volona Nominees Pty Ltd	37	13	34
P	MVJ Enterprises Pty Ltd t/as Perth College of Beauty Therapy	2	2	33
P	Albany Worklink Inc t/as Worklink, LWG Training	1	2	32
P	Meerilinga Training College	44	10	32
P	RTO Solutions Pty Ltd	6	4	32
P	Cambridge International College	16	3	31
W	Warwick Senior High School	136	1	31
P	Activ Pathways	34	9	30

RTO type	RTO Name	Total number of students*	Total number of schools**	Total number of different UoC
P	Aspire Performance Training	2	2	26
P	Fitness Institute Australia Pty Ltd	1	1	26
W	John Curtin College of the Arts	63	1	26
P	Australian College of the Arts t/as Ausmusic College	60	3	25
P	Pharmacy Guild of Australia - National Secretariat	4	2	23
P	Progressive Training (WA) Pty Ltd	38	6	23
P	Stirling Skills Training Inc	18	4	23
P	Australasian Maritime Institute	75	1	22
P	Cengage Education	0	1	22
U	Edith Cowan University t/as WA Academy of Performing Arts	31	3	22
P	Australian College of Beauty Therapy Pty Ltd	13	8	21
P	International Academy for Professional Beauty Therapy	1	1	21
P	Spring into Training Company	9	1	21
U	University of Notre Dame Australia	12	3	21
P	Australian College of Sports Development	0	1	20
P	Federation of Western Australian Police and Citizens Youth Clubs	37	3	20
P	Hands On Computer Training International	0	1	20
P	Surf Life Saving Western Australia Inc	66	5	20
P	Transport Forum WA Inc	3	2	20
P	Department of Environment and Conservation	14	2	19
P	Hartog B & M t/as Horseriding Coach	2	2	19
P	CPE Learnlink	9	3	18
W	Manjimup Senior High School	94	1	18
P	Retail Skills Centre WA Inc t/as College of Retail Training	34	5	17
P	Fairbridge Western Australia	1	1	16
P	Murray Mallee Training Company Ltd	9	7	16
P	TSA The Training Company Pty Ltd	2	2	16
U	Charles Darwin University	18	1	15
P	Flowers Design School	2	2	15
P	Hungry Jack's Pty Ltd	9	11	15
P	McDonald's Australia Ltd	3	4	15
P	National Training Pty Ltd	5	1	15
P	Skill Hire WA	2	2	15
P	XLT Industrial Training Pty Ltd	4	2	15
P	College of Electrical Training	29	11	14

RTO type	RTO Name	Total number of students*	Total number of schools**	Total number of different UoC
P	First Impressions Resources, the Australian Retail College	1	1	14
P	MEGT (Australia) Ltd	1	1	14
P	Racing and Wagering WA	14	2	14
P	Westrac Institute (WA) Pty Ltd	27	3	14
P	BYAC Training	27	6	13
P	College of Automotive Learning	4	4	13
P	International School of Beauty Therapy	1	1	13
P	Performis Pty Ltd	1	1	13
P	SELMAR Institute of Education	1	2	13
P	St John Ambulance Australia (WA) t/as The College of Pre-Hospital Care	513	20	13
P	Academie Accor	3	1	12
P	Excelior Pty Ltd	1	1	12
P	Workplace Employment and Training Services (Inc)	1	1	12
P	Australian Indigenous Leadership Centre Ltd	1	1	11
P	Murray House Resource Centre Inc	1	1	11
P	PEP Community Services	3	3	11
P	Australian School of Tourism and Hotel Management	5	5	10
P	Centacare Employment and Training	1	1	10
P	Community and Youth Training Services Inc	58	2	10
P	Health Training Australia (Inc)	0	1	10
P	Sonya Shepherd t/a Ballet Centre of WA (Youth Ballet WA)	2	1	10
P	Frontline Safety & Training Services	1	1	9
S	TAFE NSW - Open Training & Education Network	0	1	9
P	Australian Skills Training	109	3	8
W	Bunbury Senior High School	17	1	8
P	Fire and Emergency Services Authority of Western Australia	1	1	8
P	Mueller College	7	1	8
P	The Kidogo Institute	35	10	8
P	Austswim Limited	1	1	7
P	Goolarri Media Enterprises	12	1	7
P	Brightwater Care Group (Inc)	26	17	6
P	Jet Consultants trading as Jet Employment & Training	8	1	6
P	JobTrain WA Pty Ltd	22	6	6
P	Fast Track Pilot Training	0	1	4

