

Final Report of the Review of Requirements for ACT Year 12 Certificates Committee

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Chair

Review of Requirements for ACT Year 12 Certificates Committee

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Contents

1	Acknowledgements.....	3
2	Abbreviations.....	4
3	Executive Summary.....	5
3.1	Review of Requirements for ACT Year 12 Certificates: Recommendations and Background.....	6
4	Background	13
4.1	Scope of the Review.....	13
4.2	Structure of Report.....	14
5	Methodology.....	14
5.1	Membership of the Committee	14
5.2	Key Issues.....	14
5.3	Consultations, submissions.....	14
5.4	Committee Meetings	15
5.5	Requirements of Senior Secondary Certification.....	15
6	Discussions and Recommendations.....	16
7	Appendices.....	22
7.1	Terms of Reference – with Attachments	22
7.2	Consultations/Forums.....	34
7.3	Submissions Received – compilation in separate document.	49
7.4	Data.....	49
7.4.1	Technical Advisers Report to ACT BSSS February 2014 – Excerpts	49
7.4.2	Compulsory Courses in ACT Colleges	55

1 Acknowledgements

As Chair of the Committee I would like to acknowledge the contributions of the members of the committee and their commitment and engagement in extensive discussions over the many weekly meetings. I would also like to thank officers of the Office of the Board of Senior Secondary Studies (OBSSS) for their assistance during the committee's deliberations, particularly John Stenhouse, Executive Officer of the Board for his support and guidance, Kim Darcy, Project Officer for her support and analysis of information and Kristofer Feodoroff for his provision of minutes and preparation, with Kim Darcy, of the background briefing papers. I would also like to thank Lyn Mernagh for her contributions during the final stages of the writing of this report and for the provision of much of the data that guided the committee's discussions.

John K See

Chair

Review of Requirements for ACT Year 12 Certificates Committee

2 Abbreviations

ACACA	Australasian Curriculum, Assessment and Certification Authorities
ACC	Assessment and Certification Committee
ACER	Australian Council for Educational Research
ACT BSSS	Australian Capital Territory Board of Senior Secondary Studies
AQF	Australian Qualifications Framework
ASBA	Australian School Based Apprenticeship
CAC	Curriculum Advisory Committee
CEO	Chief Executive Officer
NAPLAN	National Assessment Program- Literacy and Numeracy
OBSSS	Office of the Board of Senior Secondary Studies
P & C	ACT Parents and Citizens Association
RTO	Registered Training Organisation
SACE	South Australian Certificate of Education
TCE	Tasmanian Certificate of Education
TOR	Terms of Reference
VET	Vocational Education and Training
WACE	Western Australian Certificate of Education

3 Executive Summary

The ACT BSSS issues Year 12 Certificates to students in 24 ACT schools/colleges as well as to seven overseas schools in PNG, Indonesia and Fiji. Since the establishment of the ACT senior secondary system in 1976 there have been minor changes to the ACT Year 12 Certificate but the number, purpose and requirements for the certificates have remained largely unaltered over the past 30 plus years. A review of the requirements of the ACT Year 12 Certificate was regarded as timely and became a key action of the ACT Board of Senior Secondary Studies (BSSS) Strategic Plan 2014-2016.

The review covered:

- a) number, purpose and types of certificates to be issued at the end of year 12;
- b) number and scope of different packages;
- c) minimum requirements for certificates/packages, including English/literacy and mathematics/numeracy requirements;
- d) recognition of extra-curricular activities and outside learning towards the requirements for the certificates;
- e) recognition of vocational education and training (VET) towards the requirements for the certificates.

The review did not consider the school-based assessment model and scaling of scores in the ACT or VET certificates, which are produced in accord with national requirements.

There were two stages to the review, being initial advice (to be received by March 2014) and consultation, based on that advice. The first stage, initial advice, was conducted by Doug McCurry of the Australian Council for Educational Research and was delivered in March 2014.

The second stage is the subject of this report. It is the result of the initial advice, community consultations, consultations with principals, curriculum coordinators and a consideration of these consultations by a committee consisting of members of stakeholder groups within the ACT. This committee also considered data provided to it by the Office of the BSSS (OBSSS) in the form of briefing papers including the Technical Advisers Report to the BSSS in February 2014.

A summary of the Terms of Reference and Recommendations by the committee are below.

3.1 Review of Requirements for ACT Year 12 Certificates: Recommendations and Background

Terms of Reference with key issues.	Recommendations
<p>a) Number/purpose/types of certificates</p> <ul style="list-style-type: none"> <i>Should the ACT move to a single-page Testamur, along the lines of the NSW Higher School Certificate, which is backed up by a transcript of academic achievement? Currently, the BSSS issues two certificates: ACT Year 12 Certificate and Tertiary Entrance Statement (see below).</i> <i>What should be the approach to the Year 12 certification of students with moderate to severe intellectual disabilities? Currently, the BSSS accredits highly modified curriculum (classified as M courses) and students are able to meet the requirements for an ACT Year 12 Certificate if they complete enough units and courses.</i> 	<p>Recommendation 1</p> <p>That students completing the requirements for the award of an ACT Year 12 Certificate be issued with a testamur and an academic transcript.</p> <p>Background</p> <p>There was general agreement that a testamur should be issued to ensure consistency between ACT and other jurisdictions. The current academic transcript is not always recognised by national and international institutions as an indicator of a student's completion of the ACT Year 12 Certificate requirements.</p> <p>Other questions raised from this discussion include: What should go onto the testamur? Should the testamur reflect the package the student has achieved – that is a T/A package, an A package or an M (modified) package?</p> <p>Recommendation 2</p> <p>That a Statement of Achievement be issued to students who do not meet the minimum requirements for an ACT Year 12 Certificate. Students with a moderate to severe intellectual disability will be eligible for a statement of achievement. The Statement of Achievement would replace the current Secondary College Record.</p> <p>Background</p> <p>The committee strongly believes that the achievement of students with moderate to severe intellectual disabilities be recognised. The committee endorsed the current arrangements for those students with disabilities. Changing the name of the Secondary College Record (SCR) to a Statement of Achievement or, as in the Australian Qualifications Framework (AQF), to a Statement of Attainment would more accurately describe a student's achievements as a result of their studies in years 11 and 12.</p>

<p>b) Number of different packages</p> <ul style="list-style-type: none"> <i>Should the ACT reduce/eliminate the different packages available to simplify the requirements for the certificates? Currently, three different packages are available: Repeat Package, Older Student Package and Mature Age Package for students who qualify, with options within (see below).</i> <p>c) Minimum requirements for certificates/packages, including English/literacy and mathematics/numeracy requirements</p> <ul style="list-style-type: none"> <i>How does the ACT Senior Secondary Certificate of education compare with those in other jurisdictions in terms of requirements? Currently, students are required to complete a minimum of 17 semester units, including at least three different minors (two semesters' work) from different course areas (see below). There are no mandatory subjects and no minimum level of achievement is required.</i> 	<p>Recommendation 3</p> <p>That the requirements for the Repeat, Mature and Older student package be collapsed into a single package. This package must include provision for students who have not graduated with their peers to complete an abridged package. Requirements for this package will need to reflect an increase in requirements for the ACT Year 12 certificate.</p> <p>Background</p> <p>An analysis of the various packages available to students studying for the ACT Year 12 Certificate indicated a wide range of differences between the packages. Less than 2% of graduates complete these packages. The committee concluded that they should be combined into one package with students being able to negotiate recognition of prior learning. The move from multiple to a single package will address inconsistencies that currently exist in the requirements for repeat, mature and older packages. The committee recommends that provision for an abridged package be maintained to accommodate life circumstances, prior learning and experiences. The committee suggests that the ACC investigate this issue.</p> <p>Recommendation 4</p> <p>a. That the ACT Board of Senior Secondary Studies (BSSS) increase the number of courses needed to meet the minimum requirement for the award of an ACT Year 12 Certificate and that at least one of these courses must include a Year 12 component.</p> <p>b. That the Assessment and Certification Committee (ACC) provide the BSSS with a series of options on raising the number of courses needed to meet the minimum requirement.</p> <p>Background</p> <p>The committee concluded that there was a need for more breadth and depth in the Year 12 Certificate following an examination of issued ACT Year 12 Certificates and analysis of minimum requirements from other jurisdictions (especially NSW). The committee also expressed a strong preference for the inclusion of units of study from the student's studies in year 12, perhaps in the</p>
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form of three unit minors with one of those units being studied in year 12. The committee believed that raising the requirements for a Year 12 Certificate would enhance the student's prospects of successfully embarking on the next stage of their lives be it employment or further education. The new standard should still allow students, if they were sufficiently motivated and well organised, to be able to leave part way through year 12 to take up offers of employment or further study.

The number of students just meeting the minimum requirements is quite small and the committee thought that if the requirements were raised these students would then aim to meet the new, higher standard.

Recommendation 5

That all students complete a course under the English Course Framework as a requirement for the award of an ACT Year 12 Certificate.

Background

The committee drew this conclusion for the following reasons:

- The study of a course under the English Framework is valuable and important because it is about the study of language and culture.
- The community, including employers, expects that students study English.
- The certificate should be comparable with other jurisdictions. In other jurisdictions the study of English is a requirement.
- Student literacy attainment is addressed in Recommendation 7.

The committee suggested that the Executive Officer of the BSSS or College Principal have the discretion to exempt students from studying a course under the English Course Framework. The requirement for students to enrol in a course under the English Course Framework will not have a significant impact on Year 12 certification. Year 12 certification data for 2013 indicated that of the 4404 students who attained a Year 12 Certificate only 82 did not complete a course under the English Framework.

Recommendation 6

That the BSSS Policy and Procedures Manual strongly recommend students complete a course under the Mathematics Course Framework as part of their ACT Year 12 Certificate package.

Background

The committee noted the following:

- That the study of mathematics is highly valued by the community, employers included, but it should not be confused with addressing the issue of numeracy. Requiring students to study mathematics for their Year 12 Certificate will not necessarily address the issue of a student's poor level of numeracy.
- Mathematics is a requirement in two jurisdictions and in two others, mathematics or an equivalent subject must be studied.
- In the ACT four of eighteen schools have compulsory mathematics and of fifteen submissions received three advocated for compulsory mathematics and five were against.
- Student numeracy attainment is addressed in Recommendation 7.

