



# A guide for educators new to the Victorian Certificate of Applied Learning

Revised for 2019

Please note:

This is a 'living document' and will be updated on a regular base to reflect the latest VCAA documents and developments in VCAL.

(We therefore recommend you do not print this document.)

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VALA gratefully acknowledges the support of the Victorian Curriculum and Assessment Authority in the development of this resource. All material from the VCAA site linked and quoted in this publication is used with the permission of VCAA.

The VCAA is the official source of advice for all information regarding operational aspects of the VCAL.

For further information, please refer to:

The current Victorian Curriculum and Assessment Authority "VCE and VCAL Administrative Handbook,

<https://www.vcaa.vic.edu.au/Pages/schooladmin/handbook/handbook.aspx>

The VCAL page on the VCAA website <http://www.vcaa.vic.edu.au/Pages/vcal/index.aspx>

the monthly VCAA bulletin.

<http://www.vcaa.vic.edu.au/Pages/correspondence/bulletins/2018/bulletin2018.aspx>

and the Notices to Schools

<http://www.vcaa.vic.edu.au/Pages/correspondence/notices/2018/notices2018.aspx>

If you require additional assistance, please contact the VCAL Unit at the VCAA on (03) 9032 1725.

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## Disclaimer

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## Introduction

### About this guide

This resource has been developed as a short handy guide for educators who are new to the exciting challenge of being a teacher of the Victorian Certificate of Applied Learning (VCAL). It is not intended as a fully comprehensive guide to every aspect of VCAL, but as a reference point with signposts to where to find more information on relevant topics.

Naturally, as VCAL is not a static program and delivery is constantly being reviewed, there may be some information that is not relevant to your situation, but we hope VCAL First offers a thorough and valuable reference to a program that represents a huge growth area in schools, TAFE's and providers of Flexible Learning programs

This guide is divided into sections with information on 'What', 'Who', 'Why', 'How' and 'What about VET' and aims to answer the many questions new practitioners have in these main areas. Within each section there are suggested activities to help you identify how each of these aspects may be addressed in your education setting.

### VALA

This resource has been developed as part of the ongoing work of the Victorian Applied Learning Association (VALA).

VALA works to support and advocate on behalf of applied learning educators in Victoria and encourages all VCAL educators to become members, either through their organisation or individually. For more information go to:

[www.vala.asn.au](http://www.vala.asn.au)

# INTRODUCTION

## VCAL: You are here

As an educator new to VCAL you may be wondering what it's all about. The Victorian Certificate of Applied Learning can be full of surprises for educators who have not taught it before, but be reassured that these are all positive. VCAL offers educators the chance to be flexible, creative and inventive and enables them to look outside the school grounds for inspiration and program possibilities.

Forging alliances with community groups and councils, industry and business, and liaising with employment networks and workplace learning coordinators are just a few of the new opportunities that may come your way. You will also be able to establish and build strong working relationships with your students based on adult learning principles.



Other benefits of the program are the ways VCAL lends itself to innovative projects that connect with the interests and focus of young people, and the chance for you to develop new teaching skills in relation to these.



This short video is intended as an introduction to VCAL for students, parents and new educators. Produced by VALA for the VCAA, it features interviews with award winning VCAL educators, a parent and an employer. [Click here](#) to view it now.



# SECTION 1 WHAT?

This section introduces the structure, curriculum and framework of the VCAL program. It gives you a broad overview and places to find out more information. The go to place for all definitive answers is always the official Victorian Curriculum and Assessment Authority (VCAA) website. [www.vcaa.vic.edu.au/vcal](http://www.vcaa.vic.edu.au/vcal)

