



# Awards for outstanding achievement in VET – 2023

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Exhibitions | Certificates of excellence

## Selection report for Submission to the Awards and Exhibitions Committee

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### Introduction

The School Curriculum and Standards Authority (the Authority) awards outstanding achievement in Vocational Education and Training (VET) on an annual basis.

The awards recognise individual excellence at the senior secondary level of schooling at the completion of the Western Australian Certificate of Education (WACE).

This report summarises the statistics and selection panel reports for the 2023 awards and provides valuable advice and feedback from selection panels to interested stakeholders.

### General criteria for eligibility for exhibitions and awards

To achieve a Beazley Medal: WACE, a Beazley Medal: VET, a general exhibition, a general exhibition (ATSI – Aboriginal and Torres Strait Islander), a subject exhibition, a VET exhibition, a subject certificate of excellence and a VET certificate of excellence, a student must:

- be an Australian citizen or a permanent resident of Australia
- be enrolled as a full-time student in a registered secondary school
- not have previously completed the course external assessment used in the determination of the award, and
- have satisfied the requirements for a WACE at the time of the determination of the awards.

Special VET awards and VET special certificates of excellence may be awarded to students who do not meet the general eligibility criterion of being an Australian citizen or a permanent resident of Australia.

For further information on special VET awards and VET special certificates of excellence, refer to Section 8 of the *WACE Manual 2024* available on the Authority website via [www.scsa.wa.edu.au/publications/wace-manual](http://www.scsa.wa.edu.au/publications/wace-manual).

### VET exhibition

A VET exhibition may be awarded to the eligible student who is the top student in each industry area for the award of the VET certificate of excellence.

### VET certificates of excellence

VET certificates of excellence may be awarded to eligible students who will complete an Australian Qualification Framework (AQF) VET Certificate II or higher in one of the specified industry areas. The units of competency achieved for the certificate may have been undertaken in a VET industry specific course or VET credit transfer program.

## Eligibility criteria

Students eligible for this award will have completed, by the end of Year 12, a nationally recognised VET qualification to a minimum of AQF level II. Students are only eligible for this award in Year 12 although they may have completed the qualification in Year 10 or Year 11. Students are also required to have completed at least two unit equivalents of workplace learning in Years 10, 11 or 12.

The workplace learning units need to be undertaken in an industry area that is related to the VET qualification.

## Selection process

Selection panels identify award winners in each industry area and make a recommendation to the awards and exhibitions committee of the Authority. Selection panels consist of representatives from the school systems/sector together with a member from the relevant industry. Nomination forms and other documentation submitted by students (as stated in the information brochure) are used to shortlist and invite selected students to an interview. The interview allows the students to demonstrate their knowledge and experience in the specific industry area.

Selection for the awards of VET exhibition and VET certificates of excellence in each eligible industry area in 2023 used the following process:

- Schools were required to ensure that they nominated students who were enrolled in a WACE eligible program of study.
- Students were required to submit their nominations by 4.30 pm on Monday, 28 August 2023.
- Nominations were shortlisted.
- Shortlisted students were contacted by mail during the fourth week of September 2023.
- Selection panels met with students during the week commencing Wednesday, 11 October 2023.
- Award winners were advised via the Authority website and the names of the award winners were provided to the media in December 2023.
- Certificate of excellence winners received their awards via the student portal.

Exhibitions were presented at the School Curriculum and Standards Authority awards ceremony on Thursday, 15 February 2024.