Recommendation 7

That the ACC explore online, adaptive literacy and numeracy testing currently being developed with a view to:

- a. implementing online, adaptive literacy and numeracy testing in the ACT**
- b. deciding on how and to what extent students' literacy and numeracy attainment could be reported on the ACT Year 12 Certificate and**
- c. determining how students who do not meet the requisite level of literacy/numeracy gain the necessary support to do so.**

d) Recognition of extra-curricular activities and outside learning towards the requirements for the Year 12 Certificate

- *Should the ACT adopt a clearer focus for the extra-curricular/outside activities recognised towards the requirements for the Year 12 Certificate? Currently, there are many hundreds of extra activities registered by schools with the BSSS for recognition towards the requirements for the Year 12 Certificate.*

Background

The committee understands that the ACACA CEOs have agreed to work towards national testing. The committee discussed the Western Australian (WA) model for reporting literacy and numeracy requirements. WA is currently implementing an online/adaptive examination and is using it to report a student's literacy and numeracy level. A student who does not achieve within the top 2 bands in the Year 9 NAPLAN test is required to sit an online/adaptive literacy and numeracy test in Year 10. Students who do not attain required levels of numeracy and literacy are provided with extra assistance. Committee members were in favour of this type of model as it supports students who are not meeting the literacy and numeracy requirements.

The Review of the ACT Year 12 Certificate Committee endorses the recognition of extra-curricular activities and outside learning towards the requirements for the ACT Year 12 Certificate.

Recommendation 8

That the Curriculum Advisory Committee (CAC) reviews the purpose and scope of R units and that the review includes:

- a. reviewing the criteria for registration of R units**
- b. reviewing the registration period of R units and**
- c. considering to what extent activities not directly related to a college should be registered.**

Background

Currently recognition of other activities for students in years 11 and 12 (R units) usually involve a structured learning program, personal development, recreational or community services activities. The R unit program in the ACT senior curriculum is highly valuable as it allows a wide range of worthwhile activities to be recognised in a student's ACT Year 12 Certificate package. At the present time there are many hundreds of activities registered by schools and a review would be apposite.

<p>e) Recognition of vocational learning towards the requirements for the certificates</p> <ul style="list-style-type: none"> <i>Is there a more efficient but equally effective strategy for the recognition of VET delivered by external Registered Training Organisations (RTOs) and through VET programs in colleges? Currently, VET delivered by external RTOs is recognised in the form of E courses and through block credit upon presentation of qualifications.</i> 	<p>The activities available come under the following, Vocational learning, Community Involvement, Recreational Activities, College Programs and Outside Learning.</p> <p>The ACT Year 12 Certificate does recognise extra-curricular and community service activities in R subjects, but it does not recognise qualifications by other community bodies like the South Australian Certificate of Education (SACE), the Western Australian Certificate of Education (WACE) and the Tasmanian Certificate of Education (TCE). From an international perspective, the recognition of other qualifications, community based and informal learning in the SACE, the WACE and the TCE, are unusual.</p> <p>The Review of the ACT Year 12 Certificate Committee endorses the inclusion of VET delivered by external Registered Training Organisations (RTO).</p> <p>Recommendation 9</p> <p>That the VET Committee investigates the process by which VET is credited on the ACT Year 12 Certificate. The investigation should explore:</p> <ol style="list-style-type: none"> consistency of recognition of BSSS accredited courses and courses delivered by an external provider recognition of ASBAs duplication of content across R and E units process and procedures for recognition of Block Credit increasing the contribution of E and C courses to the ACT Year 12 Certificate to reflect any increase to the minimum requirement the number of units that should be credited for completion of Certificate II and Certificate III and developing a formula for crediting VET study by units of competency achieved, rather than by block credit or completion of full qualifications and linking this to the nationally recognised nominal hours.
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	<p>Background</p> <p>Recognition of VET on the ACT Year 12 Certificate is dependent on who delivers the training, the college or an external RTO, as well as the nature of the training, on the job, off the job or both as in ASBAs. The whole area is complex and would benefit from a more consistent approach to the crediting of VET. The committee noted the important role VET plays in many students achieving the award of the ACT Year 12 Certificate.</p>
<p>In reviewing the requirements of the ACT Year 12 Certificate it was clear that community expectations and national standards are continuing to change and evolve. The committee believes that a regular review of the requirements of the ACT Year 12 Certificate is necessary to keep abreast of these changes and to ensure its relevance.</p>	<p>The committee would like to make the following final recommendation.</p> <p>Recommendation 10</p> <p>That the ACT BSSS implement a practice of reviewing the requirements of the ACT Year 12 Certificate on a regular basis, for example, on a five-year cycle similar to that required for the accreditation of most courses in the ACT senior secondary curriculum.</p>

NB: The information contained in the above table is also in Section 6 but in a different format and with references. It is provided above in the interests of promoting informed discussion without having to have access to the whole report.

4 Background

A key action of the ACT Board of Senior Secondary Studies (BSSS) Strategic Plan 2014-2016 was the review of the requirements for year 12 certificates. The ACT BSSS issues Year 12 Certificates to students in 24 ACT schools/colleges as well as to seven overseas schools in PNG, Indonesia and Fiji. Since the establishment of the ACT senior secondary system in 1976 there have been minor changes to the ACT Year 12 Certificate but the number, purpose and requirements for the certificates have remained largely unaltered over the past 30 plus years. A review of the requirements of the ACT Year 12 Certificate was regarded as timely.

This document reports on the second stage of the ACT BSSS review of senior secondary certificates issued on completion of year 12. The first stage, initial advice, was conducted by Doug McCurry of the Australian Council for Educational Research and was delivered in March 2014.

This report is the result of the initial advice, community consultations, consultations with principals, curriculum coordinators and a consideration of these consultations by a committee consisting of stakeholder groups within the ACT. This committee also considered data provided to it by the Office of the BSSS (OBSSS) in the form of briefing papers including the Technical Advisers Report to the BSSS in February 2014 (Section 7.4.1).

4.1 Scope of the Review

As indicated in the Terms of Reference (TOR) (Section 7.1) “The review will cover the following:

- a) number, purpose and types of certificates to be issued at the end of year 12;
- b) number and scope of different packages;
- c) minimum requirements for certificates/packages, including English/literacy and mathematics/numeracy requirements;
- d) recognition of extra-curricular activities and outside learning towards the requirements for the certificates;
- e) recognition of vocational education and training (VET) towards the requirements for the certificates.

The review does not involve consideration of the school-based assessment model and scaling of scores in the ACT. Nor does it include VET certificates, which are produced in accord with national requirements.”

4.2 Structure of Report

The report is set out under the headings indicated in the contents page. The section on recommendations and background in the Executive Summary is repeated below but in a different format. This was a deliberate strategy to provide readers with the most important part of the report early in the document so that if they chose they could simply use the Executive Summary to inform them of the recommendations and the background to the recommendations without reading the whole report.

The submissions received will be provided in a separate document as will the background briefing papers.

5 Methodology

5.1 Membership of the Committee

The Review Committee was set up to reflect the main stakeholder groups in the ACT community. Most groups provided a representative whilst others were on the committee's email distribution list and maintained a watching brief.

The committee consisted of Mr John See, the committee chair; Mr Hugh Boulter, Parent Representative (PandC); Mrs Elizabeth Hutton, Association of Independent Schools College Principal; Mrs Sue Maslen, Canberra Institute of Technology; Dr Phil Pettit, Catholic Education Office; Mr John Stenhouse, BSSS Executive Officer; Dr Thomas Lowrie, Universities and Mr Martin Watson, Public College Principal.

5.2 Key Issues

The following key issues were identified in the TOR along with the current situation. These issues and the current situation are detailed with each recommendation made in the Discussions and Recommendations section of this report (Section 5).

5.3 Consultations, submissions

Initial advice received from Doug McCurry of the Australian Council for Educational Research (ACER) in a paper entitled "A Review of Requirements for the ACT Year 12 Certificate"¹ sets out how ACT policy and practice with respect to items (a) to (e) in 3.1 above compares to policy and practice in other jurisdictions in Australia.

Notes from the two community forums were also provided and listed according to each TOR as were notes from consultations with curriculum coordinators. These notes are provided in Section 6.2.

Copies of submissions received were generally examined separately to the committee meetings and analysed with respect to some recommendations to compare the views of the various groups and individuals making the submissions.

¹ "A Review of Requirements for the ACT Year 12 Certificate" Doug McCurry, Australian Council for Educational Research, March 2014

5.4 Committee Meetings

The committee held 7 meetings with the first meeting held on May 8 and the final one on June 26. At the initial meeting the committee was briefed on the terms of reference (TOR), the issues involved, the review process and the role of committee members. As part of the review process submissions were called for and fifteen submissions received. Two community forums were also conducted, one on the northside of Canberra and one on the southside.

To aid the committee's deliberations the Office of the BSSS (OBSSS) provided briefing papers prior to each TOR being considered. These papers addressed the issues involved, provided relevant data, some of which was in the Technical Adviser's Report or extracted from it, and suggested questions to consider when forming the committee's recommendations. Copies of submissions received, notes from the community forums and the ACER Report "A Review of Requirements for the ACT Year 12 Certificate" were also provided. In making recommendations the committee considered the data available and also considered the impact of these recommendations on the students, sectors and the broader community. It was expected that members of the committee would brief their communities on the items discussed throughout the process.

An Interim Report was provided to the ACT BSSS in June with draft recommendations. Following this report more committee meetings were held, and the recommendations modified in the light of further discussions both in the meetings and by email.

5.5 Requirements of Senior Secondary Certification

One of the first discussion items that arose during the committee's deliberations was the purpose of a Year 12 Certificate, or more generally, a Senior Secondary Certificate. In the ACER Report² McCurry comments that: "Secondary qualifications systems

- certify the achievements of students; and
- offer assessments that can be used to select individuals for further education or employment."

Under the Australian Qualifications Framework (AQF) the "Senior Secondary Certificate of Education qualifies individuals with knowledge, skills and values for diverse pathways to further learning, work and effective participation in civic life."³ The committee made an effort to consider these two points of view when reviewing, and making recommendations for, the ACT Year 12 Certificate.

² *Ibid.*, p 6

³ Australian Qualifications Framework, Second Edition January 2013.

6 Discussions and Recommendations

This section of the report is built around each TOR with the key issues described in the form of a question(s) and usually followed by a brief statement about the current situation. Beneath each TOR is the recommendation and the background to that recommendation, in effect a synopsis of the critical information considered by the committee in forming its recommendation. Each TOR is numbered according to that in the original TOR document (See Section 7.1).

a) Number/purpose/types of certificates

- *Should the ACT move to a single-page Testamur, along the lines of the NSW Higher School Certificate, which is backed up by a transcript of academic achievement? Currently, the BSSS issues two certificates: ACT Year 12 Certificate and Tertiary Entrance Statement (see below).*

Recommendation 1

That students completing the requirements for the award of an ACT Year 12 Certificate be issued with a testamur and an academic transcript.

Background

There was general agreement that a testamur should be issued to ensure consistency between ACT and other jurisdictions. The current academic transcript is not always recognised by national and international institutions as an indicator of a student's completion of the ACT Year 12 Certificate requirements.