## What you already know

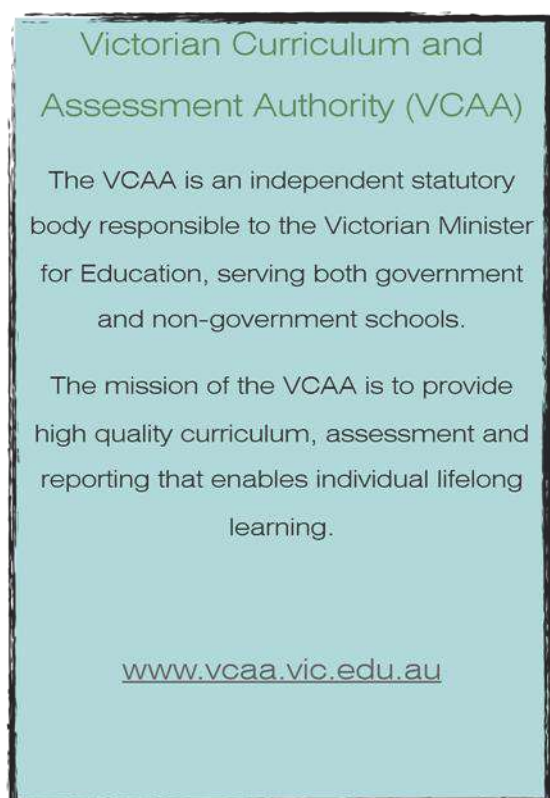
Here's a quick quiz to do for fun to see if you already know some interesting facts about VCAL. The answers are on the next page.

1. When was the Victorian Certificate of Applied Learning (VCAL) first introduced as a pilot program??
2. How many students (in round numbers) were enrolled in 2017?
3. Applied learning pedagogy is usually expressed as a number of principles - how many are there?
4. In 2017 there were 400 VCAL providers offering courses. True or False?
5. VCAL is a recognised Senior School Certificate, just like the VCE is. True or False?
6. Victoria is the only state in Australia that offers the VCAL. True or False?
7. VCAL has how many compulsory strands?
8. What is the minimum number of VCAL units a student needs to complete in a VCAL certificate?
9. Which VCAL unit will meet the Literacy Skills strand requirement?
10. Numeracy unit 2 meets the requirement to meet the Numeracy Skills Strand. True or False?

# SECTION 1 WHAT?

## Definition

The Victorian Certificate of Applied Learning (VCAL) is a hands-on option for students in Years 11 and 12. The VCAL gives you practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work. Like the Victorian Certificate of Education (VCE), VCAL is an accredited secondary certificate.. VCAL is administered by the Victorian Curriculum and Assessment Authority (VCAA).



Quiz answers	
1	2002
2	24000
3	8
4	460
5	True
6	True
7	4
8	2
9	Reading and Writing
10	False

## Victorian Registration and Qualifications Authority (VRQA)

The Victorian Registration and Qualifications Authority (VRQA) is the statutory authority responsible for ensuring that employers of apprentices and trainees and providers of education and training (including course and qualification owners) meet quality standards, and that information is readily available to support informed choice in education and training.

[www.vrqa.vic.gov.au](http://www.vrqa.vic.gov.au)

This guide can only present brief summaries of vital information for you as a teacher of VCAL, so for full advice always check the official publications available from the VCAA. Your school or organisation will have copies of these, but updated versions are also available as downloads online from the VCAA site. For



# SECTION 1 WHAT?

example, to read a brief three page overview of the background and structure of the VCAL course, including entry pre-requisites and nominal duration times published by VCAA, go to: <http://www.vcaa.vic.edu.au/Documents/vcal/VCALinfointro.pdf>

## Curriculum Planning Guide

VCAL programs focus on the hands-on application of knowledge and skills and the program is divided into strands and levels. Each strand has a key focus, but, unlike other curriculum documents, it includes little prescribed content. Rather, it provides a series of statements of the outcomes of the learning. These state the level of skill required to demonstrate achievement in that area. The content can be developed to suit the needs and interests of the particular group of students or young learners who make up the VCAL class, and can accommodate differences between communities and available resources.

## Structure

VCAL is offered at three levels and there are four strands offered at each of these three levels.

## Levels

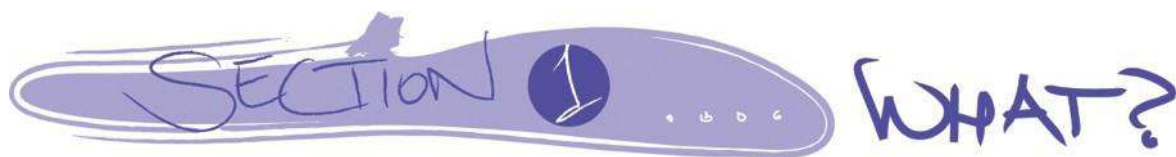
There are three levels of VCAL. They are:

- \* Foundation
- \* Intermediate
- \* Senior

The three qualification levels cater for a range of students with different abilities and interests. They also provide a progression of skills, knowledge and attributes. Unlike other secondary school levels, these are not determined by age, or by pre-requisites. There are no pre-requisites for entry into a VCAL course. A student may complete an Intermediate level at Year 11 and progress to Senior VCAL in Year 12.

