

Curriculum, assessment, reporting and certification policy: early childhood to year 12

Department of Education
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Contact details	Early Years and Education Services, Quality Teaching and Learning gtl.doe@nt.gov.au
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Acronyms	Full form
3a	Abecedarian Approach Australia (3a)
ABLES	Abilities Based Learning and Education Support
ACARA	Australian Curriculum, Assessment and Reporting Authority
AQF	Australian Qualifications Framework
ASQ-TRAK	Ages and Stages Questionnaire – Talking about Raising Aboriginal Kids
ATAR	Australian Tertiary Admission Rank
EAL/D	English as an Additional Language or Dialect
EAP	Educational Adjustment Plan
EYLF	Early Years Learning Framework
FaFT	Families as First Teachers
FELA NT	Foundations of Early Literacy Assessment
ILC	Indigenous Languages and Culture
KS:CPC	Keeping Safe: Child Protection Curriculum
NQS	National Quality Standard
NT	Northern Territory
NT SEL	Northern Territory Social and Emotional Learning
NTBOS	Northern Territory Board of Studies
NTCET	Northern Territory Certificate of Education and Training
OSHC	Outside school hours care
PAT	Progressive Achievement Tests
PLP	Personal Learning Plan

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RTO	Registered training organisation
SACE	South Australian Certificate of Education
SAE	Standard Australian English
TRM	Territory Records Manager
USI	Unique Student Identifier
VET	Vocational education and training
VETDSS	VET Delivered to Secondary Students

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Approval for this policy is for one year with a review scheduled for the end of 2022. This is due to the Department of Education's structural realignment project, the release of Version 9.0 of the Australian Curriculum by the Australian Curriculum, Assessment and Reporting Authority and educational practices occurring during 2022.

1. Policy

The Department of Education (the department) is committed to improving education outcomes for every child in the Northern Territory (NT) by optimising curriculum provision, using best practice assessment principles and ensuring integrity in all reporting and certification obligations.

The Northern Territory Board of Studies (NTBOS) [Curriculum, assessment, reporting and certification policy: early childhood to year 12](#) identifies jurisdictional and national requirement schools, including early childhood education and care programs, must meet in planning and implementing their curriculum, assessment, reporting and certification practices.

The department's Curriculum, assessment, reporting and certification policy: early childhood to year 12 provides the requirements educators and department staff must meet to deliver quality teaching and learning programs through an education and care system that promotes excellence and equity.

1.1. Know the curriculum and how to teach it

Educators, as professional practitioners, must engage in the continuous improvement of their knowledge of the curriculum and their skills in how to:

- develop, sequence and align learning and assessment plans and programs
- teach and assess relevant curriculum content
- provide feedback on student learning
- report to parents.

Effective educators recognise and respect the diversity of children and learners, their backgrounds and the communities in which they live, and support their access, inclusion and participation in quality education and care. They prioritise a locally relevant contextualised application of the prescribed curriculum that is accessible to all students, and value and build on students existing knowledge and background.

Highly skilled educators support and foster the growth of their peer's knowledge and skills, building the schools collective curriculum, assessment, reporting and certification expertise for a positive impact on learning outcomes.

2. Business need

This policy and associated procedures, guidelines and supporting resources provide direction on what must be taught and how it must be assessed, reported and certified in all learning stages from early childhood to year 12.

The policy enables NT Government schools to understand, implement and use the NTBOS and legislated curriculum, assessment, reporting and certification requirements, appropriate to each main learning stage from birth to year 12.

The policy will ensure educators have adequate understanding of prescribed curriculum, assessment, reporting and certification requirements.

Use of NTBOS and department curriculum, assessment, reporting and certification requirements is mandatory, however, school governance arrangements provide schools with the flexibility and autonomy to make decisions about the delivery of education experiences and support resources to target how learners learn, engage, grow and achieve outcomes.

3. Scope

This policy applies to everyone involved in the education and care of children and learners in NT Government schools from birth to year 12, including independent public schools.

Provision of Outside school hour care (OSHC) services is out of scope of this policy. School representative bodies and private contractors provide OSHC services on some school sites. Services use the [My Time, Our Place – Framework for School Age Care in Australia](#) to develop opportunities for school aged children to participate in leisure and play-based activities which extend and enrich their wellbeing and development. This supports the department's commitment to support all children's access, inclusion and participation in quality education and care.

4. Definitions

A-E descriptors or an equivalent 5-point scale – is used by educators to determine a learner's achievement using A, B, C, D or E or an equivalent 5-point scale against national standards.