Other questions raised from this discussion include: What should go onto the testamur? Should the testamur reflect the package the student has achieved – that is a T/A package, an A package or an M (modified) package?

- *What should be the approach to the Year 12 certification of students with moderate to severe intellectual disabilities? Currently, the BSSS accredits highly modified curriculum (classified as M courses) and students are able to meet the requirements for an ACT Year 12 Certificate if they complete enough units and courses.*

Recommendation 2

That a Statement of Achievement be issued to students who do not meet the minimum requirements for an ACT Year 12 Certificate. Students with a moderate to severe intellectual disability will be eligible for a Statement of Achievement. The Statement of Achievement would replace the current Secondary College Record.

Background

The committee strongly believes that the achievement of students with moderate to severe intellectual disabilities be recognised. The committee endorsed the current arrangements for those students with disabilities. Changing the name of the Secondary College Record (SCR) to a Statement of Achievement or, as in the Australian Qualifications Framework (AQF), to a Statement of Attainment, would more accurately describe a student's achievements as a result of their studies in years 11 and 12.

b) Number of different packages

- *Should the ACT reduce/eliminate the different packages available to simplify the requirements for the certificates? Currently, three different packages are available: Repeat Package, Older Student Package and Mature Age Package for students who qualify, with options within.*

Recommendation 3

That the requirements for the Repeat, Mature and Older student packages be collapsed into a single package. This package must include provision for students who have not graduated with their peers to complete an abridged package. Requirements for this package will need to reflect an increase in requirements for the ACT Year 12 certificate.

Background

An analysis of the various packages available to students studying for the ACT Year 12 Certificate indicated a wide range of differences between the packages. Less than 2% of graduates complete these packages. The committee concluded that they should be combined into one package with students being able to negotiate recognition of prior learning. The move from multiple to a single package will address inconsistencies that currently exist in the requirements for repeat, mature and older packages. The committee recommends that provision for an abridged package be maintained to accommodate life circumstances, prior learning and experiences. The committee suggests that the ACC investigate this issue.

c) Minimum requirements for certificates/packages, including English/literacy and mathematics/numeracy requirements

- *How does the ACT Senior Secondary Certificate of education compare with those in other jurisdictions in terms of requirements? Currently, students are required to complete a minimum of 17 semester units, including at least three different minors (two semesters' work) from different course areas (see below). There are no mandatory subjects and no minimum level of achievement is required.*

Recommendation 4

- a. That the ACT Board of Senior Secondary Studies (BSSS) increase the number of courses needed to meet the minimum requirement for the award of an ACT Year 12 Certificate and that at least one of these courses must include a Year 12 component.**
- b. That the Assessment and Certification Committee (ACC) provide the BSSS with a series of options on raising the number of courses needed to meet the minimum requirement.**

Background

The committee concluded that there was a need for more breadth and depth in the Year 12 Certificate following an examination of issued ACT Year 12 Certificates and analysis of minimum requirements from other jurisdictions (especially NSW). The committee also expressed a strong preference for the inclusion of units of study from the student's studies in year 12, perhaps in the form of three unit minors with one of those units being studied in year 12. The committee believed that raising the requirements for a Year 12 Certificate would enhance the student's prospects of successfully embarking on the next stage of their lives be it employment or further education. The new standard should still allow students, if they were sufficiently motivated and well organised, to be able to leave part way through year 12 to take up offers of employment or further study.

The number of students just meeting the minimum requirements is quite small and the committee thought that if the requirements were raised these students would then aim to meet the new, higher standard.

Recommendation 5

That all students complete a course under the English Course Framework as a requirement for the award of an ACT Year 12 Certificate.

Background

The committee drew this conclusion for the following reasons:

- The study of a course under the English Framework is valuable and important because it is about the study of language and culture.
- The community, including employers, expects that students study English.
- The certificate should be comparable with other jurisdictions. In other jurisdictions the study of English is a requirement.
- Student literacy attainment is addressed in Recommendation 7.

The committee suggested that the Executive Officer of the BSSS or College Principal have the discretion to exempt students from studying a course under the English Course Framework.

The requirement for students to enrol in a course under the English Course Framework will not have a significant impact on Year 12 certification (See Section 7.4.1 Technical Advisers Report and Section 7.4.2 Compulsory Courses in ACT Colleges). Year 12 certification data for 2013 indicated that of the 4404 students who attained a Year 12 Certificate only 82 did not complete a course under the English Framework (section 7.4.1).

Recommendation 6

That the BSSS Policy and Procedures Manual strongly recommends students complete a course under the Mathematics Course Framework as part of their ACT Year 12 Certificate package.

Background

The committee noted the following:

- That the study of mathematics is highly valued by the community, employers included, but it should not be confused with addressing the issue of numeracy. Requiring students to study mathematics for their Year 12 Certificate will not necessarily address the issue of a student's poor level of numeracy.
- Mathematics is a requirement in two jurisdictions and in two others, mathematics or an equivalent subject must be studied.
- In the ACT four of twenty one schools have compulsory mathematics and of fifteen submissions received three advocated for compulsory mathematics and five were against. (Section 7.4.2)
- Student numeracy attainment is addressed in Recommendation 7.

Recommendation 7

That the ACC explore online, adaptive literacy and numeracy testing currently being developed with a view to

- a. **implementing online, adaptive literacy and numeracy testing in the ACT**
- b. **deciding on how and to what extent students' literacy and numeracy attainment could be reported on the ACT Year 12 Certificate.**
- c. **determining how students who do not meet the requisite level of literacy/numeracy gain the necessary support to do so.**

Background

The committee understands that the ACACA CEOs have agreed to work towards national testing. The committee discussed the Western Australian (WA) model for reporting literacy and numeracy requirements. WA is currently implementing an online/adaptive examination and is using it to report a student's literacy and

numeracy level. A student who does not achieve within the top 2 bands in the Year 9 NAPLAN test is required to sit an online/adaptive literacy and numeracy test in Year 10. Students who do not attain required levels of numeracy and literacy are provided with extra assistance. Committee members were in favour of this type of model as it supports students who are not meeting the literacy and numeracy requirements.

d) *Recognition of extra-curricular activities and outside learning towards the requirements for the Year 12 Certificate*

- *Should the ACT adopt a clearer focus for the extra-curricular/outside activities recognised towards the requirements for the Year 12 Certificate? Currently, there are many hundreds of extra activities registered by schools with the BSSS for recognition towards the requirements for the Year 12 Certificate.*

The Review of the ACT Year 12 Certificate Committee endorses the recognition of extra-curricular activities and outside learning towards the requirements for the ACT Year 12 Certificate.

Recommendation 8

That the Curriculum Advisory Committee (CAC) reviews the purpose and scope of R units and that the review includes:

- a. reviewing the criteria for registration of R units,**
- b. reviewing the registration period of R units and**
- c. considering to what extent activities not directly related to a college should be registered.**

Background

Currently recognition of other activities for students in years 11 and 12 (R units) usually involve a structured learning program, personal development, recreational or community services activities. The R unit program in the ACT senior curriculum is highly valuable as it allows a wide range of worthwhile activities to be recognised in a student's ACT Year 12 Certificate package. At the present time there are many hundreds of activities registered by schools and a review would be apposite.

The activities available come under the following: Vocational learning, Community Involvement, Recreational Activities, College Programs and Outside Learning.

The ACT Year 12 Certificate does recognise extra-curricular and community service activities in R subjects, but it does not recognise qualifications by other community bodies like the South Australian Certificate of Education (SACE), the Western Australian Certificate of Education (WACE) and the Tasmanian Certificate of Education (TCE). From an international perspective, the recognition of other qualifications, community based and informal learning in the SACE, the WACE and the TCE, are unusual.

e) Recognition of vocational learning towards the requirements for the certificates

- Is there a more efficient but equally effective strategy for the recognition of VET delivered by external Registered Training Organisations (RTOs) and through VET programs in colleges? Currently, VET delivered by external RTOs is recognised in the form of E courses and through block credit upon presentation of qualifications.

The Review of the ACT Year 12 Certificate Committee endorses the inclusion of VET delivered by external Registered Training Organisations (RTO).

Recommendation 9

That the VET Committee investigates the process by which VET is credited on the ACT Year 12 Certificate. The investigation should explore:

- a. consistency of recognition of BSSS accredited courses and courses delivered by an external provider**
- b. recognition of ASBAs**
- c. duplication of content across R and E units**
- d. process and procedures for recognition of Block Credit**
- e. increasing the contribution of E and C courses to the ACT Year 12 Certificate in line with any increase to the minimum requirement**
- f. number of units that should be credited for completion of Certificate II and Certificate III and**
- g. development of a formula for crediting VET study by units of competency achieved, rather than by block credit or completion of full qualifications and linked to the nationally recognised nominal hours.**

Background

Recognition of VET on the ACT Year 12 Certificate is dependent on who delivers the training, the college or an external RTO, as well as the nature of the training, on the job, off the job or both as in ASBAs. The whole area is complex and would benefit from a more consistent approach to the crediting of VET.

The committee noted the important role VET plays in many students achieving the award of the ACT Year 12 Certificate.

Final Recommendation

In reviewing the requirements of the ACT Year 12 Certificate it was clear that community expectations and national standards are continuing to change and evolve. The committee believes that a regular review of the requirements of the ACT Year 12 Certificate is necessary to keep abreast of these changes and to ensure its relevance.

The committee would like to make the following final recommendation.

Recommendation 10

That the ACT BSSS implement a practice of reviewing the requirements of the ACT Year 12 Certificate on a regular basis, for example, on a five year cycle similar to that required for the accreditation of most courses in the ACT senior secondary curriculum.

7 Appendices

7.1 Terms of Reference – with Attachments

Terms of Reference for Review of Requirements for ACT Year 12 Certificates

The ACT Board of Senior Secondary Studies (BSSS) is undertaking a review of its senior secondary certificates issued at the end of year 12.

REVIEW

Scope of Review

The review will cover the following:

- a) number, purpose and types of certificates to be issued at the end of year 12;
- b) number and scope of different packages;
- c) minimum requirements for certificates/packages, including English/literacy and mathematics/numeracy requirements;
- d) recognition of extra-curricular activities and outside learning towards the requirements for the certificates;
- e) recognition of vocational education and training (VET) towards the requirements for the certificates.

The review does not involve consideration of the school-based assessment model and scaling of scores in the ACT. Nor does it include VET certificates, which are produced in accord with national requirements.

