

SECTION 3: ENDORSED PROGRAMS

Endorsed programs encompass significant learning not covered by courses developed by the Curriculum Council. A program is defined as a series of lessons, classes or activities for the achievement of a common goal or set of learning outcomes. These programs must be endorsed by the Council and can contribute up to 50% of the WACE unit completion requirement. Endorsed programs also reduce the number of courses over which a C grade average is calculated.

All endorsed programs are listed on the Council's website www.curriculum.wa.edu.au/Senior_Secondary/Endorsed_Programs/, which is updated as new programs are endorsed. Schools may select appropriate programs from those already endorsed to suit student needs and interests, or apply for endorsement of programs they have developed. It should be noted that there may be a cost to individual students or schools for some of the programs endorsed.

All endorsed programs achieved will be listed on a student's statement of results.

There are five categories of endorsed programs:

- Workplace learning
- VET stand alone
- University
- Community organisation
- Personal development.

Workplace learning programs

The two modes of workplace learning recognised as endorsed programs are:

- Workplace learning: on-the-job-training
- Workplace learning: employability skills.

Schools must follow the appropriate sector/systems policies and procedures that deal with duty of care, legal liability and insurance issues.

Logbook

Students must maintain a logbook that contains a task schedule and attendance record. Examples of a task schedule and an attendance record are available on the Council's website at www.curriculum.wa.edu.au/Senior_Secondary/Endorsed_Programs/Workplace_Learning/.

Workplace supervisor

The workplace supervisor is an adult employee of a host workplace acting in a designated supervisory capacity, with responsibility for supervising and monitoring the progress of students while in the workplace. The school is responsible for ensuring workplace supervisors are aware of their role and responsibilities in respect of a workplace learning student, and are familiar with the procedures and requirements of workplace learning.

The school must provide a training manual describing the requirements and responsibilities of the workplace supervisor and the workplace learning student. It should be left at the workplace and used for reference as necessary. It is recommended that schools create a checklist to ensure the same procedures are followed for the induction of all workplace supervisors.

Monitoring student progress

The school (not the RTO) retains the responsibility for monitoring the program and for ensuring the maintenance of records. The school must also ensure that the workplace supervisor is signing the task schedule. Workplace supervisors are encouraged to provide feedback to assist students to build on their skills in workplace situations.

The number of unit equivalents of workplace learning completed is recorded on a student's statement of results.

Workplace learning: on-the-job training

This mode of workplace learning involves training and assessment in the workplace and complies with the nationally agreed definition of structured workplace learning.

Completion time

The 55 hours required for one unit equivalent of workplace learning: on-the-job training can be taken in one block placement or can be spread across one or more weeks, terms or years. Students can be awarded credit for more than one 55-hour block of workplace learning.

Units of competency

To undertake this mode of workplace learning, students must be enrolled in and working towards achievement of at least one VET unit of competency. The workplace experience enables students to gather evidence of competency. A registered training organisation (RTO) is responsible for ensuring Australian Quality Training Framework (AQTF) standards are met for delivery and assessment. Attainment of a unit of competency is not essential for a student to be awarded credit for workplace learning providing the attendance record, logbook and evidence portfolio requirements are satisfied.

Evidence portfolio

Work undertaken in the real or simulated workplace must be related to the units of competency. The school should work with the RTO to decide how tasks provide evidence of competency. A portfolio is produced by each student to provide such evidence. Students must maintain a logbook that should contain a task schedule and attendance record.

Simulated workplace

A simulated workplace should replicate a modern work setting. The assessment guidelines within each training package provide advice on assessment in a simulated workplace. The RTO responsible for the assessment of the unit/s of competency determines if a simulated workplace is suitable.

Workplace learning: employability skills

This mode of workplace learning provides opportunities for students to demonstrate at least 20 skills relevant to entry-level training, from the Curriculum Council's employability skills list, which is located at:

www.curriculum.wa.edu.au/Senior_Secondary/Endorsed_Programs/Workplace_Learning/. Training must be undertaken in a real workplace.

Completion requirements

To achieve workplace learning, students must have:

- completed a total of 110 hours (equivalent to two units) in the workplace
- been signed off on at least 20 skills, with at least one from each area
- maintained a logbook that documents the tasks and the number of hours completed in the workplace.