However, some Year 12 students may complete a Foundation VCAL if this is more appropriate for them. See the Unit Assessment Planning Guide for more details.

<http://www.vcaa.vic.edu.au/Documents/vcal/VCALAssesmentGde.pdf>



### Foundation level

At this level the focus is on knowledge and employability skill development, supported by a strong emphasis on literacy and numeracy skills and preparatory learning.

### Intermediate level

At intermediate level, the focus is on knowledge and employability skills development that leads to independent learning, confidence and a higher level of transferable skills.

### Senior level

At this level the focus is on knowledge and employability skills that lead to a high level of interpersonal skills, independent action and achievement of tasks that require decision making and leadership.

Source: VCAA website – <https://www.vcaa.vic.edu.au/Pages/schooladmin/handbook/handbook.aspx>

One main difference between the levels lies with the amount of support given by the teacher to the students and the level of complexity of the learning outcomes. At Foundation, strong support is required and students need direction and guidance through every process. By Senior level, students are expected to be self-managing and to use the teacher as a resource to facilitate and assist them when they undertake projects. Often these students might assist by teaching certain skills to other students or taking some responsibility for organising and supporting Foundation level students in projects they are undertaking.

### Choosing a level

Students can enter at the level of VCAL that suits their learning needs, abilities and interests. Decisions about which VCAL level a student should be placed in should consider the student's literacy level, interests, goals and ability. The decision about entry level should also consider the student's:

- ★ strengths and interests
- ★ preferred learning style
- ★ vocational goals
- ★ readiness for participation in structured workplace learning or vocational education
- ★ teacher and peer support needs
- ★ envisaged pathways
- ★ leadership capabilities

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Source: VCAA VCAL information sheet – An introduction to VCAL, July 2014

<http://www.vcaa.vic.edu.au/Documents/vcal/infosheets/VCALinfointro.pdf>

A VCAL learning program must include:

- a minimum of two VCAL units
- at least one Literacy unit

If VCAL units are used to meet the requirements of the Literacy Skills Strand, the compulsory unit is Reading and Writing at certificate level

- at least one Numeracy unit
- at least one unit from the Industry Specific Skills strand. (At the Intermediate and Senior levels this must include accredited VET curriculum components to the value of a minimum of one credit. One credit is awarded on successful completion of 90 nominal hours of accredited VET curriculum
- at least one unit from the Work Related Skills strand
- at least one unit from the Personal Development Skills strand
- six credits at the VCAL level attempted (Foundation, Intermediate or Senior) or above\*.

*(\* One of these six credits must be for Literacy (Reading and Writing) and one must be for Personal Development Skills)*

Source: Where to now? (page 18)

[https://www.vcaa.vic.edu.au/Documents/wtn/WhereToNow\\_2019\\_Web.pdf](https://www.vcaa.vic.edu.au/Documents/wtn/WhereToNow_2019_Web.pdf)

The following information is provided as a guide to the flexible entry and exit points in regard to the levels. The table on the next page is taken from the VCE and VCAL Administrative Handbook 2018 designed to help VCAL practitioners determine the general focus and award level of training.

It is important that practitioners use the current VCE and VCAL Administrative Handbook which is published in December every year.

# SECTION 1 WHAT?

## Curriculum options for meeting the VCAL strand requirements

The following table outlines curriculum options that, on satisfactory completion, meet minimum requirements for meeting the VCAL strand requirements.