Stages of Review

The review will be conducted in stages, beginning with:

- Initial advice (to be received by the end of March 2014)
- Consultation based on advice

Initial Advice

The BSSS is seeking advice on:

- how current policy and practice in the ACT with respect to items (a) to (e) above compares with policy and practice in other Australian jurisdictions
- options for the ACT to address key issues described below, based on best practice in other Australian jurisdictions and overseas, and taking into account the ACT context.

It is envisaged that these options could form the basis of consultation with key stakeholders and the ACT community.

Key Issues

- a) Number/purpose/types of certificates
 - Should the ACT move to a single-page Testamur, along the lines of the NSW Higher School Certificate, which is backed up by a transcript of academic

achievement? Currently, the BSSS issues two certificates: ACT Year 12 Certificate and Tertiary Entrance Statement.

- What should be the approach to the year 12 certification of students with moderate to severe intellectual disabilities? Currently, the BSSS accredits highly modified curriculum (classified as M courses) and students are able to meet the requirements for an ACT Year 12 Certificate if they complete enough units and courses.
- b) Number of different packages
 - Should the ACT reduce/eliminate the different packages available to simplify the requirements for the certificates? Currently, three different packages are available: Repeat Package, Older Student Package and Mature Age Package for students who qualify, with options within.
- c) Minimum requirements for certificates/packages, including English/literacy and mathematics/numeracy requirements
 - How does the ACT senior secondary certificate of education compare with those in other jurisdictions in terms of requirements? Currently, students are required to complete a minimum of 17 semester units, including at least three different minors (two semesters' work) from different course. There are no mandatory subjects and no minimum level of achievement is required.
- d) Recognition of extra-curricular activities and outside learning towards the requirements for the Year 12 Certificate
 - Should the ACT adopt a clearer focus for the extra-curricular/outside activities recognised towards the requirements for the Year 12 Certificate? Currently, there are many hundreds of extra activities registered by schools with the BSSS for recognition towards the requirements for the Year 12 Certificate.
- e) Recognition of vocational learning towards the requirements for the certificates

Is there a more efficient but equally effective strategy for the recognition of VET delivered by external Registered Training Organisations (RTOs) and through VET programs in colleges? Currently, VET delivered by external RTOs is recognised in the form of E courses and through block credit upon presentation of qualifications.

BACKGROUND

The ACT Board of Senior Secondary Studies (BSSS) is a statutory authority responsible for curriculum, assessment and certification for students in years 11/12 in the ACT. The BSSS issues year 12 certificates to students in 24 ACT schools/colleges (all senior secondary schools/colleges in the ACT except Canberra Grammar School) and seven overseas schools in PNG, Indonesia and Fiji.

The BSSS and its predecessors have been responsible for senior secondary certification since the establishment of the ACT senior secondary system in 1976. Whilst there have been minor changes since then, such as the requirement for a breadth of study across at least three different courses, the number, purpose and requirements for the certificates have remained largely unchanged over the past 30+ years.

Certificates Awarded

The BSSS issues two certificates for students at the end of year 12:

- **ACT Year 12 Certificate**, the general certificate issued to all students who meet the requirements; and
- **Tertiary Entrance Statement**, an additional certificate issued to students who meet the further requirements for an Australian Tertiary Admission Rank (ATAR) for entry to university.

ACT Year 12 Certificate

This Certificate (refer sample at [Attachment 1](#)) reports the courses/units completed over years 11/12 and the grades achieved. This includes courses/units studied in the student's home college, as well as programs, including vocational education and training (VET) programs, completed outside the college.

To attain the certificate the student must complete a minimum of 17 units and study at least three courses from different course areas in a period of up to five years.

All students, including special needs students, are eligible for the award of a Year 12 Certificate and modifications are made to the curriculum (content and assessment) to ensure a broad range of courses at different levels are provided to meet student needs. (See below under Courses)

Tertiary Entrance Statement (TES)

The TES (refer sample at [Attachment 2](#)) reports the student's ATAR and information used in the calculation of the ATAR.

To attain a TES the student must complete a minimum of 20 units, with additional requirements specifying the number of units required in particular classifications, number/type of courses and period of study. The student is also required to sit the ACT Scaling Test (AST) in year 12.

Packages

The above requirements refer to the Standard Package completed by most students. There are, in addition, special packages for particular groups of students, which have reduced requirements in terms of number of units, course patterns and length of study:

- Repeat Package
- Mature Age Package
- Older Student Package

Details of the requirements for the certificates and different packages are provided in [Attachment 3](#).

Courses/Units

A number of the requirements for certificates/packages are specified in terms of the classification of courses students must complete. These courses are accredited or registered by the BSSS. The classifications are as follows:

Accredited Courses/Units

- A: general level of courses for students in years 11/12
- T: more demanding courses that prepare students for higher education
- M: modified courses for students with disabilities
- C: VET course delivered in home college, competency assessed only
- W: Structured Workplace Learning units in VET courses.

Registered Courses/Units

- H: course accredited by higher education provider and registered with BSSS
- E: VET program delivered by external Registered Training Organisation and registered with the BSSS
- R: extra-curricular units focussing on personal development, recreational activities, community service

In addition, the BSSS recognises extra-curricular learning in five categories

- R: Recognition - Outside Learning
- R: Vocational Learning
- R: Community involvement
- R: Recreational Activities
- R: College Programs

Australian Capital Territory YEAR 12 CERTIFICATE

Leigh Anne Perry

Pemberley College

3 February 2008 to 16 December 2009

DRAMA	T-DOUBLE MAJOR		
Australian Director	1.0	A	
Dramatic Comedy	1.0	B	
Dramatic Exploration	1.0	B	
Voice and Movement	1.0	C	
Mask	1.0	B	
Performing Shakespeare	1.0	Status	
Modern and Classical Tragedy	1.0	A	
ENGLISH	T-MAJOR		
Creative Writing	1.0	C	
Conflict and Resolution	1.0	C	
Issues	1.0	B	
Literature Studies a	0.5	B	
MATHEMATICAL METHODS	T-MINOR		
Series Modeling and Functions	1.0	C	
Calculus, Statistics and Probability	1.0	C	
HISTORY	T-MINOR		
Britain in the Victorian Age	1.0	C	
Conflict in Indo-China	1.0	C	
Revolutions in the Modern World	1.0	C	
GRAPHIC COMMUNICATION	A-MAJOR-MINOR		
Graphic Design	1.0	A	
Computer Aided Design	1.0	A	
Design and Graphic Communication	1.0	A	
Engineering Drawing	1.0	A	
Architectural and Environmental Studies	1.0	A	
Major Graphic Communication Project	0.5	B	
VOCATIONAL LEARNING			
Statement of Attainment - Hairdressing	1.5	Pass	
RECOGNITION - OUTSIDE LEARNING			
St John's Ambulance First Aid	0.5	Pass	R unit
Youth Choir	0.2	Pass	R unit

Issued 16 December 2009 without alteration, erasure or addition

Attachment 2:

Australian Capital Territory
TERTIARY ENTRANCE STATEMENT

Leigh Anna Perry
Pemberley College
3 February 2008 to 16 December 2009

BOSS
BOARD OF
SCHOOL
STUDIES

Courses	Course Length	Scaled Scores	Weighting	Weighted-Scaled Scores
DRAMA	DOUBLE-MAJOR	184.20	2.0	368.40
ENGLISH	MAJOR	165.47	1.0	165.47
MATHEMATICAL METHODS	MINOR	142.81		
HISTORY	MINOR	155.32	0.8	93.18
Aggregate Score				627.00
Australian Tertiary Admission Rank				91.65
Issued 16 December 2009 without alteration, erasure or addition				

ACT GOVERNMENT

Attachment 3:

8.7 Types of Packages

8.7.1 Standard Year 12 Package

8.7.1.1 Year 12 Certificate

8.7.1.1.1 Purpose

The Year 12 Certificate is awarded following a program of full-time study completed over years 11 and 12, or equivalent.

It certifies that students have demonstrated achievement that prepares them for the workforce or further study.

8.7.1.1.2 Goals

All programs of study for the Year 12 Certificate are designed to develop student capabilities as defined in Section 1.1.3.

8.7.1.1.3 Course Pattern

A standard package for a Year 12 Certificate will be awarded on completion of an educational program approved by the college as having a coherent pattern of study and which includes the equivalent of at least 17 standard units in a period not exceeding five years. Refer also to section 8.5 Contribution of Units to Year 12 Certificate and Tertiary Entrance Statement.

This package must contain a minimum of three A, T, M, H, C or E courses from different course areas. A maximum of one C or E course can be used as one of these courses.

Refer section 10.2.4 for the maximum contribution of Structured Workplace Learning units to the Year 12 Certificate.

(Refer also section 8.9.1 Deferral of Studies)

8.7.1.2 Tertiary Entrance Statement

To meet the requirements of a T package and be awarded a Tertiary Entrance Statement, during year 11 and 12 studies a student must complete units that accrue a minimum of:

- 20 standard units which must include at least 18 standard A, C, E, T, M, H units of which at least the equivalent of 12.5 standard units must be T or H. Refer also to section 8.5 Contribution of Units to Year 12 Certificate and Tertiary Entrance Statement.

The accredited units must be arranged into courses to form at least the following patterns:

- four majors and one minor or
- three majors and three minors

with a maximum of one C or E course.

Of these major and minor courses:

- at least three major courses and one minor course must have been classified T or H

These studies:

- must be completed within no fewer than three and a half semesters and no more than five years
- with the approval of the college principal, deferment may be allowed once for an unbroken period of up to one year
- a student intending to take longer than two years needs to have first had her/his study plan approved by the college principal.

The student must also sit for the ACT Scaling Test (AST).

8.7.1.3 Aggregate Score – Standard Package

The Aggregate Score is the sum of the best three major scaled scores plus 0.6 of the next best scaled course score. In the Aggregate Score calculation, the maximum course weight is 2.0 for all courses within the same Course Area.

8.7.2 Repeat Package

A student may repeat year 11 or year 12.

8.7.2.1 Year 12 Certificate

8.7.2.1.1 Repeat students — year 11

A student repeating year 11 will be certificated when year 12 is completed.

The Board will report all units and courses studied if this is what the college enters on the student's file.

The certificate awarded to the student who repeats year 11 and who subsequently qualifies for an Australian Tertiary Admission Rank should record only those units and courses studied since beginning year 11 again, if the repeated units are the same. A student who studies different units since beginning again may have all units recorded but only those units studied since beginning year 11 again will count towards an Australian Tertiary Admission Rank.

8.7.2.1.2 Repeat students — year 12

Students repeating year 12 will receive a Year 12 Certificate after completing the repeated year. The Year 12 Certificate will report only units and courses studied, and unit grades awarded during the repeated year 12, and will be awarded to a repeat student who completes the equivalent of at least 8.5 standard units in her/his repeat year 12. Refer also to section 8.5 Contribution of Units to Year 12 Certificate and Tertiary Entrance Statement.

