



Awards for outstanding achievement in VET – 2018

Exhibitions | Certificates of excellence

Selection report for Submission to the Awards and Exhibitions Committee

Introduction

The School Curriculum and Standards Authority annually awards outstanding achievement in Vocational Education and Training (VET).

The awards recognise individual excellence at the senior secondary level of schooling. This report summarises the statistics and selection panel reports for the 2018 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), 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 criteria.

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, in their final WACE year. 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 in Year 12:

- a nationally recognised VET qualification to a minimum of AQF level 2*, and
- at least two unit equivalents of the Authority-Developed Workplace Learning (ADWPL) Endorsed Program equivalent to 110 hours or more.

The workplace learning units need to be undertaken in an industry area that is related 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 School Curriculum and Standards Authority. Selection panels are made up of representatives from the school system/sectors 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 short-list and invite selected students to an interview. The interview will allow 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 2018 used the following process:

- Students were required to submit their nominations by 4.30 pm on Monday, 3 September 2018.
- Nominations were short-listed.
- Short-listed students were contacted by mail during the second week of the October school holidays.
- Selection panels met with students during the week commencing Monday, 15 October 2018.
- Award winners were advised via the School Curriculum and Standards Authority website and the names of the award winners were provided to the media in December 2018.
- Exhibitions will be presented at the School Curriculum and Standards Authority awards ceremony on Wednesday, 13 February 2019.
- Certificate of excellence winners received their awards by post.

* Students who are working toward completion of a Certificate III or higher (e.g. school-based apprenticeships) in their final year will be eligible for the award. These students will need to have completed a substantial number of units of competency within the industry area.

Statistics

Industry Area	2018					2017					2016				
	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	16	10	9	2	1	16	5	7	3	1	8	7	6	4	1
Business and Financial Services, and Information and Communications Technology	24	10	28	5	1	21	9	25	7	1	20	9	9	5	1
Community Services, Health and Education	32	10	9	4	1	31	10	4	4	1	22	10	6	5	1
Construction Industries	11	6	2	2	1	14	7	2	2	0	7	7	2	2	1
Creative Industries	8	8	14	5	1	8	6	12	3	1	1	1	1	0	0
Primary, Environmental and Animal Care Industries	10	7	4	4	1	6	6	3	3	1	8	6	5	2	1
Retail and Personal Services	7	5	2	2	0	10	7	2	2	1	8	5	2	2	1
Sport, Recreation and Public Safety	3	2	21	1	0	13	4	19	1	1	4	4	4	3	1
Tourism, Hospitality and Events	9	5	10	4	0	16	5	8	4	1	9	5	5	2	0
TOTAL	120	63	99	29	6	135	59	82	29	8	87	54	40	25	7

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Retail and Personal Services	19
Sport, Recreation and Public Safety.....	21
Tourism, Hospitality and Events	23

Industry Area: Automotive, Engineering and Logistics			
Number of nominations received:	16	Number short-listed:	10
Number of Certificates of Excellence available:	9		
Number of Certificates of Excellence awarded:	2	Exhibitions awarded:	1

1. Eligibility criteria used

A nominated student must have completed in Year Twelve:

- a nationally recognised Australian Qualification Framework Certificate II* or higher, and
- at least two units of workplace learning undertaken in an industry area that is related to the VET qualification.

2. Process of selection

- At nomination, students presented a resume portfolio and supporting student statement.
- The panel assessed the nominations and short-listed 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.
- Short-listed 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

- Passion for the industry, drive and ambition evident in the written student statements
- Sound understanding of new developments and/or trends in the workplace or industry
- Strong knowledge of the industry and the link between on- and off-the-job training
- Evidence of core skills for work in advance of their years using complex examples and/or from a variety of experiences, emphasising the transferable nature of such skills
- Commendable academic results and outstanding school reference with high level maths were beneficial
- Demonstrated understanding of how the training (VET qualification) and workplace experiences are linked and how they have shaped their future career pathways

* Students working towards a Certificate III or higher in their final year will be eligible if they have completed a substantial number of units of competency within the industry area.

- Coherent student statement, clearly laid out with correct spelling and grammar. Addressing each of the criteria separately makes for clearer student focus on what is needed and makes it easier for the selection panel to extract the information they are seeking.

