



Awards for outstanding achievement in VET – 2017

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 2017 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 exhibitions

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 certificate of excellence* in each eligible industry area in 2017 used the following process:

- Students were required to submit their nominations by 4.30 pm on Monday, 4 September 2017.
- 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, 16 October 2017.
- Award winners were advised via the School Curriculum and Standards Authority website and the media in December 2017.
- Exhibitions will be presented at the School Curriculum and Standards Authority awards ceremony on Tuesday, 13 February 2017.
- 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	2017					2016					2015				
	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	5	7	3	1	8	7	6	4	1	4	2	2	1	1
Business and Financial Services, and Information and Communications Technology	21	9	25	7	1	20	9	9	5	1	8	5	5	5	0
Community Services	/	/	/	/	/	/	/	/	/	/	14	7	3	3	0
Community Services, Health and Education	31	10	4	4	1	22	10	6	5	1	/	/	/	/	/
Construction Industries	14	7	2	2	0	7	7	2	2	1	6	6	2	2	0
Creative Industries	8	6	12	3	1	1	1	1	0	0	2	2	2	2	1
Engineering	/	/	/	/	/	/	/	/	/	/	3	2	2	2	0
Health	/	/	/	/	/	/	/	/	/	/	3	2	2	1	0
Primary, Environmental and Animal Care Industries	6	6	3	3	1	8	6	5	2	1	0	0	3	0	0
Retail and Personal Services	10	7	2	2	1	8	5	2	2	1	/	/	/	/	/
Sport, Recreation and Public Safety	13	4	19	1	1	4	4	4	3	1	3	2	2	2	0
Tourism, Hospitality & Events	16	5	8	4	1	9	5	5	2	0	8	6	6	4	1
TOTAL	135	59	82	29	8	87	54	40	25	7	64	38	31	24	4

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Automotive, Engineering and Logistics

Industry Area: Automotive, Engineering and Logistics			
Number of nominations received:	16	Number short-listed:	5
Number of Certificates of Excellence available:	7		
Number of Certificates of Excellence awarded:	3	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 not short-listing nominated students (if appropriate)

Submission was not competitive.

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 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 content of interview.
- Students were well prepared, punctual and made good use of the ten minutes prior to interview to make notes which they referred to in the interview.
- 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.

Challenges

- The question about what aspects of the industry do you find most challenging was only answered well by the three candidates who were nominated for awards. Ensure students can relate this to something they have encountered during their training and/or work placement(s) to personalise their understanding about trends.
- Some candidates' applications were incomplete and did not address clearly the required criteria. Addressing each of the criteria separately makes for clearer student focus on what is needed.
- Students who were not shortlisted were not competitive due to poorer and lower quality examples and explanations.
- In the candidates' application package, there should be one school statement and one employer statement, as well as the personal statement and their SCSA results summary. Two school statements do not provide an independent view of the student from the workplace employer.
- Where students did not add value to interview questions, for example using the same examples for different questions

5.2 Recommendations

- Encourage students to bring awards, portfolios or photographs that demonstrate their skills or show the complexity of their work.
- Read application closely to ensure all components are addressed (both student and teacher)

- Address interview technique/etiquette and how to acknowledge the panel. Note the use of introductory phrases and gestures for instance.

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:	21	Number short-listed:	9
Number of Certificates of Excellence available:	25		
Number of Certificates of Excellence awarded:	7	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 not short-listing nominated students (if appropriate)

- Submission was not competitive.

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 undertaking Certificate II and III entry level qualifications found it easier to link their training to their work experience duties and tasks

Challenges

- Students found it difficult to connect higher level units of competency with the work experience duties and tasks.

5.2 Recommendations

- Schools should be very mindful of connecting the student's work placement with the qualification at the unit of competency level as every qualification is linked to specific job roles. In addition VET coordinators need to ensure that the qualification the student is being nominated in is relevant to the student's work experience.
- Submissions should be in a business style format with a minimum of 11 point font in either Calibri, Arial or Times New Roman. Bolding should only be used in subheadings and not in the body of text.
- Students should pay careful attention to their grooming and clothing choice. They should present themselves in a professional manner as expected in a business environment.
- For remote interviews, it is ideal if the VET coordinator introduces the student to the panel before the interview commences.
- The student statement needs to be in the student's own words. Templates can make it difficult for the panel to distinguish between nominations and in gaining the student's perspective.

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:	31	Number short-listed:	10
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 not short-listing nominated students (if appropriate)

- Submission was not competitive.

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

- Most students presented themselves professionally, were composed and confident despite their nerves.
- Students were generally well prepared. Students who performed best were able to maintain eye contact and thus connected best with the panel.
- Students did not rely heavily on their notes as with last years shortlisted students.
- The calibre of students was high in terms of their commitment to their studies and the industry area they were pursuing a career in.
- The panel was impressed by the ability most students demonstrated to see the relevance of and make strong connections between what had been gained by undertaking VET and workplace learning. There is obviously some very good practice occurring in schools in meeting the needs of young people and preparing them well for their transition into further studies and work.
- 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) show outstanding potential and should be proud of their achievements. The Community Services, Health and Education industries have a very committed, capable and caring future workforce coming through if the shortlisted students are anything to judge by.

Challenges

- Students are encouraged to reread 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 really engage with the panel and demonstrate the connections the student has 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.
- Students are encouraged to be ready with strong examples to support their claims. Some students did not do this very well.
- Most feedback from the panel relating to weakness in the process related to the nomination applications for the awards.
- Rather than just listing dot points, students are encouraged to use a selection criteria response model such as SAO (Situation, Action, and Response) to ensure that they provide evidence to support their claims.