## Statistics

Industry Area	2023					2022					2021				
	Number of nominations	Number short-listed	No of certificates of excellence available	No of certificates of excellence awarded	VET Exhibition awarded	Number of nominations	Number short-listed	No of certificates of excellence available	No of certificates of excellence awarded	VET Exhibition awarded	Number of nominations	Number short-listed	No of certificates of excellence available	No of certificates of excellence awarded	VET Exhibition awarded
Automotive, Engineering and Logistics	18	11	7	8*	1	8	6	6	4	1	20	13	8	6	0
Business and Financial Services; Information and Communications Technology	13	6	17	3	1	15	6	15	3	1	13	7	18	4	1
Community Services, Health and Education	30	10	11	6	1	24	12	11	7*	1	21	13	11	7	1
Construction Industries	8	4	3	3	1	8	4	3	3	1	15	7	3	3	1
Creative Industries	5	5	7	3	1	4	4	6	1	0	7	5	7	5	1
Primary, Environmental and Animal Care Industries	12	8	4	5*	1	6	6	3	3	1	8	5	4	3	1
Retail and Personal Services	3	3	3	2	1	6	4	3	3	0	5	4	7	2	1
Sport, Recreation and Public Safety	11	7	10	5	1	8	4	10	3	1	6	4	7	1	1
Tourism, Hospitality and Events	11	7	7	2	0	7	6	7	6	1	7	4	7	2	0
<b>TOTAL</b>	<b>111</b>	<b>61</b>	<b>69</b>	<b>37</b>	<b>8</b>	<b>86</b>	<b>52</b>	<b>64</b>	<b>33</b>	<b>7</b>	<b>102</b>	<b>62</b>	<b>72</b>	<b>33</b>	<b>7</b>

\* Exhibition and Awards Committee decision.



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Sport, Recreation and Public Safety.....	21
Tourism, Hospitality and Events .....	23



## Industry area:

### Automotive, Engineering and Logistics

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Number of nominations received:	18
Number shortlisted:	11
Number of Certificates of Excellence available:	7
Number of Certificates of Excellence awarded:	8*
Exhibitions awarded:	1

\*Exhibition and Awards committee decision

#### 1. Eligibility criteria used

Students eligible for this award will have completed, by the end of Year 12, a nationally recognised VET qualification to a minimum of AQF level II. Students are only eligible for this award in Year 12, although they may have completed the qualification in Year 10 or Year 11. Students are also required to have completed at least two unit equivalents of workplace learning in Years 10, 11 or 12. The workplace learning units need to be undertaken in an industry area that is related to the VET qualification.

#### 2. Process of selection

- At nomination, students presented a résumé and their supporting statements.
- The panel assessed the nominations and shortlisted students based upon the evidence submitted at time of nomination, consistency of the student's WACE program with the industry area and competitiveness of the nomination.
- Shortlisted students were invited to attend an interview in person or via tele/videoconference.
- Ten minutes prior to the interview, students were given a set of questions to assist them to prepare for the discussion with the panel.
- The purpose of the interview was to provide the student with an opportunity to elaborate on their knowledge and experience in the industry area.

#### 3. Reasons for shortlisting nominated students

- Student statements and supporting letters were well-written and indicated student-acquired knowledge from undertaking the VET pathway.
- Students were able to address each of the criteria separately in their written submissions, under headings or through paragraphing, allowing the selection panel to extract the required information regarding student knowledge and achievements.
- Students described sound knowledge of recent developments and/or trends in their workplace or industry area.
- Students were able to clearly demonstrate their understanding of how the training and workplace experiences were linked and how their future career pathways have been influenced by their experience.

#### **4. Rating system**

The panel used a five-point rating system with anecdotal notes against four questions.

#### **5. Panel feedback and recommendations to teachers**

##### **5.1 Feedback (strengths and challenges)**

###### **Strengths**

- Students demonstrated their capacity to represent the VET pathway as an advantageous choice during their senior secondary learning.
- Students were able to describe the knowledge, passion and enthusiasm they had for their specific industry area.
- Students acknowledged that the completion of their VET on-the-job and off-the-job training assisted them in obtaining employment and/or future education pathways post-secondary school.

###### **Challenges**

- Some students lacked sufficient knowledge of recent developments and/or trends relating to their industry area.
- Some students needed prompting to expand on responses to questions and to provide additional information or examples to support responses.