A minimum of 8.5 standard units in the repeat year must have been awarded an A-E grade (refer section 4.3.6.3 Unit Grades, A-E, Participated, Pass, P, U) and must form at least 3 (A, T, M, C or E) minor courses from different course areas. A maximum of one C or E course can be used as one of these courses.

Note: H courses are not available in a Repeat Year 12 package.

8.7.2.2 Tertiary Entrance Statement

8.7.2.2.1 Repeat Students – year 11

A student repeating year 11 and wanting to qualify for an Australian Tertiary Admission Rank must complete the standard package of units following the recommencement of year 11. Only the T or H courses completed since beginning year 11 again will be reported on the Tertiary Entrance Statement.

Students who complete year 11, leave for more than one year and then return should be classified as repeating year 12 students.

8.7.2.2.2 Repeat Students – year 12

A student repeating year 12 to qualify for the award of the Tertiary Entrance Statement must, during the repeated year:

- study at least 10 standard A, T, M, C or E units (refer also section 8.5 Contribution of Units to Year 12 Certificate and Tertiary Entrance Statement)
- complete at least three major T courses and one minor T course
- sit the ACT Scaling Test.

Note: H courses are not available in a Repeat Year 12 package.

When determining the course type, the units to be used are to come from those studied in the repeat year and the units studied as a year 11 student, after the removal of any duplicate content. Where the student has studied a minor as a year 12 student (first time) and wishes to continue with this course in the repeat year, then these units can be used to determine the course type.

To be awarded a major, major/minor or double major course, the repeating student, as well as being given credit for previous studies, must complete the appropriate number of hours in the course during the repeated year.

Course type requirements for a repeat course:

- major — 2.0 standard units (110 hours)
- major/minor — 3.5 standard units (192.5 hours)
- double major — 4.0 standard units (220 hours).

The units studied in the repeat year in any of these course types must be the last in the sequence if it is a sequential course.

Because the repeating student's certificate reports only those units studied in the repeated year, the Year 12 Certificate will be endorsed with the statement; credit has been given for previous studies in the formation of major courses.

No credit is given for previous studies in the formation of a minor, except where a student is studying a course that requires a minimum of two years study to complete a minor. In such cases, as well as being given credit for previous studies, students must complete at least one standard unit in the course during the repeat year. In all other cases the units to be used in the formation of a minor must be studied in the repeated year.

When a repeating year 12 student is awarded a course score, only those units assessed during the repeated year 12 contribute to the score. The purpose of a course score awarded in the repeated year is to rank the repeating student among students with whom study was undertaken in the repeated year. The minor course has to be completed in the repeat year.

8.7.2.2.3 Aggregate Score Package

The Aggregate Score is the sum of the best three T major scaled scores plus 0.6 of the next best scaled score in a T course.

8.7.3 Mature Age Packages

A mature age student is one who is twenty by 1 March of the year of commencement of her/his college studies or has completed her/his year 10 studies at least three years prior to

the commencement of her/his abridged secondary qualification program but has not completed her/his initial continuous secondary schooling (i.e. to the end of Year 12).

Mature age students studying in secondary colleges fall into three categories:

- students who study a standard package. These students will be identified as MS in their final year of study and MA prior to their final year
- students who study an abridged package over one year of full-time study. These students will be identified as M if they are over twenty by 1 March the year of commencement of their studies, or as MY if they are under twenty
- students who study an abridged package over three years. These students will be identified as M2 in their final year of study and as M1 prior to their final year.

8.7.3.1 Year 12 Certificate

A Year 12 Certificate will be awarded to a mature age student who:

- completes a standard package containing at least 17 standard units forming at least three (3) A, T, M, C or E minors from different course areas. A maximum of one C or E course can be used as one of these minors. Only units that have been awarded an A – E grade can be used to form these minors in A, T, and M courses.

or

- while studying an abridged package, completes at least 6 standard units forming at least three (3) A, T, M, C or E minors from different course areas. A maximum of one C or E course can be used as one of these minors. Only units that have been awarded an A – E grade can be used to form these minors in A, T, and M courses.

(Refer also section 8.5 Contribution of Units Towards a Year 12 Certificate and Tertiary Entrance Statement)

8.7.3.1.1 Status and Recognition

- In an abridged package for mature age students no units with a grade of Status (S) for illness/misadventure can be counted towards the minimum requirements for a Year 12 Certificate
- In an abridged package for mature age students no units with a grade of Recognition for studies completed overseas or interstate can be counted towards the minimum requirements for a Year 12 Certificate.

8.7.3.1.2 Structured Workplace Learning

- In an abridged package for mature aged students, no Structured Workplace Learning units can be counted towards the minimum requirements for a Year 12 Certificate.

8.7.3.2 Tertiary Entrance Statement

Mature age students qualify to receive an ACT Tertiary Entrance Statement if they complete one of the following study programs:

- mature age students undertaking a standard package must meet the requirements set out in section 8.7.1.2 Tertiary Entrance Statement
- mature age students undertaking an abridged package over one year must complete three different T minor courses in one year of consecutive study
- mature age students undertaking an abridged package over two or more years must complete A, T, M, C or E units accruing to at least 12 standard units of which the T units

will contribute at least 10 standard units. These T units must combine to form at least three T major courses or two T major and two T minor courses.

(Refer also section 8.5 Contribution of Units Towards a Year 12 Certificate and Tertiary Entrance Statement)

These courses may be studied in day or evening classes or in a combination of evening and day classes.

All mature age students who want to qualify for an Australian Tertiary Admission Rank sit the same ACT Scaling Test as other secondary college students and have their course scores standardised and scaled with the scores of the other secondary college students.

8.7.3.3 Aggregate Score – Mature Age Packages

8.7.3.3.1 Calculation for Standard Mature Age Package

The Aggregate Score for a standard Mature Age package is the sum of the best three T major scaled scores plus 0.6 of the next best scaled score in a T course.

8.7.3.3.2 Calculation for Abridged Mature Age Package

The Aggregate Score for an abridged Mature Age package is the sum of the best three T minor scaled scores multiplied by 1.2.

8.7.4 Older Student Packages

An older student is one who is commencing or recommencing studies after their original cohort has graduated. Such students are classified as O.

O students fall into three categories:

- students who are commencing college study after their original cohort has graduated
- students who are recommencing study and are aiming for a T package after their original cohort has graduated
- students who are recommencing study in a T package after their original cohort has graduated and who don't want to build on previous study or where the courses they have selected are essentially different from their original study.

Note: Commencement means the first time ever a student enrolls in college studies.

Students who are classified as studying an O package and are also recommencing studies will have only units from the recommenced study recorded on their certificates. Some O Students may meet the requirements of the Mature Age category. (Refer section 8.7.3 Mature Age Packages)

Older students studying in secondary colleges fall into two categories:

- students who study an abridged package over one year of full-time study (these students will be identified as O)
- students who study an abridged package over two years of part-time study. These students will be identified as O2 in their final year of study and as O1 prior to their final year.

8.7.4.1 Year 12 Certificate

A Year 12 Certificate will be awarded to an O student who completes a study program approved by the principal, which contains at least 8.5 standard units forming at least three (3) A, T, M, C or E minors from different course areas. A maximum of one C or E course can be used as one of these minors.

(Refer also section 8.5 Contribution of Units Towards a Year 12 Certificate and Tertiary Entrance Statement)

Only units which have been awarded an A – E grade can be used to form these minors in A, T and M courses.

(Refer policy 8.5 Contribution of Units toward a Year 12 Certificate and Tertiary Entrance Statement)

8.7.4.1.1 Status and Recognition

- In an abridged package for older students no units with a grade of Status (S) for illness/misadventure can be counted towards the minimum requirements for a Year 12 Certificate
- In an abridged package for older students no units with a grade of Recognition for studies completed overseas or interstate can be counted towards the minimum requirements for a Year 12 Certificate.

8.7.4.1.2 Structured Workplace Learning

- In an abridged package for older students, no Structured Workplace Learning units can be counted towards the minimum requirements for a Year 12 Certificate.

8.7.4.2 Tertiary Entrance Statement

Older students qualify to receive an ACT Tertiary Entrance Statement if they complete a study program approved by the principal which includes:

- at least 12 standard A, T, M, C or E units, including at least 10 standard T units (refer also section 8.5 Contribution of Units Towards a Year 12 Certificate and Tertiary Entrance Statement)
- T units that combine to form at least three T major courses or two T major and two T minor courses.

8.7.4.3 Aggregate Score – Older Student Package

Students will have the course scores for any completed course scaled with the graduating cohort of the year of completion of that course.

These scores are stored and are available for use in the calculation of the student's Aggregate Score.

Once a student's course score has been scaled with a graduating cohort it is not rescaled with any subsequent cohort unless the student has modified the course in some way. This may be through repeating a unit or adding a unit or units to the course.

The Aggregate Score for O students is 3.6/2.6 times the sum of the best two scaled scores of major courses and 0.6 of the next best scaled score.

$$3.6/2.6 \times (\text{Score 1} + \text{Score 2} + (0.6 \times \text{Score 3}))$$

Note: Scores 1 and 2 must be gained in T major courses while Score 3 can be gained in any T course.

7.2 Consultations/Forums

Community Forum Consultation Comments/Suggestions Radford College

Number/purpose/ types of certificates	Number of different packages	Minimum requirements for certificates/packages, including English/literacy and mathematics/numeracy requirements	Recognition of extra- curricular activities and outside learning towards the requirements for the Year 12 Certificate	Recognition of vocational learning towards the requirements for the certificates
<p>Students with moderate to severe disabilities should be acknowledged for what they achieve.</p> <p>I like our two page certificate. I like that students can go for their year 12 or the “uni entry”.</p> <p>Do employers look at what they studied and the grades they received or are they only interested in the fact that they did year 12?</p>	Combine where possible and get rid of the now non-relevant.	<p>I would like to see Maths and English become mandatory whether it be a tertiary level or as everyday use (accredited)</p> <p>I believe raising the bar won't hurt but after listening more investigation on those 1 to 2% who are just passing.</p>	Just acknowledge they have done extra-curricular not what and with whom.	Unable to get my head around it. Those done in-house should have a higher rating as they are ensured to be qualified.
I would support the presentation of one year 12 Certificate with a supporting 'transcript'. I see no need for a TE statement and any statement could be included in the transcript.	I would like to see a change to the packages by consolidating to one package recognising that students who attend CIT should be receiving one uniform award.	<p>The requirements for receiving a year 12 Certificate at CIT should be increased to align with or partly align with College requirements.</p> <p>English and mathematics (to a lesser extent) should be compulsory.</p>	A selection of extra-curricular activities should be recognised if they can be aligned with school activities or development skills e.g. debating, sport etc	I support the inclusion of all VET qualifications obtained by the student through the school or RTO's.

