



Awards for outstanding achievement in VET – 2019

Exhibitions | Certificates of Excellence

Selection report for submission to the Awards and Exhibitions Committee

Introduction

The School Curriculum and Standards Authority (the 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 2019 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 have completed 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 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 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 2019 used the following process:

- Students were required to submit their nominations by 4.30 pm on Monday, 2 September 2019.
- Nominations were short-listed.
- Short-listed students were contacted by mail during the first week of the October school holidays.
- Selection panels met with students during the week commencing Monday, 14 October 2019.
- Award winners were advised via the Authority website and the names of the award winners were provided to the media in December 2019.
- Exhibitions will be presented at the School Curriculum and Standards Authority awards ceremony on Wednesday, 19 February 2020.
- Certificate of Excellence winners received their awards by post.

Statistics

| Industry Area | 2019 | | | | | 2018 | | | | | 2017 | | | | |
|--|-----------------------|---------------------|--|--|------------------------|-----------------------|---------------------|--|--|------------------------|-----------------------|---------------------|--|--|------------------------|
| | 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 | 12 | 9 | 7 | 5 | 1 | 16 | 10 | 9 | 2 | 1 | 16 | 5 | 7 | 3 | 1 |
| Business and Financial Services, and Information and Communications Technology | 12 | 6 | 24 | 4 | 1 | 24 | 10 | 28 | 5 | 1 | 21 | 9 | 25 | 7 | 1 |
| Community Services, Health and Education | 29 | 11 | 9 | 7 | 1 | 32 | 10 | 9 | 4 | 1 | 31 | 10 | 4 | 4 | 1 |
| Construction Industries | 13 | 7 | 2 | 2 | 1 | 11 | 6 | 2 | 2 | 1 | 14 | 7 | 2 | 2 | 0 |
| Creative Industries | 6 | 5 | 12 | 3 | 0 | 8 | 8 | 14 | 5 | 1 | 8 | 6 | 12 | 3 | 1 |
| Primary, Environmental and Animal Care Industries | 8 | 5 | 4 | 3 | 1 | 10 | 7 | 4 | 4 | 1 | 6 | 6 | 3 | 3 | 1 |
| Retail and Personal Services | 4 | 4 | 2 | 2 | 1 | 7 | 5 | 2 | 2 | 0 | 10 | 7 | 2 | 2 | 1 |
| Sport, Recreation and Public Safety | 5 | 3 | 20 | 1 | 0 | 3 | 2 | 21 | 1 | 0 | 13 | 4 | 19 | 1 | 1 |
| Tourism, Hospitality and Events | 11 | 7 | 8 | 3 | 1 | 9 | 5 | 10 | 4 | 0 | 16 | 5 | 8 | 4 | 1 |
| TOTAL | 100 | 57 | 88 | 30 | 7 | 120 | 63 | 99 | 29 | 6 | 135 | 59 | 82 | 29 | 8 |

Industry area

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Industry area: Automotive, Engineering and Logistics

Number of nominations received: 12

Number short-listed: 9

Number of Certificates of Excellence available: 7

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 the VET qualification.

2. Process of selection

- At nomination, students presented a résumé, 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.

- 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.

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.
- 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 future 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.
- Students made good use of the ten minutes preparation time and referred to their notes to expand on responses.

Challenges

- No students presented to interview with a portfolio or other documentation to enhance the content of interview and prompt discussion.
- 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.

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. Note that visitor parking at the Authority is limited.

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: 12

Number short-listed: 6

Number of Certificates of Excellence available: 24

Number of Certificates of Excellence awarded: 4

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 the VET qualification.

2. Process of selection

- At nomination, students presented a résumé, 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)

- Student statements which clearly addressed the selection criteria.
- Student statements which articulated the benefits and skills gained as a result of undertaking a VET pathway in school.
- Excellent workplace representative and VET Coordinator statements.
- Good identification and explanation of industry trends and new developments.

4. Rating system

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

5. Panel feedback and recommendations to teachers

5.1 Feedback (strengths and challenges)

Strengths

- Students were well presented and prepared for the interviews.
- Students could 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.

Challenges

- Students often needed prompting to address how their training and workplace experiences have shaped their future career pathways.
- Students often identified technology as an industry trend; however, when asked to name one other, struggled to be able to identify other trends or new developments impacting on their particular industry area or workplace.

5.2 Recommendations

- As the exhibition winner from each area progresses onto the Beazley Medal interviews, students should come to the interview prepared to be able to reflect on why they would be a good VET ambassador, and what sets them apart from other students.

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: 29

Number short-listed: 11

Number of Certificates of Excellence available: 9

Number of Certificates of Excellence awarded: 7

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 the VET qualification.

2. Process of selection

- At nomination, students presented a résumé, 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 knowledge of the industry and the link between on- and off-the-job training.
- Well prepared student statements.
- Excellent workplace representative and VET Coordinator statements.
- Evidence of the student undertaking tasks in the workplace at the level required and 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

- The panel was impressed by the ability of most students to demonstrate strong connections between what had been gained by undertaking VET and workplace learning.
- Most students presented themselves professionally, were able to maintain eye contact, provided good examples, and connected best with the panel.
- Some students displayed outstanding ability and passion for the industry.
- Students provided good examples of knowledge, skills and experience gained in the workplace from the same industry area.
- Many students were very well informed about their choices and the various pathways to meeting their career goals.