##### **5.2 Recommendations**

- Students should rehearse interviews to build confidence and provide depth to their responses, using examples, to support the knowledge and skills they have gained through their VET pathway.
- Students should be able to provide information on current trends and new developments within their industry areas, beyond their individual work placements.
- Students who present a portfolio to the interview are able to display their additional experiences and/or achievements in support of their VET pathway and goals for their future careers.

#### **6. Student recommendations**

The names of students recommended for awards were submitted to the Authority's Exhibitions and Awards Committee.



## Industry area:

### Business and Financial Services; Information and Communications Technology

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Number of nominations received:	13
Number short-listed:	6
Number of Certificates of Excellence available:	17
Number of Certificates of Excellence awarded:	3
Exhibition awarded:	1

#### 1. Eligibility criteria used

Students eligible for this award will have completed, by the end of Year 12, a nationally recognised VET qualification to a minimum of AQF level II. Students are only eligible for this award in Year 12, although they may have completed the qualification in Year 10 or Year 11. Students are also required to have completed at least two unit equivalents of workplace learning in Years 10, 11 or 12. The workplace learning units need to be undertaken in an industry area that is related to the VET qualification.

#### 2. Process of selection

- At nomination, students presented a résumé and their supporting statements.
- The panel assessed the nominations and shortlisted students based upon the evidence submitted at time of nomination, consistency of the student's WACE program with the industry area and competitiveness of the nomination.
- Shortlisted students were invited to attend an interview in person or via tele/videoconference.
- Ten minutes prior to the interview, students were given a set of questions to assist them to prepare for the discussion with the panel.
- The purpose of the interview was to provide the student with an opportunity to elaborate on their knowledge and experience in the industry area.

#### 3. Reasons for shortlisting nominated students

- Well-written student statements that addressed all necessary selection criteria.
- Applications that included examples of how the student applied the skills and knowledge gained from their VET qualification to the workplace environment.
- Demonstrated understanding of recent industry developments and/or trends.
- Evidence of the student undertaking tasks in the workplace appropriate to the level of the qualification being studied.

#### **4. Rating system**

The panel used a five-point rating system with anecdotal notes against four questions.

#### **5. Panel feedback and recommendations to teachers**

##### **5.1 Feedback (strengths and challenges)**

###### **Strengths**

- The majority of students could confidently identify, expand on, and give examples of a number of skills they have developed from their VET qualification/s and work placement opportunities.
- Students clearly articulated and spoke highly of how beneficial their work placement was, and what they learnt during their experiences. Students informed the panel on how their work placement has led to future employment opportunities, or assisted with their future education/training pathway.

###### **Challenges**

- Some students were unable to elaborate on industry developments and trends in relation to the qualification they have undertaken.
- Not all students were able to clearly demonstrate their on-the-job and/or off-the-job training experiences.
- Some students did not use the STAR (Situation, Task, Action and Result) method while responding to the questions at the interview, making it harder for the panel to assess the students.

##### **5.2 Recommendations**

- Students should come to the interview prepared to be able to reflect on the skills and knowledge they have gained as a result of undertaking their VET qualification, and be able to elaborate on how VET has influenced their plans for the future.

#### **6. Student recommendations**

The names of students recommended for awards were submitted to the Authority's Exhibitions and Awards Committee.

## Industry area:

### Community Services, Health and Education

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Number of nominations received:	30
Number shortlisted:	10
Number of Certificates of Excellence available:	11
Number of Certificates of Excellence awarded:	6
Exhibition awarded:	1

#### 1. Eligibility criteria used

Students eligible for this award will have completed, by the end of Year 12, a nationally recognised VET qualification to a minimum of AQF level II. Students are only eligible for this award in Year 12, although they may have completed the qualification in Year 10 or Year 11. Students are also required to have completed at least two unit equivalents of workplace learning in Years 10, 11 or 12. The workplace learning units need to be undertaken in an industry area that is related to the VET qualification.