Number/purpose/ types of certificates	Number of different packages	Minimum requirements for certificates/packages, including English/literacy and mathematics/numeracy requirements	Recognition of extra- curricular activities and outside learning towards the requirements for the Year 12 Certificate	Recognition of vocational learning towards the requirements for the certificates
<p>Cover page with ACT year 12 cert detailed and backed by transcript and further detail of student achievements could work well.</p> <p>Clear VET/A/T</p>	<p>Could be simpler.</p>	<p>I think the make -up of majors and minors for both A and T works well and the points attached to units. However, standards for “A” could be more rigorous.</p> <p>English and Maths should be mandatory for both A and T.</p> <p>Vocational A specific Maths and English units could be developed e.g. Work skills English and Industry Maths</p>	<p>School Based Co-curricular / Extra Curricular approved should continue to be recognised. Other activities could be assessed case by case.</p>	

Community Forum Consultation / Suggestions Canberra College

Number/ purpose/types of certificates	Number of different packages	Minimum requirements for certificate/packages, including English/literacy and mathematics/numeracy requirements	Recognition of extra-curricular activities and outside learning towards the requirements for the Year 12 certificate	Recognition of vocational learning towards the requirements for the certificates
Print certificate Add transcript	Yes, there should be a single package. The tertiary stream attracts all the attention, but accredited packages are seen as inferior and dumbed down! VET qualifications are under privileged in the language used.	<p>The use of majors and minors allows for flexibility. Keep it.</p> <p>17 units is a good number –it is actually challenging to achieve this for some students.</p> <p>Numeracy and Literacy are taught/embedded in <u>all</u> courses. On this basis what difference does it make? English is not literacy and maths is not numeracy. They are a <u>part</u> of these units, but to make it compulsory would be saying that maths is purely numeracy and English purely literacy. They also have explicit content. Allowing schools to make them mandatory is great, so long as it remains a choice.</p>	<p>There should be a rigorous method of oversight in regards to what is permitted to be included.</p> <p>What is the purpose of giving recognition for something they've already been recognised for?</p>	<p>ASBA's should be recognised</p> <p>Certificates should be recognised.</p> <p>Any work undertaken via the college must be recognised by the college.</p>
Single page testamur and separate Academic Transcript – in line with		Purpose of year 12 certificate will determine requirements if it is to	Vocational Outside	

Number/ purpose/types of certificates	Number of different packages	Minimum requirements for certificate/packages, including English/literacy and mathematics/numeracy requirements	Recognition of extra-curricular activities and outside learning towards the requirements for the Year 12 certificate	Recognition of vocational learning towards the requirements for the certificates
<p>Tertiary institutions and public understanding.</p> <p>Year 12 certificate should be minimum standard of achievement. Those students that don't meet minimum requirements should be issued with "Statement of Achievement" for partial completion.</p>		<p>provide students with a broad general humanistic education, then requiring at least 3 different minors for different course areas. If it is to provide a pathway to further education and /or employment, than minimum requirements should be "achievement" based although this will potentially exclude students with a disability.</p>	<p>College Program</p>	
<p>Single-page testamur – who sees this?</p> <p>What do employers past y12 want?</p> <p>Year 12 Cert or Year 12 Modified Cert if enough points are M.</p>	<p>Doesn't make sense having too many different rules.</p>	<p>English/Mathematics = NOT compulsory. If compulsory it narrows the opportunities/breadth of study that non-compulsory subject requirements allow.</p> <p>Literacy/Numeracy component should be embedded as part of the year 12 certificate.</p> <p>Student choice = happy student.</p>	<p>Hundreds? Where is the list?</p> <p>R units ok if provided by the College. Otherwise who is responsible for the Integrity/rigour of them?</p>	<p>The hours required for the VET qualification should be considered i.e. 55 hours of study for a T/A/V course delivered by the College – what is it by the RTO?</p>

Number/ purpose/types of certificates	Number of different packages	Minimum requirements for certificate/packages, including English/literacy and mathematics/numeracy requirements	Recognition of extra-curricular activities and outside learning towards the requirements for the Year 12 certificate	Recognition of vocational learning towards the requirements for the certificates
<p>Are the M courses then graded? A to E if the disabilities miss but did try is their work acknowledged.</p> <p>As doing a Modified course they should get acknowledged by the college and BSSS.</p> <p>3 types of certificates: Tertiary/Accredited/Modified.</p>	<p>Yes, it should be.</p>	<p>As English and maths can open so many courses and careers I think it should be mandatory in all levels, T/A/M</p> <p>If the minimum requirement is accredited life skill of English/ literacy or mathematics /numeracy – this to me would include the use of IT.</p>	<p>State that they did engage in extra-curricular but not all the details.</p> <p>My understanding is your First Aid is an advantage for work but it has a time limit.</p>	<p>If they are guaranteed to provide a qualified course they deserve the same standing on the end certificate.</p>
<p>The academic transcript should reflect their learning through the courses. The ATAR is a University ranking value – it is not about learning-it is about a pathway in a particular year – should be totally separate</p>	<p>Yes, too confusing and not necessary.</p>	<p>The ACT certificate is a softer option than those states closest to the ACT. The issue of rigour in courses has not been addressed. Too much power given to teachers and schools to determine results. The moderation process is a joke.</p> <p>The structure of subjects for certification needs tightening - too many options - lessens the validity of results.</p>	<p>Maintain current procedures administrative nightmare chasing up on certificates and verifying validity.</p>	<p>Current structure is ok.</p>

Number/ purpose/types of certificates	Number of different packages	Minimum requirements for certificate/packages, including English/literacy and mathematics/numeracy requirements	Recognition of extra-curricular activities and outside learning towards the requirements for the Year 12 certificate	Recognition of vocational learning towards the requirements for the certificates
<p>Yes, single page is fine, transcript is excellent. We should not lose the transcript; maybe add a clear key.</p> <p>If a modified certificate is awarded, that could include students with significant amounts of status / special consideration.</p> <p>Students of all abilities should be able to get some sort of certification; putting on the certificate/transcript conditions under which the course was taken.</p>	<p>This seems like it could be streamlined.</p>	<p>Does 'literacy' include technological and information literacy? These are 21st century skills that are currently not measured. I like the Australian Curriculum idea – minimum requirements must be embedded into high school – can't just be sprung on students in colleges linked to achievement. If English, then a contemporary English course <u>must</u> be written and resourced.</p>	<p>Third page of transcript – not in with the academic units – like an extra-curricular page.</p>	<p>If it is undertaken as an adjunct to college work/part of college work, then it should be recognised as such – it's not possible for colleges to offer every VET subject / every niche.</p>

Further comments/suggestions:

- Perhaps an additional “literacy and numeracy” exam at end of year 12 would allow for a clear benchmark on the year 12 certificate. It would also provide data which can be tracked and compared over a student's career.
- Having worked in NSW the ACT system is more flexible and nimble. The strength of the system is its potential for variety, tailored to each individual. This is a point of pride and something we should export!
- The terms Tertiary and Accredited are inextricably linked to A and T. To break this will require removing these terms altogether. It is clear they will continue to be perpetuated without this action.
- Remember we as parents and community members may not have the right terminology. We don't know exactly where it fits to the system. But please take time to understand what we mean and for us to understand what you see as obstacles.
- The point about language change is important – not A/T change it to something not carrying connotations of accredited / tertiary.

ACT Year 12 Certificate Review

BSSS Principal's Meeting Consultation / Suggestions April 2014

Key Issue – A **Number/ purpose/types of certificates**

Number, purpose and types of certificates

Year 12 Certificate	TES
grades A is not scaled or scores set to 0 = problematic	scores

Year 12 Certificate

'M' 'Modified'

Is there an indication that the current approach is misleading?

Moderate intellectual disabilities may not be necessarily modified – use equitable assessment instead.

Universities / CIT have separate transcript and testaments.

What benefit?

M curriculum = Time not achievement.

Individualisation VS Standardisation.

Number, Purpose, Types of Certificates

- Leave as is: 2 Certificates (dot point 1)
- Leave as is: M courses (dot point 2)

Each course A, T, M etc. ... should be clear / as long as clearly labelled.

Group comments	Response
A is not scaled or scores set to 0 = problematic	Not relevant to the review
Is there an indication that the current approach is misleading? Moderate intellectual disabilities may not be necessarily modified – use equitable assessment instead.	Equitable assessment is for specific learning difficulties not general. Not relevant to the review
Leave as is	Status quo maintained
Each course A, T, M etc ... should be clear	Course type clarity

Key Issue – B **Number of different packages**

Flexibility question

Disadvantage Parents, refugee students

Not something that effects all settings but some

Who should be the consultants?

Name i.e. Flexible Learning Package to cover all

Number of different packages

Need further clarity of the packages – what are the distinctions?

Is the repeat package a different certification?

How common is this?

Universities are far more flexible in entry requirements – need for repeat?

What is the evidence for a better result in a repeat?

Number and Scope of Packages

Suggestion: online programs / packages?

Could mature age / older student be combined?

Simplify to guidelines rather than packages

Group comments	Response
Flexibility question Disadvantage Parents, refugee students Not something that effects all settings but some.	Not relevant to the review
Who should be the consultants?	Not relevant to the review
Name i.e. Flexible Learning Package to cover all Number of different packages Need further clarity of the packages – what are the distinctions? Is the repeat package a different certification? Number and Scope of Packages Suggestion: online programs / packages? Could mature age / older student be combined?	The scope of the review b) covers number and scope of different packages to be a part of the review
Universities are far more flexible in entry requirements – need for repeat? What is the evidence for a better result in a repeat?	Not relevant to the review
Simplify to guidelines rather than packages.	Not relevant to the review

Key Issue – C Minimum requirements for certificate/packages, including English/literacy and mathematics/numeracy requirements

Minimum Requirements

Is a disadvantage if they don't get a year 12 certificate?

Was there initially the idea that 17 units would allow students to leave after 3 semesters.

Funding of Non – Government schools is critical in August – schools lose funding if students exit early.