Abilities Based Learning and Education Support (ABLES) – is a curriculum assessment and reporting suite for learners with disability. ABLES enables learners to be assessed on the basis of their abilities, not their disability, and provides teachers with explicit guidance material and resources to assist them to effectively plan for and teach learners based on their individual learning needs.

ABLES Assessment Tool – is an observation survey conducted by the teacher who identifies a learner's readiness to learn along a particular development learning pathway. The assessment tool provides 3 reports: Learning Readiness Report; Student Profile Report; and Class Report.

Accredited training, also known as Nationally Recognised Training – is training that leads to a formal qualification and aligns with an [Australian Qualifications Framework](#) (AQF) level such as a certificate, diploma or advanced diploma.

Assessment – is the process of gathering and interpreting information from a range of evidence to make judgements about learners' knowledge, skills and understandings. Assessment evidence aligned to appropriate standards provides the basis for learner feedback, reporting and the design of further learning.

Australian Curriculum – is a developmental sequence of learning from Foundation to year 12 and describes for educators, parents, learners and others in the wider community what is to be taught and the standard of learning expected of young people as they progress through school. More information about the Australian Curriculum is available on [Australian Curriculum, Assessment and Reporting Authority \(ACARA\) website](#).

- The 3-dimensional design of the Australian Curriculum recognises the importance of disciplinary knowledge, skills and understanding alongside general capabilities and cross-curriculum priorities.
- Disciplinary knowledge, skills and understanding are described in the 8 learning areas of the Australian Curriculum: English, Mathematics, Science, Health and Physical Education, Humanities and Social Sciences, The Arts, Technologies and Languages.

- In each learning area or subject, content descriptions specify what young people will learn and achievement standards describe the depth of understanding and the sophistication of knowledge and skill expected of learners at the end of each year level or band of years.

Australian Aboriginal language – may include a traditional language, creoles/Kriol and related varieties, or Aboriginal English.

Curriculum – is the teaching and learning program planned and delivered to children and learners and referenced to the required framework. When developing teaching and learning programs, local priorities are to be taken into account to ensure learner progress.

- Describes the core knowledge, understanding, skills and capabilities children and learners can expect to develop as they progress through education.
- Acknowledges the diversity of starting points that learners bring to their learning and is informed by interactions with learners.
- Encompasses all the interactions, experiences, activities, routines and events, planned and unplanned, that occur in an environment designed to encourage children's and learners' learning and development.

Educator – is everyone in schools and early childhood education and care programs involved in the education of children and young people, including teachers, trainers, assistant teachers and home language officers.

Early childhood education and care programs – apply to programs delivered by NT Government schools.

Early Years Learning Framework (EYLF) – outlines expectations about 5 learning outcomes for all children's learning from birth through to transition. The [EYLF](#) involves interactive decision making by children, parents and families, educators and the broader community with the aim of fostering children's learning. Curriculum decision making is guided by a combination of principles, practices and outcomes to promote children's learning.

Educational Adjustment Plan (EAP) – is a plan co-developed by the educator, learner and family for learners with a disability or with additional needs. The EAP documents strategies, adjustments, interventions and other supports that will be provided to address the learner's complex needs and those identified in ABLES.

English as an Additional Language or Dialect (EAL/D) – refers to learners whose first language is a language or dialect other than English and who require additional support to develop proficiency in SAE.

Keeping Safe: Child Protection Curriculum (KS:CPC) – is a South Australian Government curriculum relating to respectful relationships and child safety for children and learners from age 3 to year 12. The [KS:CPC](#) provides age and developmentally appropriate strategies to help children and learners keep themselves safe.

Non-accredited training – is training that does not lead to a formal qualification and does not result in a certificate, diploma or advanced diploma.

Northern Territory Certificate of Education and Training (NTCET) – is the qualification that NT learners aim to achieve upon completing their senior secondary education.

NT EAL/D Learning Progressions – the Australian Curriculum describes 4 broad phases of English language learning: Beginning, Emerging, Developing and Consolidating. These are referred to as the EAL/D Phases. The NT EAL/D Learning Progressions includes finer EAL/D levels within each of the EAL/D Phases.

Indigenous Languages and Cultures (ILC) – is a program offered by schools in an Australian Aboriginal language.

The NT Preschool Curriculum – provides supplementary guidance to the 5 learning outcomes, principles and practices of the EYLF and supports the teaching of language, literacy and numeracy through play-based learning.