#### 2. Process of selection

- At nomination, students presented a résumé and their supporting statements.
- The panel assessed the nominations and shortlisted students based upon the evidence submitted at time of nomination, consistency of the student's WACE program with the industry area and competitiveness of the nomination.
- Shortlisted students were invited to attend an interview in person or via tele/videoconference.
- Ten minutes prior to the interview, students were given a set of questions to assist them to prepare for the discussion with the panel.
- The purpose of the interview was to provide the student with an opportunity to elaborate on their knowledge and experience in the industry area.

#### 3. Reasons for short-listing nominated students

- Strong knowledge of the industry and understanding of the link between on- and off-the-job training.
- Well-prepared student statements and good examples when addressing the selection criteria.
- Demonstrated strong connections between what had been gained by undertaking VET and workplace learning.
- Evidence of appropriate and current work placements undertaken by students.
- Demonstrated understanding of how VET shaped their future career pathways.

#### **4. Rating system**

A combination of a five-point rating system and descriptive evidence was used to compare and rank students.

#### **5. Panel feedback and recommendations to teachers**

##### **5.1 Feedback (strengths and challenges)**

###### **Strengths**

- Students displayed outstanding passion for the industry and were well-presented.
- Students presented themselves professionally, were confident and provided good examples.
- Students provided good examples of knowledge, skills and experience gained in the workplace of their chosen industry area.
- Students demonstrated good understanding of the pathways and what they wanted to achieve.

###### **Challenges**

- Students who did not use the STAR (Situation, Task, Action and Result) method and provide good examples in the interview made it difficult for the panel to assess them.
- Some students may have used generative artificial intelligence when writing their statements.
- Some students could not demonstrate knowledge and understanding of current trends within their industry area.

##### **5.2 Recommendations**

- Students are encouraged to re-read their student statement prior to the interview so they can draw on this information during their interview.
- Schools are advised to ensure that applications prepared by students are authentic and that they address the selection criteria by providing relevant examples from the same industry area.
- Student statements should have a clear structure with defined headings and provide information on the strengths of the student in relation to the qualification.

#### **6. Student recommendations**

The names of students recommended for awards were submitted to the Authority's Exhibitions and Awards Committee.

## Industry area:

### Construction Industries

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Number of nominations received:	8
Number shortlisted:	4
Number of Certificates of Excellence available:	3
Number of Certificates of Excellence awarded:	3
Exhibition awarded:	1

#### 1. Eligibility criteria used

Students eligible for this award will have completed, by the end of Year 12, a nationally recognised VET qualification to a minimum of AQF level II. Students are only eligible for this award in Year 12, although they may have completed the qualification in Year 10 or Year 11. Students are also required to have completed at least two unit equivalents of workplace learning in Years 10, 11 or 12. The workplace learning units need to be undertaken in an industry area that is related to the VET qualification.

#### 2. Process of selection

- At nomination, students presented a résumé and their supporting statements.
- The panel assessed the nominations and shortlisted students based upon the evidence submitted at time of nomination, consistency of the student's WACE program with the industry area and competitiveness of the nomination.
- Shortlisted students were invited to attend an interview in person or via tele/videoconference.
- Ten minutes prior to the interview, students were given a set of questions to assist them to prepare for the discussion with the panel.
- The purpose of the interview was to provide the student with an opportunity to elaborate on their knowledge and experience in the industry area.

#### 3. Reasons for shortlisting nominated students

- Understanding of the link between on- and off-the-job training.
- Well-prepared student statements with detailed examples to address the selection criteria.
- Evidence of the student undertaking tasks in the workplace at the level required.
- Having a clearly articulated career pathway relating to their VET experience and industry related workplace learning.
- Clearly articulated industry trends and implications for their future career.

#### 4. Rating system

A combination of a rating system and descriptive evidence was used to compare and rank students.