Minimum Requirements (Literacy / Numeracy)

No to compulsory English

No to compulsory Maths

? 17 Units

? 3 Minors too low for A packages

Group comments	Response
Is a disadvantage if they don't get a year 12 certificate?	Not relevant to the review
Was there initially the idea that 17 units would allow students to leave after 3 semesters.	Not relevant to the review
Funding of Non – Government schools is critical in August – schools lose funding if students exit early.	Not relevant to the review
Minimum Requirements (Literacy / Numeracy) No to compulsory English No to compulsory Maths	The review will address minimum requirements Not enough information
? 17 Units ? 3 Minors too low for A packages	The review will address minimum requirements Not enough information

Key Issue – D Recognition of extra-curricular activities and outside learning towards the requirements for the Year 12 certificate

Recognition of outside activities:

R units – currently 8.0 towards 17

2.0 towards 20

More part of their CV rather than year 12 certificate

School curriculum ✓

External bodies x

Group comments	Response
Recognition of <u>outside</u> activities:	Review will cover number, purpose and types of certificates
R units – currently 8.0 towards 17 2.0 towards 20	Minimum requirements
More part of their CV rather than year 12 certificate	Review of types of certificates
School curriculum ✓ External bodies x	Not relevant

Key Issue – E Recognition of vocational learning towards the requirements for the certificates

Vocational Learning Recognition:

If paid employment: perhaps not part of year 12 certificate

VET certificate provided – is there a need to place this on year 12 certificate additionally?

Equation with Standard Units

Learning only happens at school?

Certifier presence in assessment

A “V” CERTIFICATE

Deeper discussion about 21st Century Learning Environment

Everyone gets a Year 12 Certificate (unlabelled)

Group comments	Response
<p>VET certificate provided – is there a need to place this on year 12 certificate additionally?</p> <p>Equation with Standard Units</p> <p>Learning only happens at school?</p>	<p>The scope of the review identifies recognition of vocational education and training (VET) towards the requirements for certificates</p>
<p>Certifier presence in assessment</p> <p>A “V” CERTIFICATE</p>	<p>Does not fit in the scope of the review</p>
<p>Deeper discussion about 21 Century Learning Environment?</p>	<p>Does not fit in the scope of the review</p>
<p>Everyone gets a Year 12 Certificate (unlabelled)</p>	<p>The scope of the review does discuss number, purpose and types of certificate</p>

Community Forum Consultation Comments/Suggestions - Curriculum Coordinators Meeting

Number/purpose/ types of certificates	Number of different packages	Minimum requirements for certificates/packages, including English/literacy and mathematics/numeracy requirements	Recognition of extra- curricular activities and outside learning towards the requirements for the Year 12 Certificate	Recognition of vocational learning towards the requirements for the certificates
Agree with both moves	Yes, one curriculum for all. We have one repeat package at my College.	English mandatory for 1 year as a minor at a pass standard. Maths mandatory for 1 semester at a passing standard. Why not create a core-skills major? 2 Unit English 1 Unit Maths 1 Unit Careers	Have a definitive list available for the general public as to what is recognised and how many units it is worth. Remove the e-type recognition	Yes, adopt the SACE method of units per competency, not units per hour/per qualification.
Small concern that there is no voice for people with disabilities Secondary college record is fine for young people with disabilities it is equity issue for those young people and their families to receive a record of their college		There are a diversity of pathways and interests that young people have. In the current global climate and mindful of the range of current and future employment options can we ignore/not recognise this?		

Number/purpose/ types of certificates	Number of different packages	Minimum requirements for certificates/packages, including English/literacy and mathematics/numeracy requirements	Recognition of extra- curricular activities and outside learning towards the requirements for the Year 12 Certificate	Recognition of vocational learning towards the requirements for the certificates
studies and this is fine. Year 12 certificate that fulfils requirements with modified units is clearly indicated as modified and that is fine as is.				
Maintain the current 2 certificates – problem though: overseas agencies require RAW scores subject competence, they do not like scaled scores. An independent certificate for M courses criteria-based approach.	Streamline.	Accredited package → (change of name) Standard package. The literacy / numeracy gateway should be at Year 10 – at college they utilise it in the individual subject. Complete a minimum of 17points but at least 5 minors – not 3 as per current status and in “pathway” not randomly subjects chosen.	Depends on the quality of that extra-curricular activity. (Blood-letting? Continued civics – ok) Who decides what is okay and what is questionable. Need a set of criteria.	Not qualified to comment.
Single testamur – additional paperwork Value to student? Keep same.	Have only had one older student package in my experience therefore not an issue of numbers, but it is difficult to negotiate the complexity. Streamlined would be useful,	98.4% English 92.5% Math Course T = AST + addition of “A”test. From AST – still yr 12 but level of Lit and Num indicated.	Quality control by R only for school -based activity.	Consider students who do Cert 3 and ASBA →points are limited. Consider allowing points for ASBA to be independent of other Voc certs, particularly when a school is RTO. (where is 8pt course limit cutting in to

Number/purpose/ types of certificates	Number of different packages	Minimum requirements for certificates/packages, including English/literacy and mathematics/numeracy requirements	Recognition of extra- curricular activities and outside learning towards the requirements for the Year 12 Certificate	Recognition of vocational learning towards the requirements for the certificates
	noting the positive value of having access to YR12 program outside' normal 'pathway'.	-employer / Uni decides importance Can't be a gateway requirement into senior school since leaving age is 17.		comprehensive Voc Ed ?)
Two certificates is plenty. Current system for modified students works perfectly.	I think we should consolidate these, streamline them into one.	Minimum requirements seem fine Have all students sit the AST to get literacy and numeracy score	R units should relate to the school. External activities should have something to do with the school.	
Transcripts of academic achievements are essentially covered by the Academic record, available to students from their certification officers @ school or via their BSSS profile online. Therefore, no other records necessary – the inclusion of more would likely diminish the import of the R certificate and TES statement.	These availabilities are important in regard to accessibility for all circumstances. The certificates themselves might look to be aggregated for these 3 named alternate packages.	The essence, <u>minimum</u> literacy and numeracy “requirements” are met in terms of the vast majority of students undertaking maths and English →but what are the requirements in terms of <u>level</u> of achievement? Must a student acquire a particular GPA for these areas? Why not use the current AST to report the level of attainment?	CV's are the opportunity to demonstrate extracurricular and community service attributes. Year 12 certificates should ostensibly reflect courses approved and accredited through BSSS where standards are essentially established and verifiable. R units should be <u>outside</u> - sports	Block credit should be/is allocated based on hours where specific approved courses are delivered. These specific hours are equitable with courses delivered in colleges via type! and 2 courses. i.e. 55 hours = 1 point 110 hours = 2 points V grades ought to be recorded on year 12 certificate

Number/purpose/ types of certificates	Number of different packages	Minimum requirements for certificates/packages, including English/literacy and mathematics/numeracy requirements	Recognition of extra- curricular activities and outside learning towards the requirements for the Year 12 Certificate	Recognition of vocational learning towards the requirements for the certificates
		(i.e. all students – including A) All sit AST – Year 12 certificate can report the literacy and numeracy attained accordingly, without this being linked to a requirement for attaining an ATAR.	Community service extra -curricular activities but inclusive of: ASBAS College academic programs Outside learning – i.e. R interstate / overseas is necessary	Further suggestions see below

Year 12 Certificate
<p>ACT TYPE 1 or TYPE 2 COURSES (A and T)</p> <p>ENGLISH T</p> <p>MATHS T</p> <p>BIOLOGY T ETC</p> <p>H COURSES / E COURSES / A COURSES</p>

7.3 Submissions Received – compilation in separate document.

Fifteen submissions were received from various stakeholders and individuals in the ACT. These submissions have been compiled in a separate document which will be provided with this report to Board Members.

7.4 Data

7.4.1 Technical Advisers Report to ACT BSSS February 2014 – Excerpts

2.1 Courses Completed by Year 12 Certificate receivers

The ACT Year 12 Certificate records courses completed by students. The following table gives the number and percentage of students who had an accredited course from these nominated course areas on their Year 12 Certificate. See Appendix 3 for the list of courses on Year 12 Certificates for 2009 - 2013.

Table 2: Courses on Year 12 Certificates 2013

Course Area	2013 Number of ACT Year 12 Certificate students who completed a course from this course area	2013 Percentage of ACT Year 12 Certificate students who completed a course from this course area	2012 Percentage of ACT Year 12 Certificate students who completed a course from this course area
English/ESL	4188	98%	97%
Drama	322	8%	8%
Media	306	7%	9%
Mathematics	3881	91%	92%
IT	441	10%	11%
Sciences	1806	42%	44%
History	735	17%	15%
Geography	130	3%	3%
Legal Studies	309	7%	7%
Economics Business Accounting	873	20%	21%
Languages	665	16%	16%
Behavioural Science	1128	26%	23%
Religion	1284	30%	30%
Art / Photography	933	22%	12%
Music	303	7%	7%

Textiles	177	4%	4%
Hospitality/Food Studies	411	10%	10%
Design/Technology	732	17%	16%
PE/Human Movement/ Sports Sc/ Outdoor Ed	1276	30%	30%

The percentage of students studying English increased slightly, while the percentage of students studying mathematics decreased slightly. The course areas that showed the greatest increase for the period 2012-13 were History, Behavioural Sciences, Art and Photography. The courses showing the greatest decrease for this period were Media and Sciences.

To achieve an ACT Year 12 Certificate, students are required to study a minimum of seventeen standard units, which form at least three accredited courses from different course areas. However, it is pleasing to see that a large majority of students are studying more than the minimum number of units across a broader range of course areas. In 2013, 76.1% of Year 12 Certificate receivers (Standard Package) completed twenty or more standard units and 75.1% of Year 12 Certificate receivers completed 5 or more accredited courses from different course areas. These percentages have decreased by 3.0% and 2.6% respectively when compared to the 2012 data.

The following table gives the number and percentage of ACT students (Standard Package) who completed a specified range of standard units.

Table 3: Number of standard units on Year 12 Certificates in 2013 – Standard Package

Number of standard units	Number of ACT Year 12 Certificate students	Percentage of ACT Year 12 Certificate students
17	127	3.0%
> 17 and < 20	826	19.3%
> = 20 and < 25	2688	62.8%
25 or more	570	13.3%

The following table gives the number and percentage of ACT students who completed a specified number of accredited courses from different course areas.

Table 4: Number of accredited courses from different course areas on Year 12 Certificates in 2013

Number of courses from different course areas	Number of ACT Year 12 Certificate students	Percentage of ACT Year 12 Certificate students
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3	265	6.2%
4	801	18.7%
5	1560	36.4%
6	1432	33.4%
7 or more	225	5.3%

2.1.1 Recognition of Learning undertaken outside the Classroom

The Board recognises on a student's Year 12 Certificate the contribution of learning undertaken outside the college environment during years 11 and 12. In 2013, 1219 students received such recognition under Recreational Activities, 917 students received recognition under Community Involvement and 198 students received recognition under Recognition of Outside Learning.

2.1.2 Vocational Learning

The Board also recognises a wide range of vocational programs undertaken by students within their college and with external Registered Training Organisations. Such learning that is not listed under another course is reported under a notional R course, Vocational Learning. In 2013, 1245 students had units reported under this course on their Year 12 Certificate.