Northern Territory Social and Emotional Learning ([NT SEL](#)) – refers to the combined use of 2 resources to support the social and emotional learning of learners through the stages of schooling:

- Resilience, Rights and Respectful Relationships learning materials produced by the Victorian Department of Education and Training. This is the core teaching resource.
- NT SEL Supplementary Resources are contextualised support resources that are used in conjunction with the Resilience, Rights and Respectful Relationships learning materials.

Parent – means a child’s father, mother or any other person who has parental responsibility for that child, including a person who is regarded as a parent of the child under Aboriginal or Torres Strait Islander customary law or tradition. The definition of a parent does not include a person standing in place of the parent on a temporary basis.

Pedagogy – is the methods educators use to teach educational experiences that support learners to engage, grow and achieve.

Performance standards – define the 5 levels of achievement from A to E. Each level of achievement describes knowledge, skills and understandings needed to demonstrate that level of learning.

Reporting – is communicating learners’ progress and achievement, areas of strength and areas for improvement to parents.

Vocational education and training (VET) – is competency based training that enables students to acquire workplace skills through nationally recognised training as part of an industry developed training package or accredited course. VET qualifications are recognised nationally and are delivered, assessed and certified by registered training organisations (RTO).

5. Roles and responsibilities

5.1. Early Years and Education Services

Early Years and Education Services division is responsible for:

- delivering regulatory and curriculum, pedagogy, assessment and reporting support, advice and coaching to education and care settings to maximise the educational outcomes of learners
- ensuring educators have adequate understanding of prescribed curriculum, assessment, reporting and certification requirements
- working with a range of key stakeholders to achieve the best possible educational outcomes and pathways for learners in the NT
- establishing sufficient policy, procedures, guidelines and resources to enable NT Government schools to implement and use NTBOS and legislated curriculum, assessment, reporting and certification requirements, appropriate to each main learning stage
- cooperating and consulting with NTBOS on matters of curriculum, assessment, reporting and certification

- ensuring the implementation of all educational program and practice requirements of the National Quality Framework (NQS), including the Education and Care Services National Law (the National Law), the Education and Care Services National Regulations (the National Regulations), the NQS and Approved Learning Framework.

5.2. School Improvement and Leadership

The School Improvement and Leadership team is responsible for:

- working with the Early Years and Education Services division and with school principals to ensure this policy is effectively implemented
- ensuring compliance with this policy forms part of the school improvement conversations with principals.

5.3. Principals and school leaders

Principals and school leaders are responsible for:

- developing and implementing plans and processes to meet the requirements of this policy and associated information and resources at their school
- ensuring practices are guided by the [Australian Professional Standard for Principals](#) and ensuring educator practice is guided by the [Australian Professional Standards for Teachers](#) and the [Assistant Teachers Professional Standards](#)
- developing the capability of educators to plan, implement and evaluate quality teaching and learning programs that maximise every learner's wellbeing, engagement, intellectual challenge, progress and achievement
- creating and maintaining learning environments that are safe, inclusive and positive
- complying with responsibilities outlined in the [NT Government Information Sharing Principles](#)
- complying with the department's prescribed record keeping requirements
- complying with all educational program and practice requirements prescribed in the National Law and National Regulations in regard to providing quality early childhood programming, practice and documentation.

5.4. Educators

Educators including teachers and assistant teachers are responsible for:

- complying with the obligations outlined in this policy and associated information and resources
- ensuring their practices are guided by the Australian Professional Standards for Teachers and the Assistant Teachers Professional Standards
- having an awareness and understanding of the diverse circumstances, cultural differences and special learning needs of every learner
- using the curriculum to design differentiated and challenging learning programs that engage, challenge and improve the achievement of every learner
- assessing learning to inform the design of teaching and learning programs to monitor learners' progress and provide timely feedback to learners about their achievements

- working collaboratively with other educators, learners, families and communities
- creating and maintaining learning environments that are safe, inclusive and positive
- engaging in ongoing professional learning to build capability to plan, implement and evaluate quality teaching and learning programs that maximise every learner's wellbeing, engagement, intellectual challenge, progress and achievement
- complying with responsibilities outlined in the NT Government Information Sharing Principles
- complying with the department's prescribed record keeping requirements
- complying with all educational program and practice requirements prescribed in the National Law and National Regulations in regard to providing quality early childhood programming and practice and ensuring each child's progress is documented against the outcomes of the EYLF.