- Formatting was a big 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 extend beyond complimenting the student's character and provide detail about the contribution the student has made to the workplace and their notable strengths, knowledge and skills.
- Students need to better research more broadly the trends that affect the industry on a whole and not just the specific on the job experience as part of their qualification.

5.2 Recommendations

- As above.

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:	14	Number short-listed:	7
Number of Certificates of Excellence available:	2		
Number of Certificates of Excellence awarded:	2	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 not short-listing nominated students (if appropriate)

- Nomination was not competitive.

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

- Without exception, students were 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

- Some students with obvious passion for their industry and impressive achievements were not able to articulate them very clearly.
- 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.

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:	6
Number of Certificates of Excellence available:	12		
Number of Certificates of Excellence awarded:	3	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 not short-listing nominated students (if appropriate)

Not applicable.

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)

Students must be able to:

- link their workplace experiences with the VET qualification
- articulate the skills and knowledge developed through their VET studies and work placements
- identify trends and career opportunities in this industry area
- demonstrate a knowledge of occupational safety and health issues relevant to the industry
- demonstrate enthusiasm and passion for their industry area.

5.2 Recommendations

- Ensure students have knowledge and understanding of the core skills for work (employability skills) and the transferrable nature of these skills, even if the work placements were not directly linked to the qualification attained. Students will need to be able to elaborate on these skills with relevant examples from their experiences.

6. Student recommendations

Not applicable.

7. If no awards were recommended, state the reasons why

Insufficient evidence or demonstration of all dot points indicated in 5.1.

Primary, Environmental and Animal Care Industries

Industry Area: Primary, Environmental and Animal Care Industries			
Number of nominations received:	6	Number short-listed:	6
Number of Certificates of Excellence available:	3		
Number of Certificates of Excellence awarded:	3	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 not short-listing nominated students (if appropriate)

- Submission was not competitive.

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

- Passion and enthusiasm for the industry
- Knowledge of pathways and career trends and opportunities within the industry
- Confidence and self-awareness regarding strengths and areas to be developed
- Draws from a range of experiences to articulate and exemplify the core skills for work
- Detailed and thoughtful responses to interview questions

Challenges

- Nerves and a lack of confidence occasionally prevented students from excelling in an interview situation

5.2 Recommendations

- Ensure students are given opportunity to practice their responses to general interview questions and have explicit examples ready to articulate
- Encourage students to bring awards or evidence of achievements with them to help manage nerves

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:	10	Number short-listed:	7
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 not short-listing nominated students (if appropriate)

- Did not meet the eligibility criteria.
- Submission was not competitive.

4. Rating system

A combination of a 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.

- **Panel feedback and recommendations to teachers**

5.1 Feedback (strengths and challenges)

Strengths

- Most of the applicants demonstrated a good understanding of the industry and possible career pathways.
- All students presented a very professional image.
- Most students were very well prepared which was shown in their ability to provide detailed responses to the questions.
- Some of the portfolios were of a very high standard

Challenges

- Some students did not adequately address all selection criteria in their written statements.
- Inappropriate skirt length of some applicants.

5.2 Recommendations

- A minimum of 11pt font should be used in all documentation.
- Students should ensure they address all the selection criteria in their written statement and give relevant examples.
- Students should use a structured approach to addressing selection criteria for example SAO (situation, action, outcome) or STAR (situation, task, action, result) for students to be able to provide enough detail in their application.
- Subheadings should be used when addressing criteria.
- Students who were not shortlisted did not demonstrate consistency in their application or provided weak examples to support claims.
- It was a very close interview process and what set the students apart who were nominated for a Certificate of Excellence was the ability to make links between the school experience and their future aspirations in addition to having a good breadth of understanding of the industry.

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:	13	Number short-listed:	4
Number of Certificates of Excellence available:	19		
Number of Certificates of Excellence awarded:	1	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 not short-listing nominated students (if appropriate)

- Did not meet the eligibility criteria.
- Submission was not competitive.

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

- All students had excellent presentation; they were prepared, polite and had friendly demeanours.
- Students were able to control their interview nerves effectively and spoke confidently.
- Applications were well written with strong links to industry.
- Some students were quite engaging and connected well with the panel.

Challenges

- Extra examples are needed when discussing links to industry and their qualification. All students made reference to their application examples, but did not come up with new/different examples unless assisted by specific questions from the panel members.
- Links to off the job training and/or personal life experiences were not strongly made.

5.2 Recommendations

- The stand out student made excellent clear links between VET and work place learning and very strong links to future education, training and employment.
- Students that are shortlisted for interview should review their application and be thoughtful of new examples to bring into the interview.
- The reference from the workplace supervisor is very important. Schools are encouraged to provide guidance to employers to make comments not only about the student's demeanour but also the specific aspects that make them a good candidate for the awards.

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:	16	Number short-listed:	5
Number of Certificates of Excellence available:	8		
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 not short-listing nominated students (if appropriate)

- Did not meet the eligibility criteria.
- Submission did not demonstrate excellence in all areas.

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

- The panel were very impressed with how confident and comfortable students were during the interview. Students were all very pleasant to interview.
- Students who engaged the panel were the students who were able to clearly connect their training in the industry with their on the job experience and how it translates into a career path.
- Students who were successful in the process were the students who 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. Problem solving, conflict management and finding creative solutions are critical skills in hospitality and tourism.

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.