RTO type	RTO Name	Total number of students*	Total number of schools**	Total number of different UoC
P	The West Australian Group Training Scheme Inc	0	1	4
P	Wallis Training	12	1	4
P	Allens Training Pty Ltd	17	1	3
P	PADI Asia Pacific Pty Ltd	43	2	3
P	Australian College of Training Pty Ltd	1	1	2
P	Corporate Training Solutions	1	1	2
P	Access Unlimited International	1	1	1
P	Australian Red Cross Society	9	1	1
P	Corporate First Aid Australia	40	1	1
P	Guinea Enterprises Pty Ltd (Narbil)	13	2	1
P	Housing Industry Association	3	1	1
P	Meditrain	1	1	1
P	Phoenix Business College (Laurielee Ptd Ltd)	0	1	1
P	Southern Grampians Adult Education Centre Inc	64	1	1
P	SSI Australia ORCA (Ocean Recreation Careers Australasia)	18	2	1
P	Tony Aveling & Associates Pty Ltd	15	4	1

*Students who achieved at least 1 UoC (Students are not included if they have been resulted as withdrawn, continuing enrolment or competency not achieved/fail). Additionally students may be enrolled in, more than one qualification and /or with one or more RTO.
** Schools with students enrolled in at least 1 UoC.
*** Refers only to the total number of different UoC's not the number of UoC's in total that the RTO delivers to schools.

Glossary

Australasian Curriculum, Assessment and Certification Authorities (ACACA)

ACACA is the national body for the chief executives of the statutory bodies in the Australian States and Territories and in New Zealand responsible for certificates of senior secondary education. http://acaca.bos.nsw.edu.au/

ACACA VET sub group

Consist of representatives from each ACACA agency to collaborate in the policy advice related to implementation of the MCEETYA (now MCEECDYA) National Agreement and the National Training Framework.

Australian Curriculum, Assessment and Reporting Authority (ACARA)

The independent authority responsible for the development of a national curriculum, a national assessment program and a national data collection and reporting program that supports 21st century learning for all Australian students.

Accredited course

A course that is developed to meet training needs that are not addressed by existing training packages.
http://www.ncver.edu.au/resources/glossary/glossary_full_record.html?query=BROWSE&entry=Accredited+course

Australian Qualification Framework (AQF)

The national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework. The AQF was first introduced in 1995 to underpin the national system of qualifications in Australia encompassing higher education, vocational education and training and schools. The AQF 2011 provides the complete set of AQF policies and objectives and information about the governing and monitoring arrangements for the AQF.
http://www.ncver.edu.au/resources/glossary/glossary_full_record.html?query=BROWSE&entry=Australian+Qualifications+Framework

Australian Quality Training framework (AQTF)

A set of nationally agreed quality assurance arrangements for training and assessment services delivered by training organisations.
http://www.ncver.edu.au/resources/glossary/glossary_full_record.html?query=BROWSE&entry=Australian+Quality+Training+Framework

Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS)

The agreed national data standard for the collection, analysis and reporting of vocational education and training information in Australia. The Standard consists of three parts: the AVETMIS Standard for VET Providers, the AVETMIS Standard for New Apprenticeships (now called Australian Apprenticeships), and the AVETMIS Standard for Financial Data.
http://www.ncver.edu.au/resources/glossary/glossary_full_record.html?query=BROWSE&entry=Australian+Vocational+Education+and+Training+Management+Information+Statistical+Standard

Catholic schools (system)

Refers to schools under the jurisdiction of the Catholic education Office of WA.

Certificate

An official document, issued by an awarding body, which records the training achievements of an individual following a standard assessment procedure.
http://www.ncver.edu.au/resources/glossary/glossary_full_record.html?query=BROWSE&entry=Certificate

COAG

Council of Australian Government

Credit transfer

The granting of status or credit by an institution or training organisation to students for modules (subjects) or units of competency completed at the same or another institution or training organisation.
http://www.ncver.edu.au/resources/glossary/glossary_full_record.html?query=BROWSE&entry=Credit+transfer

DTWD

Department of Training and Workforce Development in Western Australia

Employability skills

The skills which enable people to gain, keep and progress within employment, including skills in the clusters of work readiness and work habits, interpersonal skills and learning, thinking and adaptability skills.
http://www.ncver.edu.au/resources/glossary/glossary_full_record.html?query=BROWSE&entry=Employability+skills

Enrolled

In the context of this report 'enrolled' refers to students who studied a competency, however, they may not have successfully completed the unit.

Government schools (system)

Refer to schools under the jurisdiction of the Department of Education of Western Australia (includes independent public schools)

Independent Schools (sector)

Refer to schools under the jurisdiction of the Association of Independent Schools of WA (AISWA).

