



Awards for outstanding achievement in VET – 2024

Exhibitions | Certificates of excellence

Selection report for Submission to the Awards and Exhibitions Committee

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 2024 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 2025* available on the Authority website via 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 2024 used the process outlined below.

- 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, 26 August 2024.
- Nominations were shortlisted.
- Shortlisted students were contacted by mail during the third week of September 2024.
- Selection panels met with students during the week commencing Wednesday, 9 October 2024.
- Award winners were advised via the Authority website, and the names of the award winners were provided to the media in December 2024.
- Certificate of excellence winners received their awards via the student portal.

Exhibitions were presented at the Authority's awards ceremony on Thursday, 13 February 2025.

Statistics

Industry Area	2024					2023					2022				
	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	17	11	8	5	1	18	11	7	8*	1	8	6	6	4	1
Business and Financial Services; Information and Communications Technology	18	12	17	4^	0	13	6	17	3	1	15	6	15	3	1
Community Services, Health and Education	40	10	12	7	1	30	10	11	6	1	24	12	11	7	1
Construction Industries	16	8	4	4	1	8	4	3	3	1	8	4	3	3	1
Creative Industries	6	4	8	1	1	5	5	7	3	1	4	4	6	1	0
Primary, Environmental and Animal Care Industries	14	9	4	4	1	12	8	4	5*	1	6	6	3	3	1
Retail and Personal Services	6	6	3	3	1	3	3	3	2	1	6	4	3	3	0
Sport, Recreation and Public Safety	9	5	11	1	0	11	7	10	5	1	8	4	10	3	1
Tourism, Hospitality and Events	10	6	7	3	1	11	7	7	2	0	7	6	7	6	1
TOTAL	136	71	74	32	7	111	61	69	37	8	86	52	64	33	7

* Exhibition and Awards Committee decision

^Includes one Special VET Certificate of Excellence

Industry Area

Page

Automotive, Engineering and Logistics 7

Business and Financial Services; Information and Communications Technology..... 9

Community Services, Health and Education 11

Construction Industries 13

Creative Industries 15

Primary, Environmental and Animal Care Industries 17

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:	17
Number shortlisted:	11
Number of Certificates of excellence available:	8
Number of Certificates of excellence awarded:	5
Exhibitions 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

- Some students organised their responses to the criteria questions using headings or paragraphs in their written submissions, making it easier for the selection panel to find the required information.
- The supporting letters from the workplace and school were positive and provided valuable insights into the students' capabilities, aligning well with their statements.
- Student statements and résumé were well written and demonstrated the knowledge and skills acquired through their VET pathway.
- Students were able to identify and discuss a variety of recent developments and/or trends in their industry area.
- Students clearly demonstrated how the on-the-job and off-the-job training were linked, and how their future career pathways have been influenced by their experiences.

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 presented themselves well for the interview, dressed in professional attire.
- Most students provided the panel with their portfolios, and some provided examples to show their skills acquired through their VET learning.
- Students clearly explained how the VET pathway was a beneficial choice during their senior secondary studies and provided strong examples of employability skills acquired.
- Students showcased their passion and ability to represent the VET pathway, expressing a desire to promote work placements and VET qualifications as valuable options for younger students.

Challenges

- Some students required additional prompting from the panel to provide more information or examples to support their responses to the interview questions.
- Some students showed a lack of knowledge about recent developments and trends in their industry.
- Some students were unable to provide sufficient examples of how skills and knowledge gained in their VET studies linked to their workplace learning experiences.

5.2 Recommendations

- Students should prepare for interviews by providing more in-depth responses and specific examples that showcase the knowledge and skills they have acquired through the VET pathway.
- Students should research and understand current trends and new developments within their industry areas. This can include trends/innovations beyond their individual workplaces.
- Students should present a portfolio that can effectively showcase the skills and achievements they've gained through the VET pathway.
- Students may provide examples about individual challenges to further enhance their experiences in their VET studies and/or work placement experiences.

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

Number of nominations received:	18
Number short-listed:	12
Number of Certificates of excellence available:	17
Number of Certificates of excellence awarded:	4 [^]
Exhibition awarded:	0

[^]Includes one Special VET Certificate of Excellence

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 of 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 a method like STAR (Situation, Task, Action and Result) when responding to the questions at the interview, making it harder for the panel to assess the students.