4. Rating system

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

For Publication

5. Panel feedback and recommendations to teachers

5.1 Feedback (strengths and challenges)

Strengths

- Students were aware of the connection between their work placements and their qualification and valued the opportunity to apply their theoretical knowledge and understandings in a practical sense.
- Students were well presented, courteous and confident.
- Good use of portfolios to enhance the content of interview and prompt discussion.
- Students had a sound understanding of the core skills for work and were able to offer high level examples of these from their workplace experiences and other areas of their life.
- Students all expressed short and longer term goals and were able to articulate how their VET studies and workplace experiences had assisted them in making decisions about their futures and how they will help them to achieve their goals.
- Students brought awards, portfolios or photographs that demonstrated their skills or showed the complexity of their work.

Challenges

- Students did not always provide high quality examples and explanations to support or demonstrate their knowledge and understanding of the core skills for work. They should be encouraged to add value to the interview questions by using the most complex examples that are additional to their written statements.
- Several students could not differentiate between skills and personal qualities.

5.2 Recommendations

- Encourage investigation and discussion of industry trends and innovations and their impact on the industry, safety, career opportunities and societal impact.
- Stress the importance of being on time to the interview, allowing for settling in and reading time.
- Teach and practice making good use of the ten minutes prior to interview to make notes which can be referred to in the interview.

6. Student recommendations

The names of students recommended for awards were submitted to the exhibitions and awards committee.

Business and Financial Services; and Information and Communications Technology

Industry Area: Business and Financial Services; and Information and Communications Technology			
Number of nominations received:	24	Number short-listed:	10
Number of Certificates of Excellence available:	28		
Number of Certificates of Excellence awarded:	5	Exhibition awarded:	1

1. Eligibility criteria used

A nominated student must have completed in Year Twelve:

- a nationally recognised Australian Qualification Framework Certificate II* or higher, and
- at least two units of workplace learning undertaken in an industry area that is related to the VET qualification.

2. Process of selection

- At nomination, students presented a resume portfolio and supporting student statement.
- The panel assessed the nominations and short-listed 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.
- Short-listed 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 (if appropriate)

- Applications clearly addressed their interest and experience in the industry area
- Genuine passion for the industry
- Excellent workplace representative and VET Coordinator's statements
- Evidence of the student undertaking tasks in the workplace at the level required of their qualification and applying the knowledge and skills learnt through their certificate/training

* Students working towards a Certificate III or higher in their final year will be eligible if they have completed a substantial number of units of competency within the industry area.

4. Rating system

A student profile sheet was used to compare and then rank nominees.

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5. Panel feedback and recommendations to teachers

5.1 Feedback (strengths and challenges)

Strengths

- Students were well presented, and were all very good communicators who confidently answered the panel's questions.
- Students could identify a number of skills they have developed as a result of undertaking work placement.
- Students articulated very well, and spoke highly of how important work placement was, and what they learnt during their experiences.

Challenges

- Students often needed prompting to address how their training and workplace experiences have shaped their future career pathways.
- Interviews that took place via videoconference were challenging, however the students coped well with unexpected technical issues.

5.2 Recommendations

- If a student is doing a Certificate IV level qualification, the application must contain evidence of how the student applies knowledge/skill at a Certificate IV level.
- The panel requires that the tasks/duties the student undertakes during their work placement is at a level that would be expected based on the qualification AQF level of their qualification.

6. Student recommendations

The names of students recommended for awards were submitted to the exhibitions and awards committee.

Community Services, Health and Education

Industry Area: Community Services, Health and Education			
Number of nominations received:	32	Number short-listed:	10
Number of Certificates of Excellence available:	9		
Number of Certificates of Excellence awarded:	4	Exhibition awarded:	1

1. Eligibility criteria used

A nominated student must have completed in Year Twelve:

- a nationally recognised Australian Qualification Framework Certificate II* or higher, and
- at least two units of workplace learning undertaken in an industry area that is related to the VET qualification.

2. Process of selection

- At nomination, students presented a resume portfolio and supporting student statement.
- The panel assessed the nominations and short-listed 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.
- Short-listed 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 (if appropriate)

- Applications clearly addressed their interest and experience in the industry area
- Well prepared student statements
- Excellent workplace representative and VET Coordinator's statements
- Evidence of the student undertaking tasks in the workplace at the level required

* Students working towards a Certificate III or higher in their final year will be eligible if they have completed a substantial number of units of competency within the industry area.

4. Rating system

A combination of a rating system (on the scale of 1 to 5) and descriptive evidence was used to compare and rank students.