It is the responsibility of the school or provider to select the set of skills. They do not have to be the same for every student. The skills selected will be dependent on the needs of the student, individual work placements, and the ability of the school and the employer to manage the skills selection.

Students may undertake more than one block of two units of workplace learning, as long as the minimum requirements and the following additional conditions are met.

- At least one new skill from each of the nine areas is included in the second set of 20 skills
- The workplace or industry area is different.

In situations where either of these requirements cannot be met (e.g. school-based trainees), a justification and record of the circumstances should be retained for auditing purposes.

Employability skills

The eight skill areas outlined in the national employability skills framework (communication, teamwork, problem-solving, self-management, planning and organising, technology, learning, initiative and enterprise) are used as the organisers for the Council's list of employability skills. In addition, safety and health has been added to ensure workplace safety and health remains a focus for students and workplace supervisors.

Skills sign-off

The workplace supervisor is responsible for determining whether a student has reliably demonstrated a particular skill and for signing it off. This must be verified by the school workplace learning supervisor. Skills must not be signed off until the student has provided evidence that the skill has been demonstrated on at least three occasions. Students must also meet workplace hours and logbook requirements.

Workplace

A workplace should be chosen to provide the student with an experience in an industry area relevant to the student's interest and one that is considered a possible career or training pathway. The workplace is defined as being an industry area separate from the school or provider. Students should work at least 50 hours in a workplace. In situations where this is not possible or not in the best interests of the student or employer, this requirement may be modified. A justification and record of the circumstances should be retained for auditing purposes.

Higher levels of achievement

A performance profile may be completed to reflect higher levels of achievement. At the end of a work placement the workplace supervisor, in consultation with the school, has the option of completing a performance profile for the student. The profile is used to rate students either 'very high', 'high', 'satisfactory' or 'unsatisfactory' on eight qualities.

A separate performance profile may be completed for each work placement. The final rating is an on-balance judgement based on the profiles completed.

To be assigned 'achieved with merit' students must be rated at least 'high' for all qualities. For 'achieved with distinction' students must be rated at least 'very high' for six or more qualities and 'high' for the remaining qualities.

A performance profile is available on the Council's website at:

www.curriculum.wa.edu.au/Senior_Secondary/Endorsed_Programs/Workplace_Learning/.

Reporting achievement to the Curriculum Council

The school is responsible for collecting, recording and reporting achievement according to the Council's data collection process and timeline. All achievement will be recorded on a student's statement of results as 'Achieved (A)' 'Achieved with Merit (AM)' or 'Achieved with Distinction (AD)'.

VET stand alone

Students engaging in VET stand alone, resulting in the attainment of units of competency, qualifications or accredited courses listed on the National Training Information Service (NTIS) website, <http://www.ntis.gov.au>, are awarded WACE unit equivalence as an endorsed program. All providers of VET stand alone must meet the *AQTF Standards for Registered Training Organisations* which are available from the Department of Education, Employment and Workplace Relations website at http://www.dest.gov.au/sectors/training_skills/policy_issues_reviews/key_issues/nts/aqtf/default.htm.

Schools can deliver VET either by becoming a registered training organisation (RTO) or by working in partnership with an external RTO.

Reporting achievement

The Curriculum Council recognises the achievement of units of competency, qualifications and accredited courses listed on the National Training Information Service (NTIS) website. These are reported on the student's statement of results. It is the responsibility of the RTO to notify the school of a student's achievement. The school then advises the Curriculum Council through electronic data transfer arrangements.

School responsibility

Schools are required to implement and maintain auditable data that verifies and records details of VET stand alone programs undertaken by students. Schools are also required to manage timetable and resource issues.

University programs

Students enrolling in university programs have the opportunity to enrich their knowledge and skills in a university setting and obtain credit towards the WACE. While results of university units are not used in the calculation of a tertiary entrance score, the learning may assist students to gain a higher mark in their assessments in associated courses, or address an area of interest not otherwise available. University programs can be used to extend students and support the transition to tertiary studies.