Industry Skills Council (ISC)

A set of 11 national bodies that have replaced the former national Industry Training Advisory Bodies (ITABs). They provide advice to Australian, state and territory governments on the training that is required by industry. The 11 ISCs are: Agri-Food Skills Australia; Community Services and Health; Construction and Property Services; ElectroComms and Energy Utilities(EE-Oz Training Standards); ForestWorks; Government Skills Australia; Innovation and Business Industry Skills Australia; Manufacturing Skills Australia; SkillsDMS Industry Skills Council; Service Skills Australia; and Transport and Logistics.
http://www.ncver.edu.au/resources/glossary/glossary_full_record.html?query=BROWSE&entry=Industry+Skills+Council

Industry Training Councils (ITC)

Non-government or not-for-profit bodies established by industry or business sector to address training issues and to provide advice to government about training priorities and the vocational education and training needs of a particular industry.
http://www.ncver.edu.au/resources/glossary/glossary_full_record.html?query=BROWSE&entry=Industry+Training+Council

Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA)

A council of ministers established on 1 July 2009 by the Council of Australian Governments (COAG) to replace the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA). Membership to MCEECDYA comprises State, Territory, Australian Government and New Zealand Ministers with responsibility for the portfolios of school education, early childhood development and youth affairs, with Papua New Guinea, Norfolk Island and East Timor having observer status. MCEECDYA's areas of responsibility are: primary and secondary education; youth affairs and youth policy relating to schooling; cross-sectoral matters including transitions and careers; early childhood development including early childhood education and care; and international education (school education).
http://www.ncver.edu.au/resources/glossary/glossary_full_record.html?query=BROWSE&entry=Ministerial+Council+for+Education%2C+Early+Childhood+Development+and+Youth+Affairs

Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA)

A former body comprising State, Territory, Commonwealth and New Zealand Ministers with responsibility for the portfolios of education, employment, training and youth affairs, with Papua New Guinea and Norfolk Island having observer status. MCEETYA's areas of responsibility included all sectors of education, training, employment and youth affairs. MCEETYA replaced three previously existing councils: the Australian Education Council (AEC), the Council of Ministers of Vocational Education, Employment and Training (MOVEET) and the Youth Ministers Council (YMC). On 1 July 2009, MCEETYA was replaced by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA).
http://www.ncver.edu.au/resources/glossary/glossary_full_record.html?query=BROWSE&entry=Ministerial+Council+on+Education%2C+Employment%2C+Training+and+Youth+Affairs

Module

A self-contained block of learning which can be completed on its own or as part of a course and which may also result in the attainment of one or more units of competency.
http://www.ncver.edu.au/resources/glossary/glossary_full_record.html?query=BROWSE&entry=Module

National Centre for Vocational Education Research (NCVER)

A national research, evaluation and information organisation for the vocational education and training (VET) sector in Australia, jointly owned by the Commonwealth, state and territory ministers responsible for VET.
http://www.ncver.edu.au/resources/glossary/glossary_full_record.html?query=BROWSE&entry=National+Centre+for+Vocational+Education+Research

National Training Framework (NTF)

The component parts of the vocational education and training system - national competency standards, national qualifications and national assessment guidelines - and their relationship to each other including implementation, quality assurance and recognition strategies and procedures. The National Training Framework has been replaced by the National Skills Framework.
http://www.ncver.edu.au/resources/glossary/glossary_full_record.html?query=BROWSE&entry=National+Training+Framework

Nationally recognised training

An accredited program of study that leads to vocational qualifications and credentials that are recognised across Australia. Only registered training organisations that meet government quality standards such as TAFE, private providers and vocational divisions of universities can provide nationally recognised training. It includes accredited courses and endorsed training package qualifications.
http://www.ncver.edu.au/resources/glossary/glossary_full_record.html?query=BROWSE&entry=Nationally+recognised+training

Partnerships

An organisation such as an enterprise or school, not wishing to be a registered training organisation or to provide training itself, can enter into a partnership with a registered training organisation (RTO). The RTO will be responsible for the quality of training and assessment, and issuing qualifications and statements of attainment, in compliance with the Australian Quality Training Framework (AQTF).
http://www.ncver.edu.au/resources/glossary/glossary_full_record.html?query=BROWSE&entry=Partnerships

Post-secondary education

All education beyond secondary school level, including that delivered by universities, further education colleges and community providers.
http://www.ncver.edu.au/resources/glossary/glossary_full_record.html?query=BROWSE&entry=Post-secondary+education

Qualification

In the context of this report, qualifications include accredited courses unless otherwise stated.

