



# Awards for outstanding achievement in VET – 2021

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Exhibitions | Certificates of excellence

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

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### Introduction

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

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 2021 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 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, please refer to Section 8 of the *WACE Manual 2022* available on the Authority website via [www.scsa.wa.edu.au/publications/wace-manual](http://www.scsa.wa.edu.au/publications/wace-manual).

### VET exhibition

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

### VET certificates of excellence

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

## Eligibility criteria

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

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

## Selection process

Selection panels identify award winners in each industry area and make a recommendation to the awards and exhibitions committee of the School Curriculum and Standards Authority. Selection panels are made up of representatives from the school system/sectors together with a member from the relevant industry. Nomination forms and other documentation submitted by students (as stated in the information brochure) are used to short-list and invite selected students to an interview. The interview will allow the students to demonstrate their knowledge and experience in the specific industry area.

Selection for the awards of *VET exhibition* and *VET certificates of excellence* in each eligible industry area in 2021 used the following process:

- Schools were required to ensure that they nominated students who were enrolled in a WACE eligible program of study.
- Students were required to submit their nominations by 4.30 pm on Monday, 30 August 2021.
- Nominations were short-listed.
- Short-listed students were contacted by mail during the fourth week of September 2021.
- Selection panels met with students during the week commencing Monday, 11 October 2021.
- Award winners were advised via the School Curriculum and Standards Authority website and the names of the award winners were provided to the media in December 2021.
- Certificate of excellence winners received their awards via the portal.

Exhibitions will be presented at the School Curriculum and Standards Authority awards ceremony on Friday, 18 February 2022.

## Statistics

Industry Area	2021					2020					2019				
	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	20	13	8	6	0	12	7	8	3	0	12	9	7	5	1
Business and Financial Services; Information and Communications Technology	13	7	18	4	1	17	9	24	5	1	12	6	24	4	1
Community Services, Health and Education	21	13	11	7	1	30	12	9	6	1	29	11	9	7	1
Construction Industries	15	7	3	3	1	18	6	2	2	1	13	7	2	2	1
Creative Industries	7	5	7	5	1	6	5	11	2	1	6	5	12	3	0
Primary, Environmental and Animal Care Industries	8	5	4	3	1	5	5	4	3	1	8	5	4	3	1
Retail and Personal Services	5	4	7	2	1	2	2	4	1	0	4	4	2	2	1
Sport, Recreation and Public Safety	6	4	7	1	1	8	6	16	2	0	5	3	20	1	0
Tourism, Hospitality and Events	7	4	7	2	0	10	6	9	4	1	11	7	8	3	1
<b>TOTAL</b>	<b>102</b>	<b>62</b>	<b>72</b>	<b>33</b>	<b>7</b>	<b>108</b>	<b>58</b>	<b>87</b>	<b>28</b>	<b>6</b>	<b>100</b>	<b>57</b>	<b>88</b>	<b>30</b>	<b>7</b>



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Community Services, Health and Education .....	10
Construction Industries.....	12
Creative Industries .....	14
Primary, Environmental and Animal Care Industries.....	16
Retail and Personal Services .....	18
Sport, Recreation and Public Safety.....	20
Tourism, Hospitality and Events .....	22

## Industry area:

### Automotive, Engineering and Logistics

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Number of nominations received:	20
Number short-listed:	13
Number of Certificates of Excellence available:	8
Number of Certificates of Excellence awarded:	6
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 to the VET qualification.

#### 2. Process of selection

- At nomination, students presented a résumé and their supporting statements.
- 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

- Well written student statements and good statements of support from the VET coordinator and the workplace representative.
- Sound knowledge of new developments and/or trends in the workplace or industry.
- Demonstrated understanding of how the training and workplace experiences are linked and how that has shaped their future career pathways.
- Evidence of working in the industry and understanding of the link between on- and off-the-job training.
- Addressing each of the criteria separately 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**

- Some students presented a portfolio with well-written statements and photographic evidence of skills/knowledge applied in workplace.
- Students demonstrated knowledge, passion and enthusiasm for their specific industry area.
- Students recognised that the completion of a VET pathway assisted them in obtaining an apprenticeship or it will be beneficial when they apply for an apprenticeship in future in their industry area.

###### **Challenges**

- Not prepared for interview situations, appear to lack confidence in responding to questions.
- Limited number of students presented with a portfolio to exemplify their study and work experience.
- Students need to expand on responses to questions, provide examples to support responses.