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5. Panel feedback and recommendations to teachers

5.1 Feedback (strengths and challenges)

Strengths

- Most students presented themselves professionally, were composed and confident.
- Most students were well prepared. Students who performed best were able to maintain eye contact, provide good examples and connected best with the panel.
- Students did not rely heavily on their notes.
- Some students displayed outstanding ability and passion for the industry.
- The panel was impressed by the ability most students demonstrated to make strong connections between what had been gained by undertaking VET and workplace learning.
- Many students were very well informed about their choices and the various pathways to meeting their career goals.
- All students who were shortlisted (not just the students who were nominated for an award) showed outstanding potential and should be proud of their achievements.

Challenges

- Students are encouraged to re-read their nomination prior to the interview to familiarise themselves with their application. This will allow students to respond more effectively when asked to elaborate on certain aspects of the application. The interview is a time for students to demonstrate the connections they have made with the opportunities and experiences they have had during their secondary years.
- Some students were not able to make the connection between the knowledge and skills gained through VET and how it supported them in the workplace.
- Some students could not distinguish between skills and attributes.
- Schools/VET Coordinators should ensure that the application prepared by students is authentic and that they address the selection criteria using STAR (Situation, Task, Action and Result) model with good examples.
- Some students could not demonstrate knowledge of industry trends.
- Students are encouraged to be prepared with strong examples to support their claims.
- Most feedback from the panel relating to weakness in the process related to the nomination applications for the awards.
- Formatting was an issue in some applications with font size and layout making it difficult for the panel to read.

- Employer statements support student applications best when they provide detail about the contribution the student has made to the workplace and their notable strengths, knowledge and skills.
- Panel recommended that applicants adhere to professional dress standards.

5.2 Recommendations

- Students are encouraged to re-read their nomination prior to the interview to familiarise themselves with their application.
- Schools/VET Coordinators to ensure that the application prepared by students is authentic and that they address the selection criteria using STAR (Situation, Task, Action and Result) model with good examples.
- Employer statements support student applications best when they provide detail about the contribution the student has made to the workplace and their notable strengths, knowledge and skills.
- Panel recommends that applicants adhere to professional dress standards.

6. Student recommendations

The names of students recommended for awards were submitted to the exhibitions and awards committee.

Construction Industries

Industry Area: Construction Industries			
Number of nominations received:	11	Number short-listed:	6
Number of Certificates of Excellence available:	2		
Number of Certificates of Excellence awarded:	2	Exhibition awarded:	1

1. Eligibility criteria used

A nominated student must have completed in Year Twelve:

- a nationally recognised Australian Qualification Framework Certificate II* or higher, and
- at least two units of workplace learning undertaken in an industry area that is related to the VET qualification.

2. Process of selection

- At nomination, students presented a resume portfolio and supporting student statement.
- The panel assessed the nominations and short-listed 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.
- Short-listed 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 (if appropriate)

- Well prepared student statements addressing selection criteria
- Strong knowledge of the industry and the link between on- and off-the-job training
- Evidence of the student undertaking tasks in the workplace at the level required

4. Rating system

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

* Students working towards a Certificate III or higher in their final year will be eligible if they have completed a substantial number of units of competency within the industry area.

5. Panel feedback and recommendations to teachers

5.1 Feedback (strengths and challenges)

Strengths

- Students were very well presented for their interview and were enthusiastic and positive about their experiences and future career aspirations.
- Students had a detailed knowledge of industry specific skills relevant to their workplace.
- Students had developed clear career pathways and were persistent and innovative in pursuing them.
- Students were able to articulate how the qualification and workplace experiences were instrumental in helping them reach their goals.
- Students understood the importance of safety in this industry and were able to provide specific examples of the implications of not complying with OSH.

Challenges

- In some instances there was a disparity between the standard of the written work and the interview; those that were nominated for an award were of a high standard in both.

5.2 Recommendations

- Students would benefit from practice at highlighting their achievements and accomplishments in preparation for the interview.
- Bringing a student portfolio to the interview will assist the panel in assessing the applicants.

6. Student recommendations

The names of students recommended for awards were submitted to the exhibitions and awards committee.

Creative Industries

Industry Area: Creative Industries			
Number of nominations received:	8	Number short-listed:	8
Number of Certificates of Excellence available:	14		
Number of Certificates of Excellence awarded:	5	Exhibition awarded:	1

1. Eligibility criteria used

A nominated student must have completed in Year Twelve:

- a nationally recognised Australian Qualification Framework Certificate II* or higher, and
- at least two units of workplace learning undertaken in an industry area that is related to the VET qualification.