Western Australian universities have nominated suites of units or programs they consider suitable for senior secondary students, either as part of their school studies or through holiday or after-school programs. These university units have been endorsed by the Curriculum Council. Only programs for which students receive an academic transcript are considered under the category of university programs. Other university programs (e.g. environmental science leadership program or summer school programs) can be endorsed through the community organisation or personal development categories of endorsed programs. Successful completion of any university semester unit resulting in an academic transcript will be deemed equivalent to one unit.

A list of endorsed university programs is available on the Council's website at www.curriculum.wa.edu.au/Senior_Secondary/Endorsed_Programs/University_Studies/.

University enrolment

Students must apply for university admission as non-award domestic tuition full fee-paying students. In addition, universities require that a letter of recommendation from the school principal accompanies each enrolment application, stating the belief that the student has the academic maturity to undertake university study. The student should ensure the unit or program selected has been endorsed by the Curriculum Council by checking the bank of endorsed programs before enrolling.

Reporting and recording achievement

The student is required to provide the school with a copy of their enrolment and results. It should be noted that as Semester 2 results for Year 12 students are collected by early November to enable certificates to be issued by the end of December, it may not be possible for universities to meet this timeline. Consideration should be given to enrolling students in their final year of study in Semester 1 only. Achievement will be reported at the end of each year on the student's statement of results under endorsed programs.

School requirements

Schools are required to implement processes to gather, verify and record details of the university programs undertaken by their students for audit purposes. Schools are required to provide the relevant information to the Council through electronic data transfer.

Community organisation programs

Community organisation programs recognise the significant learning opportunities provided by community-based organisations and private providers, resulting in the achievement of a quality-assured award or certificate. Students can gain WACE unit equivalence by successfully completing certificated or award programs offered by organisations such as WA Cadets, Duke of Edinburgh's Award and Bush Rangers Western Australia.

Completion of a program

Students must undertake the community organisation program while they are engaged in their senior secondary schooling. Certificates must be presented for credit in the year they are achieved.

Program endorsement

Community organisations and private providers of certificated or award programs may apply to the Curriculum Council for endorsement of a program. The application process involves completion of an application form and support is provided by Council officers. Please refer to the 'Endorsement process' information in this section for details about the endorsement process for community organisation programs.

Reporting and recording achievement

On successful completion of the certificated program, the organisation will provide the student with evidence of achievement, by means of an award or certificate or examination report, which the student can then provide to the school. Achievement will be reported on the student's statement of results under endorsed programs. The result descriptor assigned by the community organisation, such as 'gold', 'credit' or 'distinction', is also recorded. Certificates or awards must be presented for credit in the year they are achieved. There can be no credit awarded

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retrospectively. Certificates achieved after the deadline for submitting results to the Curriculum Council will be accepted in the following year for Year 10 and 11 students.

School requirements

Schools are required to implement processes to gather, verify and record details of the community programs undertaken by their students for audit purposes. Council officers will verify results with the relevant community organisation or provider.

Personal development programs

Personal development programs recognise activities that develop skills, knowledge and attitudes for the achievement of personal goals, civic responsibility and/or improved health and fitness, for which no quality assured certificate or award is issued. Programs should be coherent and demonstrate that they provide significant learning opportunities. They can be individual in nature and can be endorsed for a particular student, school or network group only, or may be generic and available for any school to offer.

Schools are invited to apply for endorsement of programs they have developed for particular groups of students.

Completion of a program

Students must undertake the personal development program while they are engaged in their senior secondary schooling.

Types of personal development programs

Students may be involved in any combination of programs, in or out of school time, individually or collaboratively, such as:

- *community development* e.g. environmental or community arts projects, refugee support groups
- *administration and management* e.g. sports coaching, umpiring, team management, committees
- *recreational pursuits* e.g. equestrian activities, orienteering, rogaining, sailing, ice skating
- *work skills* e.g. part-time jobs, family businesses, community work orders, voluntary service
- *self-development* e.g. school trips, leadership training
- *performance* e.g. theatre, sport, music, dance, public speaking.

Evidence of learning

Learning gained through personal development programs and activities must be demonstrated through a portfolio containing sufficient evidence to validate learning as described by the learning outcomes. The evidence will be prescribed by the learning outcomes, assessment tools used to measure the learning and the nature of the program.