## **5. Panel feedback and recommendations to teachers**

### **5.1 Feedback (strengths and challenges)**

#### **Strengths**

- Students had good communication skills and presented well.
- Students were well-presented for their interview and positive about their experiences and future career aspirations.
- Students demonstrated knowledge of current industry trends.
- Students were able to articulate their knowledge of competency-based learning and provide good examples of on-the-job and off-the-job training.

#### **Challenges**

- Some students were unable to understand the meaning of on-the-job and off-the-job training.
- Students could not demonstrate their understanding of linkages between knowledge gained and experience in the workplace.

### **5.2 Recommendations**

- Students are advised to provide specific examples about their skills and knowledge.
- Students should provide examples that are related to their training or VET qualification for which they have been nominated.
- Bringing a student portfolio to the interview may assist the panel in assessing the applicants more effectively.
- Students are also encouraged to focus on real world capabilities, employability skills, and not just on technical knowledge that they have gained by undertaking VET.

## **6. Student recommendations**

The names of students recommended for awards were submitted to the Authority's Exhibitions and Awards Committee.

## Industry area:

### Creative Industries

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Number of nominations received:	5
Number shortlisted:	5
Number of Certificates of Excellence available:	7
Number of Certificates of Excellence awarded:	3
Exhibition awarded:	1

#### 1. Eligibility criteria used

Students eligible for this award will have completed, by the end of Year 12, a nationally recognised VET qualification to a minimum of AQF level II. Students are only eligible for this award in Year 12, although they may have completed the qualification in Year 10 or Year 11. Students are also required to have completed at least two unit equivalents of workplace learning in Years 10, 11 or 12. The workplace learning units need to be undertaken in an industry area that is related to the VET qualification.

#### 2. Process of selection

- At nomination, students presented a résumé and their supporting statements.
- The panel assessed the nominations and shortlisted students based upon the evidence submitted at the time of nomination, consistency of the student's WACE program with the industry area and competitiveness of the nomination.
- Shortlisted students were invited to attend an interview in person or via tele/videoconference.
- Ten minutes prior to the interview, students were given a set of questions to assist them to prepare for the discussion with the panel.
- The purpose of the interview was to provide the student with an opportunity to elaborate on their knowledge and experience in the industry area.

#### 3. Reasons for shortlisting nominated students

- Well-written student statement and positive VET coordinator and employer statements.
- Ability to reflect on the benefits of undertaking their VET qualification and the skills and knowledge they have gained.
- Evidence of strong technical skills and knowledge in their particular area of the creative industries.

#### 4. Rating system

The panel used a five-point rating system with anecdotal notes against questions.

## **5. Panel feedback and recommendations to teachers**

### **5.1 Feedback (strengths and challenges)**

#### **Strengths**

- Students were well-presented, passionate and confidently answered all questions during the interview.
- Students demonstrated a high level of technical knowledge and skills in their chosen area of creative industries.
- Students displayed knowledge and understanding of skills gained during their work placement and how this will give them a good start while seeking future employment opportunities.

#### **Challenges**

- Lack of detailed responses from some students during their interview regarding skills, knowledge and experiences gained when undertaking a VET qualification, and participating in work placement.
- Some of the written applications did not address the required selection criteria.
- Some students did not use the STAR (Situation, Task, Action and Result) method when responding to interview questions, making it harder for the panel to assess the students.
- Students were unable to identify and elaborate on developments and trends in the industry.

### **5.2 Recommendations**

- Where applicable and appropriate, portfolios or examples of work are a good tool to show the panel the creative ability of the student. Although these are not graded as part of the interview process, it gives the panel a good understanding of the work that has been completed by the student.
- It is recommended that the employer statement is provided by an employer outside a school setting, if possible. If a student has only undertaken work placement in a school setting, the school may provide the employer statement.

## **6. Student recommendations**

The names of students recommended for awards were submitted to the Authority's Exhibitions and Awards Committee.