6 Vocational Education Achievements

6.1 Vocational certificates issued by the Board in 2013

The Board issues vocational certificates on behalf of college RTO's at the end of each calendar year. Certificates are issued to students in year 10 and for students in year 12, the Board issues certificates upon the completion of their two years of study. For Australian School Based Apprenticeships undertaken during years 11-12, the vocational certificates are printed as they are completed throughout the year.

The following table shows the number of certificates issued by the Board by certificate level for 2012 and 2013.

Table 10: Number of vocational certificates awarded by Certificate Level:

	Year 10		Year 12	
	2013	2012	2013	2012

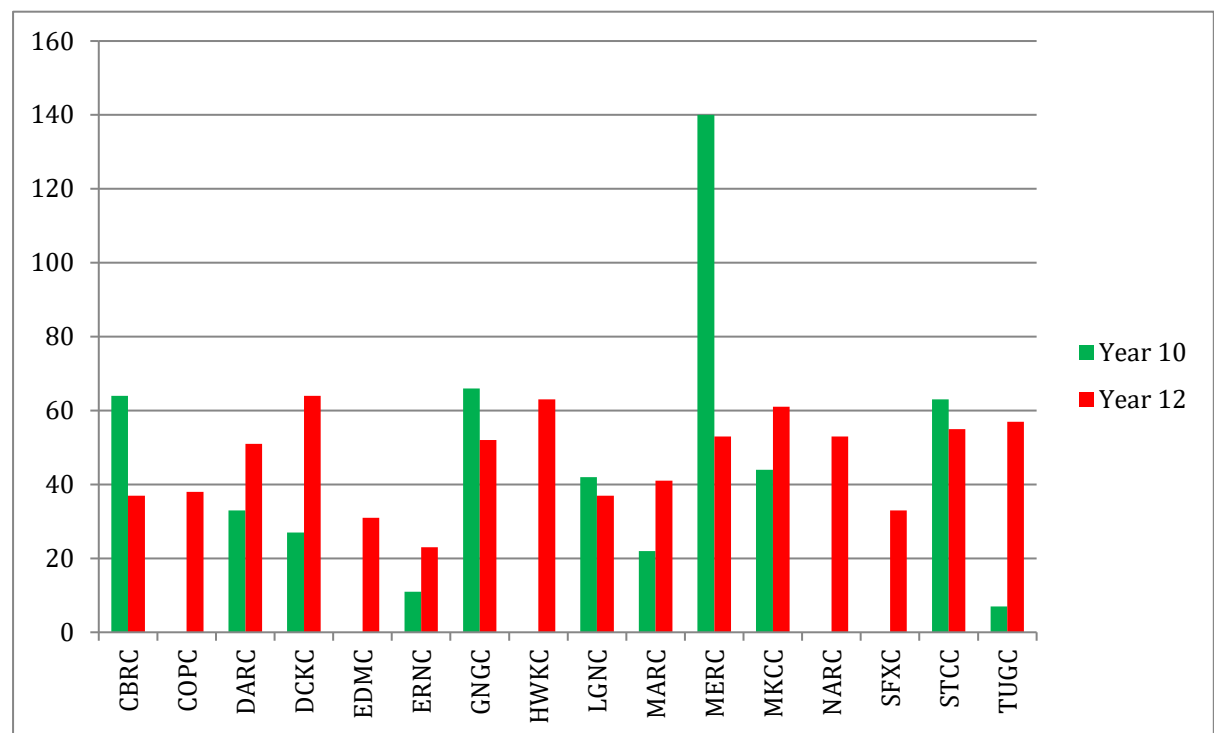
Certificate I	528	443	436	353
Certificate II	19	25	646	577
Certificate III			29	37
Total	547	468	1111	967

There was an increase in the number of vocational certificates issued by the Board in 2013 compared to 2012.

The following chart displays the number of students awarded vocational certificates by the Board by academic year level for each college RTO in 2013. As students can achieve more than one vocational certificate, the data is different from that provided in Table 10.

Note: In addition, students may be awarded vocational certificates by external RTOs. These are not certificated by the Board. Please refer section 6.2.

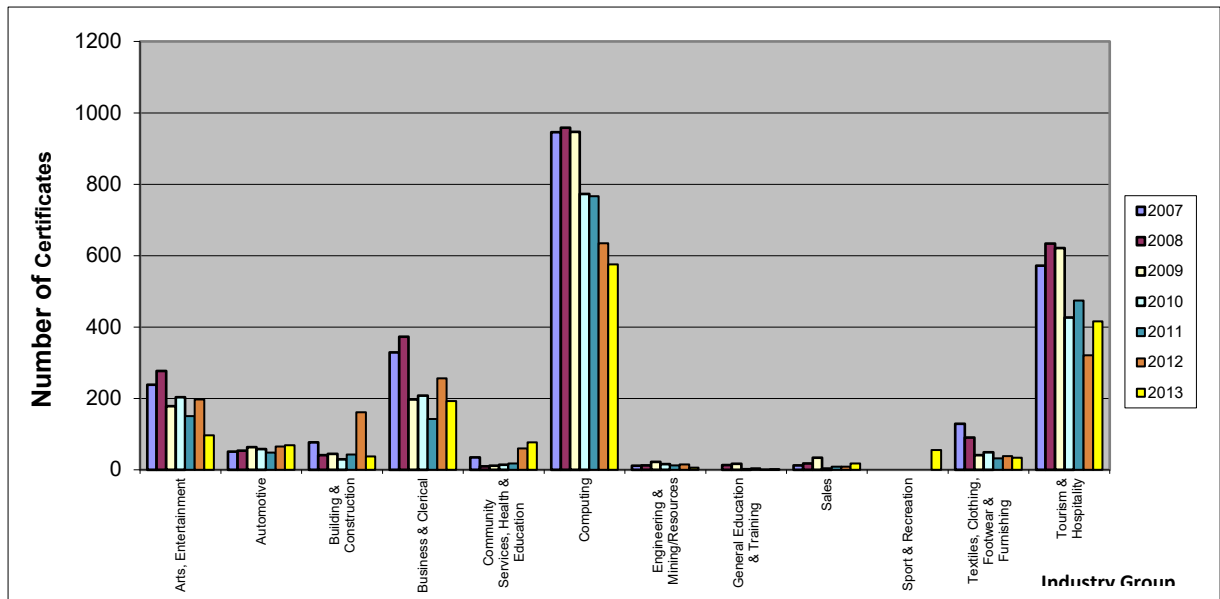
Chart 8: Number of students receiving vocational certificates in 2013



6.1.1 Number of certificates by Industry Group

The following chart displays the number of certificates at each level that were awarded by the Board in each of the industry groupings from 2007 - 2013. As students can achieve vocational certificates at more than one level and in more than one industry group in a calendar year, the data is different from that provided in Table 10 and Chart 8. This data includes vocational certificates awarded to year 10 students in 2013 and year 12 students upon completion of their two years of senior secondary education.

Chart 9: Historical Overview by Industry Group



Note: In 2013 the Industry groupings were changed to match the new National Industry Area names. In previous years Arts and Entertainment also included Sport and Recreation. As of the 2013 data, these are now split into two different industry groups.

6.2 Vocational achievement from external RTOs

Under Board policy, vocational studies undertaken through an external RTO, which have been registered by the Board, are recognised on the Year 12 Certificate as an E course. In 2013 five students were awarded an E course. The E courses were in the areas of Business, IT and Hairdressing.

In addition, 325 year 12 students achieved a vocational qualification through an external RTO, which was recognised on their Year 12 Certificate. The table below lists the most popular vocational qualifications achieved.

Table 11: Vocational qualifications achieved through an external RTO

Number	Unit Title
163	Bar Service
149	Clubstart Bar Program
47	White Card OHandS Training
35	Responsible Service of Alcohol

6.3 Australian School Based Apprenticeships

The Board issues vocational certificates to students who have completed an Australian School Based Apprenticeship (ASBA) through their college as the RTO. In 2013 there were

33 such students, compared to 34 in 2012, 43 in 2011 and 49 in 2010. The following table provides details of the industry areas in which these ASBAs were completed.

Table 12: Industry Areas for the Australian School Based Apprenticeships with the College as the RTO

Industry Areas	Number of Students
Business	13
Construction Pathways	3
Hospitality	5
Hospitality (Kitchen Operations)	2
Information, Digital Media and Technology	5
Sport and Recreation	5

In 2013, an additional 202 students received recognition on their Year 12 Certificate for undertaking an Australian School Based Apprenticeship or Traineeship with an RTO other than their home college. This was 691 in 2012 and 291 in 2011.

7.4.2 Compulsory Courses in ACT Colleges

College	Courses
St Clare's College	English (major) Religious Studies (minor/major/major-minor/Double Major)
Burgmann College	English Mathematics Studies of other Religions (1/2 course)
St Francis Xavier College	English Religious Education Mathematics recommended but not compulsory
St Mary MacKillop College	English yrs 11 and 12 Religious Education A or T yr 11 Religious Education A, T or R in yr 12
Merici College	English Religious Studies yr 11

Canberra College	English
Marist College	English yr 11 and 12 Religious Education yr 11 and 12 Mathematics to be compulsory in the near future
Daramalan College	English Major Religious Studies Minor Mathematics encouraged but not compulsory
Dickson College	No compulsory courses
Trinity Christian School	Complete a major in English (T or A through years 11 and 12) Complete a minor in Maths (T or A in year 11) Complete a minor in Christian Life Studies (course from Religious Studies framework) in year 11
University of Canberra Senior Secondary College Lake Ginninderra	No compulsory courses
CIT Vocational College	One English major or minor is compulsory (depending on T or A package). The course titles are English T, English A or Communication T. All come under the English framework. If students have completed their English course at another college that is counted.
Brindabella Christian College	English – major Religious Studies – minor Mathematics - minor
Gungahlin College	All students required to study Connected Learning (A) as part of Connect Program
Radford College	Compulsory Courses in Years 11 and 12 All students must undertake at least a major in English (either Accredited or Tertiary) or a minimum of 4 units that may be combinations of A or T units. All students must undertake at least a minor Mathematics (either accredited or Tertiary) or a minimum of at least 2 units that may be combinations of A or T units.
St Edmund's College	Minor RE compulsory in year 11

Erindale College	<p>No compulsory Courses</p> <p>Year 11 engage in a pastoral and college success course called College Ling and this is an R unit.</p> <p>Year 12's do abbreviated versions like other colleges with an Advisory group option</p>
The Woden School	No compulsory units
Orana Steiner School	No compulsory units
Melba Copland Secondary School	No compulsory units
Hawker College	No compulsory units
Canberra Girls Grammar	No response
Narrabundah College	No response
Lake Tuggeranong College	No response