Program endorsement

Schools, community organisations and private providers can apply to the Curriculum Council for endorsement of a program. The application process involves completion of an application form and support is provided by Council officers.

Please refer to the 'Endorsement process' information in this section for details about the endorsement process for personal development programs.

Reporting and recording achievement

On successful completion of the personal development program, the student provides the school with evidence of achievement, by means of an evidence portfolio.

Schools validate the learning by checking the evidence portfolio contents against the application criteria. Schools then report the achievement to the Council through an electronic data transfer process at the end of each year. Achievement is reported on the student's statement of results under endorsed programs. Result descriptors for all personal development programs are 'Achieved (A)' or 'Not achieved (N)'. If a program can be undertaken more than once a year, descriptors such as 'Two programs achieved (2)' will be added for that program.

School requirements

Schools are required to implement processes to gather, verify and record details of the personal development programs undertaken by their students. Evidence portfolios must be retained by the school for verification purposes until the end of the school year. Council officers will undertake the verification of personal development program achievement and evidence portfolios through school visits.

Endorsement process

Workplace learning, nominated university units and nationally recognised VET are automatically endorsed. Schools do not need to apply for endorsement of these programs. They may be undertaken by any student.

Community organisations and private providers apply to the Curriculum Council for endorsement of a community organisation or personal development program. Schools may apply for endorsement of a personal development program. The application process involves completion of an application form.

Community organisation programs can be undertaken by any student. While most personal development programs can be undertaken by any student, some have been endorsed for a specific student, school or network group only. Such programs are indicated in the endorsed programs bank as having 'limited scope of delivery'.

Programs can be endorsed for a period of up to five years, depending on the nature of the program. If re-endorsement is sought, an application form must be submitted before 30 June in the final year of endorsement.

Criteria for endorsement of community organisation and personal development programs

Community organisation and personal development programs must meet the following criteria to be considered for endorsement by the Council.

- Programs must involve a coherent series of lessons or activities that result in the achievement of specified learning outcomes.
- A program may complement, but not duplicate, a course.
- Programs must be appropriate and accessible to young people and consistent with the values described in the Curriculum Framework.
- Programs should contribute to the ongoing development and achievement of the overarching learning outcomes of the Curriculum Framework.
- Learning outcomes for programs must indicate what participants should be able to do, know and understand at the completion of the program.
- Programs must specify the essential content.
- Programs must adhere to the learning and teaching principles and practices indicated in the Curriculum Framework.
- Assessment must adhere to the principles identified in the Curriculum Framework: fair, educative, comprehensive, explicit and valid.
- Participants must be provided with opportunities to present evidence of achievement of the outcomes.
- Program delivery must comply with relevant occupational safety and health and duty of care policies.
- The period of endorsement and unit equivalence will be determined by an endorsed programs panel according to the nature, scope and estimated learning time of each program.

Application form

The application form outlines the criteria for endorsement and requires detailed information about the provider and the program. It includes a template which helps identify the overarching learning outcomes and values implicit in the program. Applicants are encouraged to seek the support of the Council secretariat to complete the application. The application form can be downloaded from the Council's website http://newwace.curriculum.wa.edu.au/docs/169633_2.DOC.

Submitting an application

Completed applications should be submitted to the Curriculum Council endorsed programs panel with any supporting documentation such as a program outline, assessment plan, training manual or annual report. Emailed applications are preferred, but applications sent by post or fax are accepted. Contact details are listed on the application form.

Curriculum Council endorsed programs panel

The endorsed programs panel meets once per term to consider whether the applications meet the criteria for endorsement. If so, they determine the unit equivalence and length of endorsement for each program. The panel may request clarification or additional information. The endorsed programs panel presents the recommendations to the Curriculum Council, through the Senior Secondary Education Committee, where they are officially endorsed.

The endorsement process takes at least three months from submission of the final application to endorsement. Deadlines for submission of applications are advertised on the Council website and in Council publications. Programs endorsed in first semester are available for delivery in that year. Programs endorsed in second semester are available for delivery in the following year.

Unit equivalence

Unit equivalence is determined by the endorsed programs panel after consideration of the nature and scope of the program. Applicants are required to provide information about the complexity of the program and the time required for classroom instruction, training sessions, class tutorials, lectures, online learning, private study, revision, practice in applying and refining knowledge and skills, planning, counselling, mentoring and assessment. A judgment is then made about the equivalence of the endorsed program in relation to one unit from a council accredited course.