## Industry area:

### Primary, Environmental and Animal Care Industries

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Number of nominations received:	12
Number short-listed:	8
Number of Certificates of Excellence available:	4
Number of Certificates of Excellence awarded:	5*
Exhibition awarded:	1

\*Exhibition and Awards committee decision

#### 1. Eligibility criteria used

Students eligible for this award will have completed, by the end of Year 12, a nationally recognised VET qualification to a minimum of AQF level II. Students are only eligible for this award in Year 12, although they may have completed the qualification in Year 10 or Year 11. Students are also required to have completed at least two unit equivalents of workplace learning in Years 10, 11 or 12. The workplace learning units need to be undertaken in an industry area that is related to the VET qualification.

#### 2. Process of selection

- At nomination, students presented a résumé and their supporting statements.
- The panel assessed the nominations and shortlisted students based upon the evidence submitted at time of nomination, consistency of the student's WACE program with the industry area and competitiveness of the nomination.
- Shortlisted students were invited to attend an interview in person or via tele/videoconference.
- Ten minutes prior to the interview, students were given a set of questions to assist them to prepare for the discussion with the panel.
- The purpose of the interview was to provide the student with an opportunity to elaborate on their knowledge and experience in the industry area.

#### 3. Reasons for shortlisting nominated students

- Students addressed the selection criteria appropriately and thoroughly, giving detailed examples in their written applications.
- Students demonstrated knowledge of current industry trends and developments within their industry area.
- Students were able to show evidence of how their on-the-job and off-the-job training has shaped their future career pathways.

#### 4. Rating system

The panel used a five-point rating system with anecdotal notes against four questions.

## **5. Panel feedback and recommendations to teachers**

### **5.1 Feedback (strengths and challenges)**

#### **Strengths**

- Students prepared and submitted well-written student statements and résumés, with excellent supporting statements from their schools and work placements.
- Many students presented their portfolio at the interview, including additional certificates and achievements which they gained during their senior secondary schooling.
- Students displayed great passion and enthusiasm for their chosen industry area, which helped them respond to questions confidently and effectively during the interview process.
- Most students were well-presented for the interview in formal school uniform or smart casual business attire.
- Students had a sound knowledge of their career pathways/futures, and they were able to convey this in an articulate and confident manner.

#### **Challenges**

- Some students were unable to expand on or provide examples of current trends or new developments from their chosen industry area.
- Some students did not provide sufficient or relevant detail in their responses and required the panel to provide prompting to gather student knowledge and skills acquired through the VET pathway.
- Some students were unable to demonstrate and link the skills gained through the study of their qualifications (off-the-job training) to their work placements (on-the-job training).

### **5.2 Recommendations**

- Students should rehearse interviews to develop confidence in speaking to enable them to provide thorough information and examples of their VET pathway experiences and achievements.
- Students should be able to provide information on current trends and new developments within their industry areas based on knowledge and experience gained at their work placement.
- Student portfolios provide the panel with additional insight into the student's experiences and achievements which can assist in assessing the applicants.
- Students should present to the interview in professional attire, regardless of whether the interview is conducted in-person or via videoconference.

## **6. Student recommendations**

The names of students recommended for awards were submitted to the Authority's Exhibitions and Awards Committee.

## Industry area:

### Retail and Personal Services

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Number of nominations received:	3
Number shortlisted:	3
Number of Certificates of Excellence available:	3
Number of Certificates of Excellence awarded:	2
Exhibition awarded:	1

#### 1. Eligibility criteria used

Students eligible for this award will have completed, by the end of Year 12, a nationally recognised VET qualification to a minimum of AQF level II. Students are only eligible for this award in Year 12, although they may have completed the qualification in Year 10 or Year 11. Students are also required to have completed at least two unit equivalents of workplace learning in Years 10, 11 or 12. The workplace learning units need to be undertaken in an industry area that is related to the VET qualification.