##### **5.2 Recommendations**

- Rehearse interviews to build confidence in public speaking, including providing some depth to responses including examples, where appropriate, to demonstrate or support their responses.
- More knowledge and research into current issues and trends, within and beyond their work placements, in the industry area would be beneficial.
- Presenting a portfolio might be useful during the interview to showcase your workplace 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

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Number of nominations received:	13
Number short-listed:	7
Number of Certificates of Excellence available:	18
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 short-listed students based upon the evidence submitted at time of nomination, consistency of the student's WACE program with the industry area and competitiveness of the nomination.
- Short-listed students were invited to attend an interview in person or via tele/videoconference.
- Ten minutes prior to the interview, students were given a set of questions to assist them to prepare for the discussion with the panel.
- The purpose of the interview was to provide the student with an opportunity to elaborate on their knowledge and experience in the industry area.

#### 3. Reasons for short-listing nominated students (if appropriate)

- Well written student statements 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 awareness of how undertaking a VET qualification and workplace learning has been beneficial.
- Evidence of the student undertaking tasks in the workplace appropriate to the level of the qualification being studied.



#### **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**

- 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. Many also spoke of how their work placement has led to future employment opportunities, or assisted with their future education/training pathway.

###### **Challenges**

- Students should be able to identify developments and trends they have personally seen in their workplace as a result of undertaking work placement.
- Not all students were able to clearly identify how VET had influenced their plans for the future. Reflection on why they undertook the qualification, and what their career aspirations are, is needed.
- Answers to questions during the interview could have been improved by using the STAR (Situation, Task, Action and Result) method.

##### **5.2 Recommendations**

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

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

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

## Industry area:

### Community Services, Health and Education

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Number of nominations received:	21
Number short-listed:	13
Number of Certificates of Excellence available:	11
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 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 understanding of the link between on- and off-the-job training.
- Well prepared student statements and good examples when addressing the selection criteria.
- Demonstrated strong connections between what had been gained by undertaking VET and workplace learning.
- Evidence of appropriate and current work placements undertaken by students.
- Demonstrated understanding of how VET shaped students' future career pathways.

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

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

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

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

###### **Strengths**

- Students displayed outstanding passion for the industry.
- Students presented themselves professionally, were confident and provided good examples.
- Students provided good examples of knowledge, skills and experience gained in the workplace of their chosen industry area.
- Students demonstrated understanding of how their training and workplace experiences have shaped their future career pathways.

###### **Challenges**

- Schools/VET Coordinators should ensure that students address the selection criteria using the STAR method with good examples.
- Students provided examples that were not relevant to the industry area for which they were nominated.
- Some students could not demonstrate knowledge and understanding of current trends within their industry area.

##### **5.2 Recommendations**

- Students are encouraged to re-read their nomination prior to the interview to familiarise themselves with their application.
- Schools are advised to ensure that the application prepared by students is authentic and that they address the selection criteria by providing relevant examples from the same industry area.
- Schools/VET coordinators are informed that nominating for the highest qualification achieved might not always be where the student is excelling. Consider nominating students for a qualification for which they have good work placement experience and can provide good understanding of skills and knowledge acquired.

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

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

## Industry area:

### Construction Industries

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Number of nominations received:	15
Number short-listed:	7
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 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)

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

#### 4. Rating system

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

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

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

#### **Strengths**

- Students were well presented for their interview and positive about their experiences and future career aspirations.
- Students demonstrated knowledge of current industry trends.
- Students were able to identify the benefits of their training and work placements.
- Students were able to articulate how the qualification and workplace experiences helped them reach their goals.

#### **Challenges**

- Students did not understand and respond to questions related to off-the-job training.
- Students did not provide specific examples of how they developed skills in the workplace.
- Students did not utilise their reading time appropriately and were not able to respond to questions in detail.
- Students were not able to provide explanation about current trends and new developments.
- In some instances, there was a disparity between the standard of the written work and demonstration of knowledge during the interview.

### **5.2 Recommendations**

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

## **6. Student recommendations**

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

## Industry area: Creative Industries

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Number of nominations received:	7
Number short-listed:	5
Number of Certificates of Excellence available:	7
Number of Certificates of Excellence awarded:	5*
Exhibition awarded:	1

\*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 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, VET coordinator and employer statements.
- Ability to reflect on the benefits of undertaking their VET qualification and the skills and knowledge they have gained.
- Evidence of strong technical skills and knowledge in their particular area of the creative industries.

### 4. Rating system

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

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

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

#### **Strengths**

- Students were well presented and confidently answered all questions from the panel.
- All students clearly showed a high level of technical knowledge, skills and passion in their chosen area of the creative industries.
- All students interviewed had formed strong industry connections and contacts within their specific area of the creative industries, which will put them in good stead for any future employment opportunities.

#### **Challenges**

- Some of the written applications did not address the required selection criteria.
- Greater elaboration is needed from students when answering the interview questions to ensure that the panel has a full understanding of the skills, knowledge and experiences gained as a result of undertaking a VET qualification, and participating in work placement.
- Answers to questions during the interview could have been improved by using the STAR method.