Challenges

- 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 did not re-read their nomination prior to the interview to familiarise themselves with their application.
- Schools/VET Coordinators should ensure that the application prepared by students is authentic and that they address the selection criteria using the STAR (Situation, Task, Action and Result) model (or similar) with good examples.
- Some students could not demonstrate knowledge of industry trends.
- Most feedback from the panel relating to weakness in the process related to the nomination applications for the awards.

5.2 Recommendations

- Schools are encouraged to inform students about suitable dress code that would reflect a formal interview (school uniforms accepted).
- 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.

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: 13

Number short-listed: 7

Number of Certificates of Excellence available: 2

Number of Certificates of Excellence awarded: 2

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 the VET qualification.

2. Process of selection

- At nomination, students presented a résumé, 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 knowledge of the industry and the link between on- and off-the-job training.
- Well prepared student statements addressing selection criteria.
- Evidence of the student undertaking tasks in the workplace at the level required.
- Having a clearly articulated career pathway relating to their VET experience.

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 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 and articulated the importance of transferrable skills.
- 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 were not able to provide detailed explanation about current trends and new developments.
- In some instances, there was a disparity between the standard of the written work and the interview.

5.2 Recommendations

- Students are advised to proofread their applications.
- 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 Authority's Exhibitions and Awards Committee.

Industry area: Creative Industries

Number of nominations received: 6

Number short-listed: 5

Number of Certificates of Excellence available: 12

Number of Certificates of Excellence awarded: 3

Exhibitions 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 the VET qualification.

2. Process of selection

- At nomination, students presented a résumé, 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 that clearly addressed the required selection criteria.
- Ability to reflect on the benefits of undertaking their VET qualification.
- Evidence of strong technical skills and knowledge in their particular area of the Creative Industries.
- Evidence of participation in work environments, which has enabled them to increase their technical and soft skills.

4. Rating system

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

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 clearly showed a high level of technical knowledge and skills in their chosen area of the Creative Industries.
- Students elaborated well on how their qualification will assist with meeting their future career goals.
- Some students showed the panel examples 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.

Challenges

- Students could not always identify the changes or trends impacting on the industry. Greater research around this specific topic is needed, or further reflection on what they observed during their work experience would assist students in being able to answer this question.

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 and appropriate, 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 appreciation of the work that has been completed by the student.

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: 8

Number short-listed: 5

Number of Certificates of Excellence available: 4

Number of Certificates of Excellence awarded: 3

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 the VET qualification.

2. Process of selection

- At nomination, students presented a résumé, 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 those short-listed were worthy of an interview.

4. Rating system

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

5. Panel feedback and recommendations to teachers

5.1 Feedback (strengths and challenges)

Strengths

- Passion and enthusiasm for the industry was 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 statements.

Challenges

- Students should be encouraged to use examples from the workplace, training and school experiences as well as extra-curricular activities that foster development of work skills and qualities.

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, or is likely to do so in the future.

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: 4

Number short-listed: 4

Number of Certificates of Excellence available: 2

Number of Certificates of Excellence awarded: 2

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 the VET qualification.

2. Process of selection

- At nomination, students presented a résumé, 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 was apparent.
- Demonstrated understanding of the transferable nature of the core skills for work.
- Comprehensive and complex examples provided to highlight workplace experiences.
- Skills were linked to the qualification.

4. Rating system

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

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.
- Articulate and confident speakers.
- Personal qualities were actively discussed and acknowledged as transferable across workplaces.
- 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.

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.
- Students should be encouraged to articulate how their VET and workplace learning opportunities have assisted them towards their career goals.

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 Authority's Exhibitions and Awards Committee.

Industry area:

Sport, Recreation and Public Safety

Number of nominations received: 5

Number short-listed: 3

Number of Certificates of Excellence available: 20

Number of Certificates of Excellence awarded: 1

Exhibitions 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 the VET qualification.

2. Process of selection

- At nomination, students presented a résumé, 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 selection criteria.
- Ability to draw links between what they have learnt through their VET qualification, and how they have been able to apply it in practical scenarios through their work experience.
- Strong links to industry through their work placements.

4. Rating system

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

5. Panel feedback and recommendations to teachers

5.1 Feedback (strengths and challenges)

Strengths

- Students were confident in identifying and explaining the skills they have acquired as a result of undertaking their VET qualification.
- It was evident that all students had a genuine passion for the sport and recreation industry.

Challenges

- Students could identify trends in general impacting on the sport and recreation industry; however, struggled when asked to expand on how it has personally impacted them, or what they have observed through their work experience opportunities.
- Not all students had a clear goal of which career or further education pathway they were wanting to take. 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 with 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 Authority's Exhibitions and Awards Committee.

Industry area:

Tourism, Hospitality and Events

Number of nominations received: 11

Number short-listed: 7

Number of Certificates of Excellence available: 8

Number of Certificates of Excellence awarded: 3

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 the VET qualification.

2. Process of selection

- At nomination, students presented a résumé, 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)

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

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 passionate, confident and comfortable during the interview.
- Students had a good understanding of the VET pathway and how it leads to a successful career.
- Strong 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.
- Strong 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.

5.2 Recommendations

- Students are encouraged to bring along a portfolio of evidence to support their application to allow the panel to establish a visual connection with the products students have produced.
- Students are encouraged to use good examples from work placement as evidence of the skills and knowledge gained.
- Schools/VET Coordinators to ensure that the application prepared by students is authentic and that they address the selection criteria using the STAR (Situation, Task, Action and Result) model (or similar) with good examples.

6. Student recommendations

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