#### 2. Process of selection

- At nomination, students presented a résumé and their supporting statements.
- The panel assessed the nominations and shortlisted students based upon the evidence submitted at time of nomination, consistency of the student's WACE program with the industry area and competitiveness of the nomination.
- Shortlisted students were invited to attend an interview in person or via tele/videoconference.
- Ten minutes prior to the interview, students were given a set of questions to assist them to prepare for the discussion with the panel.
- The purpose of the interview was to provide the student with an opportunity to elaborate on their knowledge and experience in the industry area.

#### 3. Reasons for shortlisting nominated students

- Students provided strong statements displaying excellent written communication skills.
- Students demonstrated sound knowledge of trends and new developments with intriguing insights to practical implementation in the workplace.
- Students were able to provide comprehensive and complex examples which highlighted acquired knowledge and skills gained through workplace experiences.
- Students were able to describe how off-the-job training towards the achievement of their qualifications assisted in performing their on-the-job training.

#### 4. Rating system

The panel used a five-point rating system with anecdotal notes against four questions.

## **5. Panel feedback and recommendations to teachers**

### **5.1 Feedback (strengths and challenges)**

#### **Strengths**

- Students displayed passion and enthusiasm for their industry area and work placements during the interview process.
- Students demonstrated strong connections between on-the-job and off-the-job training through the VET pathway.
- All students who attended the interviews presented portfolios of their work and achievements, which showcased their initiative and growth through work experience and VET studies.
- Students presented to the interviews in professional business attire and displayed excellent interpersonal skills.

#### **Challenges**

- Some students were unable to articulate their future pathways and how their VET experiences have guided them to their future career or study choices.
- Not all students provided sufficient depth in their responses to exemplify their knowledge of current trends and new developments relating to their industry areas.
- Some students were unable to explain the link between the VET qualifications undertaken and their workplace experiences.

### **5.2 Recommendations**

- Students should research the current trends and new developments to enable them to provide information relating to the impact of new developments on the industry area they are representing.
- Students should rehearse interviews to enable them to provide detailed responses to the questions, including relevant examples of their workplace experiences.
- Students should be able to demonstrate how the training and workplace experiences have shaped their future career pathways.

## **6. Student recommendations**

The names of students recommended for awards were submitted to the Authority's Exhibitions and Awards Committee.

## Industry area:

### Sport, Recreation and Public Safety

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Number of nominations received:	11
Number shortlisted:	7
Number of Certificates of Excellence available:	10
Number of Certificates of Excellence awarded:	5
Exhibition awarded:	1

#### 1. Eligibility criteria used

Students eligible for this award will have completed, by the end of Year 12, a nationally recognised VET qualification to a minimum of AQF level II. Students are only eligible for this award in Year 12, although they may have completed the qualification in Year 10 or Year 11. Students are also required to have completed at least two unit equivalents of workplace learning in Years 10, 11 or 12. The workplace learning units need to be undertaken in an industry area that is related to the VET qualification.

#### 2. Process of selection

- At nomination, students presented a résumé and their supporting statements.
- The panel assessed the nominations and shortlisted students based upon the evidence submitted at time of nomination, consistency of the student's WACE program with the industry area and competitiveness of the nomination.
- Shortlisted students were invited to attend an interview in person or via tele/videoconference.
- Ten minutes prior to the interview, students were given a set of questions to assist them to prepare for the discussion with the panel.
- The purpose of the interview was to provide the student with an opportunity to elaborate on their knowledge and experience in the industry area.

#### 3. Reasons for shortlisting nominated students

- Comprehensive student statements addressing the required selection criteria.
- Ability to draw links between what they have learnt through their VET qualification and how they have been able to apply it in practical scenarios through their work experience.
- Strong links to industry through their work placements.

#### 4. Rating system

The panel used a five-point rating system with anecdotal notes against questions.