Formal certification that is awarded by an accredited authority in recognition of the successful completion of an educational program. In the vocational education and training sector, qualifications are awarded when a person has satisfied all requirements of the units of competency or modules that comprise an Australian Qualifications Framework (AQF) qualification, as specified by a nationally endorsed training package or an accredited course that provides training for that qualification.
http://www.ncver.edu.au/resources/glossary/glossary_full_record.html?query=BROWSE&entry=Qualification

Registered training organisation (RTO)

An organisation registered by a state or territory registering and accrediting body to deliver training and/or conduct assessments and issue nationally recognised qualifications in accordance with the Australian Quality Training Framework. RTOs include TAFE colleges and institutes, adult and community education providers, private providers, community organisations, schools, higher education institutions, commercial and enterprise training providers, industry bodies and other organisations meeting the registration requirements.
http://www.ncver.edu.au/resources/glossary/glossary_full_record.html?query=BROWSE&entry=Registered+training+organisation

School

Includes both schools and other WACE providers

Senior Secondary Certificate of Education (SSCE)

A national title for senior secondary school qualifications recognised by the Australian Qualifications Framework and issued by the state and territory governments. The Senior Secondary Certificate of Education may include vocational education and training units leading to a relevant Certificates I-IV qualification.
http://www.ncver.edu.au/resources/glossary/glossary_full_record.html?query=BROWSE&entry=Senior+Secondary+Certificate+of+Education

Senior secondary student

Western Australian students in Years 10–12

Training Accreditation Council (TAC) WA

Responsible for quality assurance and recognition processes for RTOs and for the accreditation of courses. TAC subjects all school RTOs to the same audit processes as other training providers involved in VET for secondary school student delivery.

Unit of competency (UoC)

In the context of this report, qualifications include modules unless otherwise stated.

A component of a competency standard. A unit of competency is a statement of a key function or role in a particular job or occupation.
http://www.ncver.edu.au/resources/glossary/glossary_full_record.html?query=BROWSE&entry=Unit+of+competency

Vocational education and training (VET)

Post-compulsory education and training, excluding degree and higher level programs delivered by further education institutions, which provides people with occupational or work-related knowledge and skills. VET also includes programs which provide the basis for subsequent vocational programs. Alternative terms used internationally include technical and vocational education and training (TVET), vocational and technical education and training (VTET), technical and vocational education (TVE), vocational and technical education (VTE), further education and training (FET), and career and technical education (CTE).
http://www.ncver.edu.au/resources/glossary/glossary_full_record.html?query=BROWSE&entry=Vocational+education+and+training

VET in schools

A program which allows students to combine vocational studies with their general education curriculum. Students participating in VET in Schools continue to work towards their Senior Secondary School Certificate, while the VET component of their studies gives them credit towards a nationally recognised VET qualification. VET in Schools programs may involve structured work placements.
http://www.ncver.edu.au/resources/glossary/glossary_full_record.html?query=BROWSE&entry=VET+in+Schools

VET industry specific course

A VET industry specific course includes a full qualification from a training package and contributes towards the WACE as a WACE course.

VET integrated

VET integrated within a course involves students undertaking one or more VET units of competency

concurrently with a course unit. VET qualifications with units of competency that may align closely with the course are identified in the introduction to the course. Specific units of competency that provide meaningful pathways for further education, training or employment are suggested at the end of each relevant course unit. No unit equivalence is given for units of competency attained in this way.

VET credit transfer (within the WACE)

A program that involves students engaging in vocational education and training resulting in the attainment of nationally endorsed units of competency that lead to a full or partial AQF qualification can be used as credit transfer towards the WACE. Delivery and assessment of VET credit transfer occurs independently from any WACE course curriculum delivery.

Western Australian Certificate of Education (WACE)

The Western Australian Certificate of Education (WACE) is awarded to senior secondary school students who satisfy its requirements. It is a senior secondary certificate recognised nationally in the Australian Qualifications Framework (AQF). Generally, students complete two years of senior secondary study to achieve the WACE, although the Curriculum Council's provisions enable students to meet the WACE requirements over a lifetime.

WACE course

All Curriculum Council developed courses typically consist of units at three or four stages, each with its own syllabus. Students start with units appropriate to their stage of development.

Workplace learning (WPL)

Workplace learning provides opportunities for students to develop skills in the workplace and obtain credit towards the WACE. Students are placed in an appropriate work situation and are required to maintain a formal record of workplace learning. The Curriculum Council workplace learning models build on the strengths of current practices in schools. In addition to the Workplace Learning course, there are three ways of getting credit for workplace learning as an endorsed program.

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