2. Process of selection

- At nomination, students presented a resume portfolio and supporting student statement.
- The panel assessed the nominations and short-listed 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.
- Short-listed 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 (if appropriate)

- Well written student statements, clearly set out and easily read
- Students had good exposure to industry through their work placements
- Good engagement with industry professionals
- Passion for their industry

4. Rating system

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

* Students working towards a Certificate III or higher in their final year will be eligible if they have completed a substantial number of units of competency within the industry area.

5. Panel feedback and recommendations to teachers

5.1 Feedback (strengths and challenges)

Strengths

- Students were well presented and came prepared for their interview in a timely manner.
- All students showed amazing passion and a high level of technical knowledge and understanding of their chosen area of the creative industries.
- A number of students presented excellent portfolios of the work they had undertaken for their qualification – this gave the panel an appreciation of the high level of skill demonstrated by the student.
- The panel was impressed by the many and varied tasks students undertook during their work placements, and the high level of responsibility and initiative.

Challenges

- Generally students needed prompting to explain how their qualification will assist them in meeting their ultimate career goal.
- When students were asked to provide an example of a problem they had encountered in the workplace and how they handled it, most could identify a problem, but not all could clearly articulate how they had handled it.
- A few students struggled to identify changes/trends in the industry and provide practical examples of these.

5.2 Recommendations

- Students are encouraged to re-read their application prior to the interview, and come prepared with additional examples to assist with the answering of the panel's questions.
- Where applicable – portfolios/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.

6. Student recommendations

The names of students recommended for awards were submitted to the exhibitions and awards committee.

Primary, Environmental and Animal Care Industries

Industry Area: Primary, Environmental and Animal Care Industries			
Number of nominations received:	10	Number short-listed:	7
Number of Certificates of Excellence available:	4		
Number of Certificates of Excellence awarded:	4	Exhibition awarded:	1

1. Eligibility criteria used

A nominated student must have completed in Year Twelve:

- a nationally recognised Australian Qualification Framework Certificate II* or higher, and
- at least two units of workplace learning undertaken in an industry area that is related to the VET qualification.

2. Process of selection

- At nomination, students presented a resume portfolio and supporting student statement.
- The panel assessed the nominations and short-listed 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.
- Short-listed 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 (if appropriate)

- Nominations were of an excellent standard and the selection panel determined that all were worthy of short-listing for interview

4. Rating system

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

* Students working towards a Certificate III or higher in their final year will be eligible if they have completed a substantial number of units of competency within the industry area.

5. Panel feedback and recommendations to teachers

5.1 Feedback (strengths and challenges)

Strengths

- Passion and enthusiasm for the industry evident.
- Comprehensive, well written student statements, set out under the headings given – makes for easier reading and allocation of marks.
- Proactive investigation of industry developments and trends with the ability to discuss the impact of innovation and change on career options, safety considerations and society.
- Sound knowledge of pathways and career opportunities within the industry.
- Detailed and thoughtful responses to interview questions with interesting and different examples/stories, drawing on a range of experiences to articulate and exemplify the core skills for work.
- Knowledge and confidence across a wide variety of contexts.
- Positive, well written VET Coordinator's statement.

Challenges

- Employer's reference must relate to the qualification for which the student is being nominated.

5.2 Recommendations

- Schools should nominate the student in the industry in which they have done their qualification-related work placement.

6. Student recommendations

The names of students recommended for awards were submitted to the exhibitions and awards committee.

Retail and Personal Services

Industry Area: Retail and Personal Services			
Number of nominations received:	7	Number short-listed:	5
Number of Certificates of Excellence available:	2		
Number of Certificates of Excellence awarded:	2	Exhibition awarded:	0

1. Eligibility criteria used

A nominated student must have completed in Year Twelve:

- a nationally recognised Australian Qualification Framework Certificate II* or higher, and
- at least two units of workplace learning undertaken in an industry area that is related to the VET qualification.

2. Process of selection

- At nomination, students presented a resume portfolio and supporting student statement.
- The panel assessed the nominations and short-listed 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.
- Short-listed 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 (if appropriate)

- Strong student statements with excellent spelling and grammar
- Knowledge of trends and new developments apparent
- Demonstrated understanding of the transferable nature of the Core Skills for Work
- Comprehensive and complex examples provided to highlight workplace experiences
- Skills are linked to the qualification

4. Rating system

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

* Students working towards a Certificate III or higher in their final year will be eligible if they have completed a substantial number of units of competency within the industry area.

5. Panel feedback and recommendations to teachers

5.1 Feedback (strengths and challenges)

Strengths

- Sound knowledge and understanding of the industry and possible career pathways.
- All students presented a very professional image.
- Personal qualities were actively discussed and acknowledged as transferable across workplaces.