5.2 Recommendations

- Students should use sub-headings when responding to the four selection criteria in their student statement.
- Students should provide supporting examples relevant to the industry area they have been nominated for in both their application and at their interview.
- 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.
- Students should dress in professional attire for the interview, whether it is held in person or via videoconference.
- 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

Number of nominations received:	40
Number shortlisted:	10
Number of Certificates of excellence available:	12
Number of Certificates of excellence awarded:	7
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 current industry trends and new development and the linkages between on-the-job and off-the-job training.
- Thoroughly prepared student statements with strong, relevant examples provided to address the selection criteria.
- Effectively demonstrated the valuable connections between the skills gained through VET and workplace learning.
- 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 were well-presented and displayed outstanding passion for the industry.
- Students were confident and provided good examples of the skills and knowledge they have gained through their VET pathway.
- Students undertook appropriate work placements that aligned to their industry area.
- Students demonstrated good understanding of the pathway they had undertaken and about their future career aspirations.

Challenges

- Some students did not use a method like STAR (Situation, Task, Action and Result) when providing examples in the interview making it difficult for the panel to assess.
- Some students provided examples of work placement experiences which were not age appropriate.
- Some students could not demonstrate knowledge and understanding of current trends within their industry area.

5.2 Recommendations

- 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.
- Students are encouraged to re-read their student statement prior to the interview so they can draw on this information during their interview.
- Students should use headings and sub-headings to respond to the four sections of the criteria.
- Students are expected to dress appropriately for the interview and may choose to wear a school uniform.

6. Student recommendations

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

Industry area:

Construction Industries

Number of nominations received:	16
Number shortlisted:	8
Number of Certificates of excellence available:	4
Number of Certificates of excellence awarded:	4
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-the-job 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 required level.
- Having a clearly articulated career pathway relating to their VET experience and industry related workplace learning.
- Clearly articulated industry trends and their influence on future career opportunities.

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 demonstrated strong communication skills and confidently responded to panel questions.
- Students were well-presented for their interview and spoke positively about their experiences and future career goals.
- Students demonstrated knowledge and understanding of current industry trends and/or new developments.
- 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 underprepared and had difficulty providing examples to answer the questions during the interview.
- Some students were unable to demonstrate the connection between the knowledge gained and their experiences in the workplace.
- Some students struggled to provide information on current trends/new developments within their industry area.

5.2 Recommendations

- Students are advised to provide specific examples about their skills and knowledge gained through their VET program.
- Bringing a student portfolio to the interview may assist the panel in assessing the applicants more effectively.
- Students are 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

Number of nominations received:	6
Number shortlisted:	4
Number of Certificates of excellence available:	8
Number of Certificates of excellence awarded:	1
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

- Students structured their written submissions by addressing criteria questions under clear headings or in paragraphs, making it easy for the selection panel to identify the required information.
- Students clearly demonstrated through relevant examples how the on-the-job and off-the-job training were linked, and how their future career pathways have been influenced by their experiences.
- Demonstrated understanding of recent industry developments and/or trends.
- Evidence of the student completing tasks in the workplace that are relevant to the level of the qualification being pursued.

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

- Most 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 when 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 a method like STAR (Situation, Task, Action and Result) when responding to interview questions, making it harder for the panel to assess the students.

5.2 Recommendations

- Students should use sub-headings when responding to the four selection criteria in their student statement.
- Students should provide supporting examples relevant to the industry area they have been nominated for in both their application and at their interview.
- 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.
- Students should dress in professional attire for the interview, whether it is held in person or via videoconference.
- 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:

Primary, Environmental and Animal Care Industries

Number of nominations received:	14
Number short-listed:	9
Number of Certificates of excellence available:	4
Number of Certificates of excellence awarded:	4
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

- Workplace statements were very positive, and many described how their students were assets to the companies, with employment offers being made to students.
- Students exhibited a thorough understanding of current industry trends, innovations, and developments in their field.
- Students were able to clearly explain how both their on-the-job and off-the-job training have shaped their skills and knowledge, and influenced 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 appeared well-presented for the interview, wearing professional business attire or formal school uniforms.
- Supporting statements from schools and work placements provided an insight to student development and achievements, aligning with student statements.
- Many students presented portfolios at the interview, displaying excellence in school and out-of-school achievements.
- Students showed passion and enthusiasm for their chosen industry, enabling them to respond to questions confidently and effectively during the interview process.
- Most students had extensive knowledge of innovations and trends in their industry areas with the capacity to explain in detail.
- Students had a clear and focused direction for their career pathways, and they were able to communicate this in an articulate and confident manner.