6. Requirements – Early childhood education and care

6.1. Curriculum

Educators working in a regulated early childhood education and care program must plan, teach, assess and document children's progress against the developmental outcomes of the EYLF and in accordance with the NQS.

The NT Preschool Curriculum provides preschool educators supplementary guidance and information to guide teaching practices.

Educators delivering Families as First Teachers (FaFT) programs including Stay Play Learn are required to use 3a evidence-based teaching strategies to guide and inform their program. 3a is aligned to the principles and practices of the EYLF and the NQS through its emphasis on the importance of relationships, responsiveness, extending children through individualised, intentional and planned teaching and promoting learning through play.

Regulation 75 of the National Regulations requires all programs in scope of the National Law, including preschools, to display information about the content and operation of the educational program. Educators must also ensure this information is accessible to families of children attending the program, including information about children's participation in the program.

6.2. Assessment

Assessment practices in regulated early childhood education and care programs, including preschools, are informed by the principles, practices and outcomes of the EYLF. The NT Preschool Curriculum provides educators with supplementary guidance to the EYLF and may assist with monitoring children's literacy and numeracy development.

Under Regulation 74 (1) of the National Regulations, it is a requirement that educators employed in a regulated program must document assessments of each child's developmental needs, interests, experiences, participation and progress against the outcomes of the educational program.

In remote and very remote FaFT programs including Stay Play Learn, ASQ-TRAK developmental screening is used as an early intervention tool to support parents with their children's development. Screening occurs at 2 months, 6 months, 12 months, 18 months, 24 months, 36 months and 48 months of age.

ASQ-TRAK is based on 7 questionnaires from the Ages and Stages Questionnaires[®], 3rd edition – the ASQ-3[™] and was adapted to create a more culturally appropriate version of the tool for Aboriginal children.

6.3. Reporting

Regulated early childhood education and care programs, including preschools must:

- display information about the program in a place that is accessible to parents
- make available a copy of the educational program upon request by an authorised officer of the department
- upon request, provide parents with a copy of the educational program as it relates to their children, information about their children’s participation and any documents related to the assessment and evaluation of their children.

Educators in department led FaFT and preschool programs are required to complete an early childhood transitioning statement for each child at the completion of the learning year to transfer knowledge about each child.

7. Requirements – transition to year 10

7.1. Curriculum

Educators in the preschool and transition years will reflect the intent of the EYLF in planning and programming. Transition teachers will use the EYLF in conjunction with the Australian Curriculum and will use a range and balance of effective, age appropriate educational experiences to cater for learners.

Educators working in primary and secondary education settings must use all 3 dimensions of the Australian Curriculum; the learning areas, general capabilities and cross-curriculum priorities, for planning and teaching. Learners must be given the opportunity to engage with and achieve in all 8 learning areas of the Australian Curriculum at relevant year levels.

School leaders must provide adequate curriculum instruction time to meet the twice-yearly reporting requirements for each learning area of the Australian Curriculum.

Educators must document their selection and sequencing of learning experiences and assessment tasks in a Learning and Assessment Plan. These records reflect the requirements of the curriculum and the diversity of learners’ learning needs in their classes.

Social and emotional learning and respectful relationships is part of the curriculum through the stages of schooling from transition to year 12. KS:CPC and NT SEL resources are available to support delivery to children and learners from age 3 to year 12.

The NTBOS year 10 subject outlines provide resources on teaching the mandated year 10 Australian Curriculum, and on transitioning learners to the NTCET assessment requirements in preparation for years 11 to 12.

In addition to the Australian Curriculum, schools can begin teaching NTCET subjects in year 10, in particular the NTCET Stage 1 Personal Learning Plan.

Religious instruction is not part of the mandatory curriculum for NT Government schools. Parents may request, in writing, the Chief Executive permit religious instruction be given to their children.

7.2. Assessment

Educators must assess and report on learners' progress and achievement using a range and balance of evidence collected against the Australian Curriculum achievement standards.

Educators must use collaborative practices throughout the Quality Assurance Cycle to ensure appropriate differentiated assessment methods and integrity and validity of judgements about learners' achievement.

Educators will administer prescribed national assessments within the National Assessment Program and provide relevant reports to parents of participating learners.

Educators will administer FELA NT tests annually for all transition learners. Educators can also use FELA NT for those learners unable to access PAT Reading Test 1.

Educators will administer PAT Reading and Mathematics annually for all learners in years 1 to 10.

Educators will assess and monitor the SAE proficiency of all EAL/D learners from transition to year 12 using the NT EAL/D Learning Progressions.