## **5. Panel feedback and recommendations to teachers**

### **5.1 Feedback (strengths and challenges)**

#### **Strengths**

- Students confidently identified and explained the most valuable skills they have gained throughout their training, including both on-the-job and off-the-job training examples.
- Students clearly articulated how their VET qualification and work experience opportunities had guided their future education/training plans or provided post-school employment prospects.
- Students had a genuine passion for the sport and recreation industry that was evident during the interviews.

#### **Challenges**

- Some written applications did not address the required selection criteria, which resulted in insufficient evidence for the panel members to shortlist the student for an interview.
- During the interview, while identifying trends impacting the sport and recreation industry, some students did not personalise their responses to include examples they had experienced through their participation in the workplace.

### **5.2 Recommendations**

- It is recommended that students attend the interview in smart casual wear or school uniform.
- Students should take the time to research some of the changes/trends affecting their industry area and reflect on how they have specifically impacted their workplace.
- Although the application needs to be authentic and the student's own work, it is recommended that the VET coordinator/school representative ensure that the student statement addresses the required selection criteria before the application is submitted.

## **6. Student recommendations**

The names of students recommended for awards were submitted to the Authority's Exhibitions and Awards Committee.

## Industry area:

### Tourism, Hospitality and Events

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Number of nominations received:	11
Number shortlisted:	7
Number of Certificates of Excellence available:	7
Number of Certificates of Excellence awarded:	2
Exhibition awarded:	0

#### 1. Eligibility criteria used

Students eligible for this award will have completed, by the end of Year 12, a nationally recognised VET qualification to a minimum of AQF level II. Students are only eligible for this award in Year 12, although they may have completed the qualification in Year 10 or Year 11. Students are also required to have completed at least two unit equivalents of workplace learning in Years 10, 11 or 12. The workplace learning units need to be undertaken in an industry area that is related to the VET qualification.

#### 2. Process of selection

- At nomination, students presented a résumé and their supporting statements.
- The panel assessed the nominations and shortlisted students based upon the evidence submitted at time of nomination, consistency of the student's WACE program with the industry area and competitiveness of the nomination.
- Shortlisted students were invited to attend an interview in person or via tele/videoconference.
- Ten minutes prior to the interview, students were given a set of questions to assist them to prepare for the discussion with the panel.
- The purpose of the interview was to provide the student with an opportunity to elaborate on their knowledge and experience in the industry area.

#### 3. Reasons for shortlisting nominated students

- Demonstrated understanding of how the training and workplace experiences are linked and how VET training has helped the students in shaping their future.
- Well-written student statements that gave detailed examples while addressing the selection criteria in their own words.
- Students provided detailed examples of the workplace learning undertaken.
- Positive feedback/reference from workplace and school to support of the nomination.

#### 4. Rating system

A combination of a five-point rating system and descriptive evidence was used to compare and rank systems.

## **5. Panel feedback and recommendations to teachers**

### **5.1 Feedback (strengths and challenges)**

#### **Strengths**

- Students were well-presented, confident and authentic while communicating with the panel.
- Students were able to clearly connect their VET training with their on-the-job experience and how it has shaped their future career goals.
- Students had a clear pathway and knew how they will be using their VET knowledge going forward.

#### **Challenges**

- Some students were unable to discuss and elaborate on challenges that they faced in the workplace and how they addressed these challenges.
- Some students were unable to identify current industry trends.
- Not all students elaborated on examples provided in their written application and could not make connections to the qualification they had undertaken.

### **5.2 Recommendations**

- Students are encouraged to bring along a portfolio of evidence to support their application to allow the panel to establish a visual connection with the tasks they have undertaken.
- Students are encouraged to use good examples from work placement as evidence of the skills and knowledge gained.
- Schools/VET Coordinators need to ensure that the application prepared by students is authentic and that they address the selection criteria.

## **6. Student recommendations**

The names of students recommended for awards were submitted to the Authority's Exhibitions and Awards Committee.