Challenges

- Some students were unable to elaborate on or provide examples of current trends or new developments in their chosen industry.
- Some students required prompting and did not provide sufficient relevant detail in their responses regarding the knowledge and skills acquired through the VET pathway.

5.2 Recommendations

- Students should prepare for interviews by providing more in-depth responses and specific examples that showcase the knowledge and skills they have acquired through the VET pathway.
- Students should be able to share information on current trends and new developments in their industry, drawing on the knowledge and experience gained from their work placements. This can involve research and taking the initiative to stay informed about the latest in the industry.
- Student portfolios provide the panel with additional insight into the student's experiences and achievements which can assist in assessing the applicants.
- Students should dress in professional attire for the interview, whether it is held 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

Number of nominations received:	6
Number shortlisted:	6
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

- Students clearly and articulately addressed the selection criteria in their written statements.
- Support letters were highly positive and closely aligned with the experiences and knowledge students described in their own statements.
- Students provided detailed written statements, providing clear links between their on-the-job and off-the-job training.
- Students were able to offer examples of trends and new developments, providing compelling insights into their practical application in the workplace.

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 strong passion and enthusiasm for their industry and work placements during the interview process, clearly linking these experiences to their future careers.
- Students demonstrated strong connections between on-the-job and off-the-job training through the VET pathway and provided detailed examples of how they were able to apply their gained knowledge and skills in the workplace.
- Most students who attended the interviews presented portfolios of their work and achievements that showcased their initiative and growth through work experience and VET studies.
- Most students were well-presented in professional business attire or formal school uniform and displayed excellent interpersonal and communication skills during the interview.

Challenges

- Some students found it difficult to express their future pathways and how their VET qualifications and experiences have influenced their career or study choices.
- Not all students offered sufficient detail in their responses to demonstrate their understanding of current trends and new developments in their industry.
- Some students struggled to articulate the connection between their VET qualifications and their workplace experiences.

5.2 Recommendations

- Students should practice their interviews to help them provide detailed responses, including relevant examples from their workplace experiences.
- Students should be able to demonstrate how the training and workplace experiences have shaped their future career pathways.
- Students should be able to display a passion for the industry area they have chosen.
- Students should explore current trends and new developments to offer insights into how these changes affect the industry they are representing.

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

Number of nominations received:	9
Number shortlisted:	5
Number of Certificates of excellence available:	11
Number of Certificates of excellence awarded:	1
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

- Some students organized their responses to the criteria questions using headings or paragraphs in their written submissions, making it easier for the selection panel to find the required information.
- Students effectively demonstrated, using relevant examples, how their on-the-job and off-the-job training were interconnected, and how their career pathways have been shaped by these experiences.
- Demonstrated understanding of recent industry developments and/or trends.
- Evidence of the student completing tasks in the workplace that are relevant to the level of the qualification being pursued.

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.
- Some students struggled to articulate the connection between their VET qualifications and their workplace experiences.
- 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

- Students should use sub-headings when responding to the four selection criteria in their student statement.
- 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.
- It is recommended that students attend the interview in smart casual wear or school uniform.
- 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.
- 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:

Tourism, Hospitality and Events

Number of nominations received:	10
Number shortlisted:	6
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 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 training and workplace experiences are interconnected, and how VET training has contributed to 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 skills and knowledge gained through workplace learning.
- 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 genuine in their communication 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 career pathway and understood how they would apply their VET knowledge in the future.
- Students were enthusiastic about their VET studies, as it provided them a head start and valuable employability skills.

Challenges

- Some students were unable to discuss or elaborate on the challenges they encountered in the workplace and the ways they addressed them.
- Some students were unable to identify current industry trends or recent developments within their industry area.
- Some students were not confident or unprepared, limiting their ability to communicate effectively and showcase their strengths.
- Not all students expanded on the examples given in their written application or were able to connect them to the qualification they had completed.

5.2 Recommendations

- Students are encouraged to provide strong examples from their work placement as evidence of the skills and knowledge they have gained.
- Students are encouraged to bring a portfolio of evidence to support their application, enabling the panel to visually connect with the tasks they have completed.
- Schools/VET Coordinators need to ensure that the application prepared by students is authentic and that they effectively address the selection criteria.
- It is recommended that students attend the interview dressed in smart casual attire or their school uniform.

6. Student recommendations

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