7.3. Reporting

Schools must provide a written report to parents for each learner. The report must be:

- readily understandable to parents for each learner at the school
- provided at least twice a year
- an accurate and objective assessment of the learner's progress and achievement, including an assessment of the learner's achievement:
 - against the Australian Curriculum Achievement Standards
 - relative to the performance of the learner's peer group
 - reported as A, B, C, D or E, or on an equivalent 5-point scale for each subject studied, clearly defined against specific learning standards.

There is no requirement for schools to assign A–E grades or word equivalents for reporting on learners in the transition year or for learners that have an EAP, if agreed to by parents.

Additionally, schools are required to report to parents of EAL/D learners twice a year using the ACARA EAL/D phases.

Schools delivering the ILC program using the NTILC curriculum must report to parents using A-E grades through the ILC reporting area built into the Student Achievement Information System and ensure the program pathway and language are included.

Educators must complete detailed transitioning statements and information for each learner to transfer knowledge about the learner to the next educator.

8. Requirements – years 11 and 12

8.1. Curriculum

The NTCET is a nationally and internationally recognised senior secondary qualification that prepares learners for employment and further education and training. Learners studying towards the NTCET study

South Australian Certificate of Education (SACE) subjects and other learning that is recognised by the SACE Board of South Australia. Educators must adhere to SACE policies, procedures and guidelines relating to subjects and courses.

Sufficient teaching and learning time must be allocated in all subjects so that learners can successfully meet the requirements of the NTCET. This includes a minimum of 60 hours for teaching and learning for semester length subjects and 120 hours for year-long subjects.

Educators must document their selection and sequencing of learning experiences and assessment tasks in a Learning and Assessment Plan for each subject being offered at senior secondary schools. These records reflect the requirements of the curriculum and the diversity of learners' learning needs in their classes.

Educators must design and teach modified subjects that cater for the learning needs of individual learners with significant impairment in intellectual functioning and or adaptive behaviours associated with their disability.

Social and emotional learning and respectful relationships is part of the curriculum through the stages of schooling from transition to year 12. KS:CPC and NT SEL resources are available to support delivery to children and learners from age 3 to year 12.

Religious instruction is not part of the mandatory curriculum for NT Government schools. Parents may request, in writing, the Chief Executive permit religious instruction be given to their children.

8.2. Assessment

Educators must assess learners' progress using the requirements of the subject specific SACE Subject Outline.

The Quality Assurance Cycle is an integral part of maintaining the integrity and validity of NTCET assessments and certification. The Stage 1 Personal Learning Plan, English and Mathematics subjects are systemically moderated by the department. All Stage 2 subjects are moderated by the SACE Board. Stage 1 and 2 modified subjects are reviewed by the department.

Educators will assess and monitor on the SAE proficiency of all EAL/D learners from transition to year 12 using the NT EAL/D Learning Progressions.

8.3. Reporting

Educators must report on learners' progress and achievement using a range and balance of evidence collected against the NTCET subject specific performance standards or approved curriculum.

In Stage 1 subjects, learners must be graded A-E and in Stage 2 subjects, learners must be graded from A+ to E-. Senior secondary schools must follow SACE policies, procedures and guidelines relating to assessment and moderation.

Learners undertaking NTCET modified subjects are graded as completed or not completed with evidence against personal learning goals and capabilities.

Progress and achievement of senior secondary learners must be reported in writing to learners and their parents a minimum of twice per year. A Record of Achievement is available to learners via Students Online. Learners who have successfully completed all requirements of the NTCET will be provided with the certificate and a hard copy of their Record of Achievement. Learners also receive a Tertiary Entrance Statement if appropriate.

Additionally, schools are required to report to parents of EAL/D learners twice a year using ACARA EAL/D phases.

Educators must complete detailed transitioning statements and information for each learner to transfer knowledge about the learner to the next educator.

8.4. Certification

Completion of the NTCET represents a pattern of study usually undertaken in 2 stages, Stage 1 – usually year 11 and Stage 2 – usually year 12.

Learners must complete 200 credits of study to obtain their NTCET. Subjects may be 10 credits – equivalent to one semester of study, or 20 credits – equivalent to 2 semesters of study.

There are a number of compulsory elements required to satisfactorily complete the NTCET. Learners must achieve an A, B or C grade in all of these. The compulsory elements are:

- Personal Learning Plan (PLP) – 10 credits, usually undertaken in year 10
- Literacy – 20 credits
- Numeracy – 10 credits
- Stage 2 subjects – 60 credits.