### **5.2 Recommendations**

- 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.
- In regards to the written applications, it is recommended that the employer statements are provided by someone external to the school, especially when students have undertaken work placement hours with industry experts. This will give the panel a greater appreciation of the calibre of 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

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Number of nominations received:	8
Number short-listed:	5
Number of Certificates of Excellence available:	4
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 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)

- Addressed the selection criteria appropriately and provided detailed examples in their written application.
- Provided explanation of current industry trends.
- Evidence of how their training and workplace experiences have shaped their future career pathways.

#### 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 prepared and submitted well-written student statements and résumés.
- The knowledge, passion and enthusiasm for the chosen industry area was evident for many students and helped them respond confidently during the interview process.
- Most students were well presented for the interview in formal school uniform or smart casual business attire and were prepared for the interview.
- Students had a sound knowledge of their career pathways and futures. This was beyond knowledge gained at school and they were able to convey this in an articulate and confident manner.
- Many students presented their portfolio at the interview, including materials not already supplied in the application process; for example, photos taken during their work placements.

#### **Challenges**

- Some students could not expand on and provide a variety of examples of current issues or trends in the workplace, including developments in technology and/or innovation in their industry area.
- Some students did not provide sufficient or relevant detail in their responses to questions to exemplify their knowledge and experiences.
- Students were often not able to demonstrate and link the skills attained through the completing of their qualifications to their work placements, and vice versa.

### **5.2 Recommendations**

- Rehearse interviews to build confidence in public speaking, including providing examples where appropriate to demonstrate or support their responses.
- More research into current issues and trends and the impact on their industry area would be beneficial.
- It might be useful to prepare and present a portfolio during the interview showcasing the workplace experiences.

## **6. Student recommendations**

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

## Industry area:

### Retail and Personal Services

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Number of nominations received:	5
Number short-listed:	4
Number of Certificates of Excellence available:	7
Number of Certificates of Excellence awarded:	2
Exhibition awarded:	1

#### 1. Eligibility criteria used

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

#### 2. Process of selection

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

#### 3. Reasons for short-listing nominated students (if appropriate)

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

#### 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 prepared and submitted well written student statements and portfolios.
- Some students were confident, had relevant knowledge/skills and presented a very professional image during the interview.

#### **Challenges**

- Not all students provided a range of examples of current issues or trends in the workplace, including developments in technology and/or innovation in their industry area.
- Not all students provided sufficient depth or examples in their responses to questions to exemplify their knowledge of the Core Skills for Work and experiences gained from completing their qualifications.
- Some students were not able to exemplify and link the skills attained through the completing of their qualifications to their work placements, and vice versa.

### **5.2 Recommendations**

- More research by students into current issues and trends and the impact on their industry area would be beneficial.
- Be prepared to include detailed information on their responses to questions in interviews by supplying relevant examples of their experiences where appropriate.
- Prepare and present a portfolio to exemplify their study and work experiences during the interview process.
- Students should dress appropriately, in a neat and tidy outfit suited to a job interview.

## **6. Student recommendations**

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

## Industry area:

### Sport, Recreation and Public Safety

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Number of nominations received:	6
Number short-listed:	4
Number of Certificates of Excellence available:	7
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 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 confidently identified and explained the most valuable skills they have gained throughout their training – including both on- and off-the-job 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 which was evident in the interviews.

#### **Challenges**

- Some written applications did not address the required selection criteria, which meant there was not enough evidence for the panel members to short-list the student for an interview.
- During the interview, students could identify trends impacting on the sport and recreation industry; however, answers to this question could be improved by personalising it to examples/trends the student has personally seen through their participation in the workplace.

### **5.2 Recommendations**

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

## **6. Student recommendations**

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

## Industry area:

### Tourism, Hospitality and Events

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Number of nominations received:	7
Number short-listed:	4
Number of Certificates of Excellence available:	7
Number of Certificates of Excellence awarded:	2
Exhibition awarded:	0

#### 1. Eligibility criteria used

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

#### 2. Process of selection

- At nomination, students presented a résumé and their supporting statements.
- The panel assessed the nominations and 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 the students in shaping their future.
- Well written student statements with detailed examples while addressing the selection criteria.
- Students provided detailed examples of the workplace learning undertaken.

#### 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 personable, sincere and authentic while communicating with the panel.
- Students were able to clearly connect their VET training with their on-the-job experience and how it shapes their future career goals.
- Successful students very effectively demonstrated pride in their work.
- Students had a clear pathway and knew how they will be using their VET knowledge going forward.

#### **Challenges**

- Students were unable to discuss and elaborate on challenges that they faced in the workplace and how they addressed these hurdles.
- Students were unable to identify current industry trends.
- Schools/VET Coordinators to ensure that the application prepared by students is authentic and that they address the selection criteria using the STAR method with good examples.
- Students lacked depth in their answers while responding to questions.

### **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.
- Students may elaborate on examples provided in their written application.

## **6. Student recommendations**

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