Challenges

- Some students did not adequately address all selection criteria in their written statements.
- There was a lack of depth and complexity of examples and explanations to illustrate understanding of the core skills for work.

5.2 Recommendations

- Ensure the letter of support from the school comes on a letterhead with the title of the person writing it clearly included.
- Subheadings should be used when addressing criteria.
- Ensure students know the difference between workplace skills and personal qualities.

6. Student recommendations

The names of students recommended for awards were submitted to the exhibitions and awards committee.

Sport, Recreation and Public Safety

Industry Area: Sport, Recreation and Public Safety			
Number of nominations received:	3	Number short-listed:	2
Number of Certificates of Excellence available:	21		
Number of Certificates of Excellence awarded:	1	Exhibition awarded:	nil

1. Eligibility criteria used

A nominated student must have completed in Year Twelve:

- a nationally recognised Australian Qualification Framework Certificate II* or higher, and
- at least two units of workplace learning undertaken in an industry area that is related to the VET qualification.

2. Process of selection

- At nomination, students presented a resume portfolio and supporting student statement.
- The panel assessed the nominations and short-listed 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.
- Short-listed 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 (if appropriate)

- Comprehensive student statements addressing the required key areas
- Strong links to industry through their work placements

4. Rating system

A student profile sheet was used to compare and then rank nominees.

* Students working towards a Certificate III or higher in their final year will be eligible if they have completed a substantial number of units of competency within the industry area.

5. Panel feedback and recommendations to teachers

5.1 Feedback (strengths and challenges)

Strengths

- Students were well presented and arrived in a timely manner in preparation for their interview.
- The passion the students had for the sport and recreation industry was evident through their answers to the panel questions and their work placement opportunities
- Students showed outstanding commitment to their learning by volunteering for additional work placement experiences above and beyond the minimum requirement.

Challenges

- Generally students did not adequately identify current issues in the workplace/industry.
- Students should ensure that they are able to articulate the links between their VET qualifications and how they can apply the skills and knowledge they have learnt in a workplace context.
- The panel had to prompt the students to gain a better understanding of where they aspire to go with their training or career pathway.

5.2 Recommendations

- Students should take the time to research current issues or trends in the workplace/ industry, and be prepared to give examples of how it has personally impacted on their workplace tasks or duties.

6. Student recommendations

The names of students recommended for awards were submitted to the exhibitions and awards committee.

Tourism, Hospitality and Events

Industry Area: Tourism, Hospitality and Events			
Number of nominations received:	9	Number short-listed:	5
Number of Certificates of Excellence available:	10		
Number of Certificates of Excellence awarded:	4	Exhibition awarded:	0

1. Eligibility criteria used

A nominated student must have completed in Year Twelve:

- a nationally recognised Australian Qualification Framework Certificate II* or higher, and
- at least two units of workplace learning undertaken in an industry area that is related to the VET qualification.

2. Process of selection

- At nomination, students presented a resume portfolio and supporting student statement.
- The panel assessed the nominations and short-listed 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.
- Short-listed 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 (if appropriate)

- Well written student statements with clear examples addressing the selection criteria
- Students had good exposure to industry through their work placements
- Demonstrated understanding of how the training and workplace experiences are linked and how VET training has helped the students in shaping their future

4. Rating system

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

* Students working towards a Certificate III or higher in their final year will be eligible if they have completed a substantial number of units of competency within the industry area.

5. Panel feedback and recommendations to teachers

5.1 Feedback (strengths and challenges)

Strengths

- Students were confident and comfortable during the interview.
- Some students were able to clearly connect their training in the industry with their on the job experience and how it translates into a career path.
- Some students were able to demonstrate how they used their training and workplace learning to develop a better sense of their career goals and post school aspirations.
- Successful students very effectively demonstrated pride in their work as well as a commitment to quality and customer satisfaction.

Challenges

- Many students were unable to discuss and elaborate on challenges that they faced in the workplace and how they addressed these hurdles.
- Students were not clear about their future aspirations and career goals.
- Students were unable to identify current industry trends.
- Schools/VET Coordinators to ensure that the application prepared by students is authentic and that they address the selection criteria using STAR (Situation, Task, Action and Result) model with good examples.

5.2 Recommendations

- Given that this industry is so experiential 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 products students have produced.
- Students are encouraged to use good examples to support claims so that the panel can get a sense of who they are and what they have been involved in.

6. Student recommendations

The names of students recommended for awards were submitted to the exhibitions and awards committee.