General information for WACE providers

Under legislation to raise the school leaving age, the school is the main WACE provider in the year a student turns 17 years of age. Schools may work in partnership with other providers to deliver courses, programs or vocational education and training, but retain the responsibility for managing programs, reporting achievement to the Curriculum Council and maintaining a record of learning for all students.

Students must have a Curriculum Council student number to be awarded credit for endorsed programs. The number allocated to students when they enter secondary school is retained until the end of their senior secondary schooling.

Data collection timelines

Schools are required to enrol registered students in endorsed programs early in second semester and submit results at the end of each year. Specific deadlines are outlined on the Curriculum Council WACE activities schedule. The schedule is available on the Council's website at http://newwace.curriculum.wa.edu.au/docs/186641_3.pdf.

All programs endorsed by the Council, along with information about program codes and result descriptors, are available from the endorsed programs 'bank' on the Council website at www.curriculum.wa.edu.au/Senior_Secondary/Endorsed_Programs/.

Duty of care

Schools and teachers have a duty to take reasonable care for the health and safety of their students. The duty automatically arises out of the teacher/student relationship and remains the same whether students are on school premises or outside the school by reason of being engaged in extra-curricular activities or 'endorsed' programs. Schools must follow the appropriate sector/systems policies and procedures that deal with duty of care, legal liability and insurance issues.

When endorsing programs, the Council undertakes an extensive assessment and analysis process to ensure all reasonable care is said to be taken by the program provider to avoid harm being suffered by students undertaking the endorsed program. Programs will be endorsed on the condition that all personnel delivering the program have a current *Working with Children Check* if they are not a WA College of Teaching (WACOT) registered teacher. (For comprehensive information on the *Working with Children Check*, go to www.checkwwc.wa.edu.au).

Credit towards the WACE

Endorsed programs can contribute up to 50% of the WACE unit completion requirement.

Table 2: Summary of how endorsed programs provide credit towards the WACE

Unit equivalence	
WORKPLACE LEARNING	<p>Workplace learning: on-the-job training</p> <p>55 hours is equivalent to one unit. Partial credit will not be allocated for less than 55 hours.</p> <p>Students can be awarded credit for more than one unit of this mode of workplace learning.</p>
	<p>Workplace learning: employability skills</p> <p>110 hours is equivalent to two units. Completion of the hours may be undertaken in one semester or can be spread across one or more years.</p> <p>Students can be awarded credit for more than one two-unit block of this mode of workplace learning; however, partial credit will not be allocated for less than 110 hrs.</p>
VET STAND ALONE	<p>Evidence of competency must be provided before unit equivalence is determined. Students will be granted unit equivalence for units of competency recorded on a statement of attainment or qualification provided by the registered training organisation. VET stand alone will be allocated unit equivalence according to the number of nominal hours (see table 11 on page 49)</p>
UNIVERSITY	<p>A pass in a standard semester university unit will be deemed equivalent to one unit. Unit equivalence will not be awarded for partial completion of a unit.</p>
COMMUNITY ORGANISATION	<p>Unit equivalence is determined by the endorsed programs panel after consideration of the program's nature and scope. Applicants will be required to provide information about the program's complexity and the time required for classroom instruction, training sessions, class tutorials, lectures, online learning, private study, revision, practice in applying and refining knowledge and skills, planning, counselling, mentoring and assessment.</p> <p>Programs will be allocated unit equivalence using points; 1 unit = 5 points. This will enable programs of less than 1 unit to be recognised. Points can be accumulated across community and personal programs.</p>
PERSONAL DEVELOPMENT	<p>The endorsed programs panel determines unit equivalence after consideration of the nature and scope of the program. Applicants will be required to provide information regarding the complexity of the program and the time required for classroom instruction, training sessions, class tutorials, lectures, online learning, private study, revision, practice in applying and refining knowledge and skills, planning, counselling, mentoring and assessment.</p> <p>Programs will be allocated unit equivalence using points; 1 unit = 5 points. This will enable programs of less than 1 unit to be recognised. Points can be accumulated across community and personal programs.</p>