Learners must also achieve an A, B or C grade in at least 140 credits.

VET can contribute to the NTCET at Stage 1 and Stage 2 but does not contribute to the PLP, Literacy or Numeracy compulsory elements.

Formal and informal learning undertaken outside of school can also be recognised, such as the Duke of Ed – Northern Territory, and Australian Music Examination Board music examinations.

Senior secondary schools must follow SACE policies, procedures and guidelines relating to certification.

The Northern Territory Board of Studies awards the NTCET to learners who successfully complete the requirements of the certificate.

9. Requirements – Vocational education and training

9.1. Curriculum

Australian secondary school age learners, year 9 to year 12 can undertake a VET program at school. VETDSS enables learners to acquire workplace skills and knowledge through nationally recognised training while still at school.

Participation in VETDSS gives learners an opportunity to gain nationally recognised VET qualifications. The qualifications may provide credits towards their NTCET.

Learners can also begin part-time school-based apprenticeships and traineeships while in secondary school.

VETDSS must be delivered by RTOs who are registered with the Australian Skills Quality Authority and are compliant with the National Standards for Registered Training Organisations 2015.

Table 1 below describes secondary school age requirements for VET against AQF levels. Learners outside the minimum age requirements will need to seek permission from the principal and the department's Director for Training and Careers and each circumstance will be assessed individually. Learners in year 11 enrolling in a Certificate III must obtain formal permission from the principal and the Director for Training and Careers.

Table 1: Secondary school age requirements for VET

Year Level	AQF Level I	AQF Level II	AQF Level III	Minimum Age
Year 9	Certificate I	Not eligible	Not eligible	14
Year 10	Certificate I	Certificate II	Not eligible	15
Year 11	Certificate I	Certificate II	Certificate III	16
Year 12	Certificate I	Certificate II	Certificate III	17

9.2. Assessment

Learners are assessed as competent or not yet competent against the nationally agreed standards required to perform effectively in the workplace and are awarded a full or partial VET qualification issued by an RTO. Only units of competency that receive a result of competent can contribute to the NTCET.

9.3. Reporting

RTOs are required to provide learners with:

- a Certificate of Completion within 30 days of a learner being assessed as competent in the qualification in which they are enrolled, along with a Record of Results or Transcript
- or
- a statement of attainment to certify the completion of one or more units of competency from a VET qualification or the completion of an accredited short course.

Learners are not eligible to receive a certificate of completion or statement of attainment unless a USI number is provided to RTOs, or an exemption has been granted. The USI will give learners access to an online record of their nationally recognised training in the form of a USI Transcript.

Schools are responsible for uploading VET results into Schools Online to ensure contribution to the NTCET.

9.4. Certification

Up to 160 of the 200 credits of the NTCET can be gained using VET through recognition arrangements. Learners can use completed or partially completed qualifications that are listed on the [Australian Government myskills website](#).

NTCET credits are granted in the following way: for every 70 nominal hours of successfully completed units of competency towards a qualification, 10 credits are granted. Similarly, for every 35 hours, 5 credits are granted.

Learners can use a maximum of 2 qualifications at Certificate I level to gain credits towards the completion of the NTCET. There is no limit to the number of qualifications at Certificate II level or higher that learners can use to gain credits towards the completion of the NTCET.

The minimum and maximum NTCET stage level and credit value for each qualification is checked using the SACE Board's online VET Recognition Register.

Certificate III or higher qualifications may contribute to an ATAR as Recognised Studies. For completed VET qualifications to count as Recognised Studies, they must be:

- Certificate III level or higher in the AQF
- recognised in the SACE at Stage 2 for at least 10 credits.

A maximum of 20 credits of Recognised Studies can count in the calculation of an ATAR. Recognised Studies include VET that is equivalent to Stage 2 level and above.

10. Related references and legislation

10.1. Department of Education

Assistant Teachers Professional Standards

NT Social and Emotional Learning

10.2. References

Australian Curriculum

Australian Government myskills

Australian Professional Standard for Principals

Australian Professional Standards for Teachers

Australian Qualifications Framework

Belonging, Being and Becoming: The Early Years Learning Framework

Keeping Safe: Child Protection Curriculum

My Time, Our Place – Framework for School Age Care in Australia

Northern Territory Board of Studies: Curriculum, assessment, reporting and certification policy: early childhood to year 12

Northern Territory Government Information Sharing Principles