Strand/Level	Foundation	Intermediate	Senior
Literacy and Numeracy Skills	<ul style="list-style-type: none"> <li>VCAL Literacy Skills Reading and Writing units</li> <li><b>VCE units:</b> <ul style="list-style-type: none"> <li>- EAL</li> <li>- English</li> <li>- English Language</li> <li>- Foundation English</li> <li>- Literature</li> <li>- Bridging EAL</li> </ul> </li> <li>- selected FE reading and writing modules</li> <li>VCAL Numeracy Skills units</li> <li><b>VCE units:</b> <ul style="list-style-type: none"> <li>- any Mathematics units</li> <li>- Chemistry</li> <li>- Environmental Science</li> <li>- Physics</li> </ul> </li> <li>- selected FE numeracy and mathematics modules</li> </ul>	<ul style="list-style-type: none"> <li>VCAL Literacy Skills Reading and Writing Intermediate/Senior units</li> <li><b>VCE units:</b> <ul style="list-style-type: none"> <li>- EAL</li> <li>- English</li> <li>- English Language</li> <li>- Foundation English</li> <li>- Literature</li> <li>- Bridging EAL</li> </ul> </li> <li>- selected FE Certificates II/III Literacy/reading and writing modules</li> <li>VCAL Numeracy Skills Foundation/Intermediate units</li> <li><b>VCE units:</b> <ul style="list-style-type: none"> <li>- any Mathematics units</li> <li>- Chemistry</li> <li>- Environmental Science</li> <li>- Physics</li> </ul> </li> <li>- selected FE certificate II or above numeracy and mathematics modules</li> </ul>	<ul style="list-style-type: none"> <li>VCAL Literacy Skills Reading and Writing Senior unit</li> <li><b>VCE Units 3 and 4:</b> <ul style="list-style-type: none"> <li>- EAL</li> <li>- English</li> <li>- English Language</li> <li>- Literature</li> </ul> </li> <li>- selected FE Certificate III Literacy/reading and writing modules</li> <li>VCAL Numeracy Skills Intermediate/Senior units</li> <li><b>VCE units:</b> <ul style="list-style-type: none"> <li>- any Mathematics units</li> <li>- Chemistry</li> <li>- Environmental Science</li> <li>- Physics</li> </ul> </li> <li>- selected FE Certificate II/III numeracy and mathematics modules</li> </ul>
Industry Specific Skills	<ul style="list-style-type: none"> <li>VET certificates</li> <li><b>VCE units:</b> <ul style="list-style-type: none"> <li>- Accounting</li> <li>- Industry and Enterprise</li> <li>- Technology studies</li> <li>- Visual communication design.</li> </ul> </li> <li>Studio Arts</li> <li>- selected VET units/modules within FE certificates at level I/II</li> </ul>	<ul style="list-style-type: none"> <li>VET certificates</li> <li>- Selected VET units/modules within FE certificates at level II or above</li> </ul>	<ul style="list-style-type: none"> <li>VET certificates II or above</li> <li>- Selected VET units/modules within FE certificates at certificate III or above</li> </ul>
Work Related Skills	<ul style="list-style-type: none"> <li>VCAL Work Related Skills units</li> <li>VET certificates</li> <li><b>VCE units:</b> <ul style="list-style-type: none"> <li>- any Technology studies</li> <li>- Industry and Enterprise (unit 1 only)</li> <li>- Outdoor and Environmental Studies</li> </ul> </li> <li>- selected FE certificates/modules</li> </ul>	<ul style="list-style-type: none"> <li>VCAL Work Related Skills units</li> <li>VET certificates</li> <li><b>VCE units:</b> <ul style="list-style-type: none"> <li>- any Technology studies</li> <li>- Industry and Enterprise (unit 1 only)</li> <li>- Outdoor and Environmental Studies</li> </ul> </li> <li>- selected FE Certificates II/III certificates/ modules</li> </ul>	<ul style="list-style-type: none"> <li>VCAL Work Related Skills Intermediate/Senior units</li> <li>VET certificates II or above</li> <li><b>VCE units:</b> <ul style="list-style-type: none"> <li>- any Technology studies</li> <li>- Industry and Enterprise (unit 1 only)</li> <li>- Outdoor and Environmental Studies</li> </ul> </li> <li>- selected FE Certificates III certificates/modules</li> </ul>
Personal Development Skills	<ul style="list-style-type: none"> <li>VCAL Personal Development Skills unit</li> </ul>	<ul style="list-style-type: none"> <li>VCAL Personal Development Skills Intermediate/Senior unit</li> </ul>	<ul style="list-style-type: none"> <li>VCAL Personal Development Skills Senior unit</li> </ul>

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VCAL Curriculum



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# SECTION 1 WHAT?

## Strands

VCAL qualifications are offered at the three levels. Within each of these strands there are a range of units that can meet the strand purpose. The four strands of VCAL are:

- \* Literacy and Numeracy Skills
- \* Personal Development Skills (PDS)
- \* Work Related Skills (WRS)
- \* Industry Specific Skills (ISS)

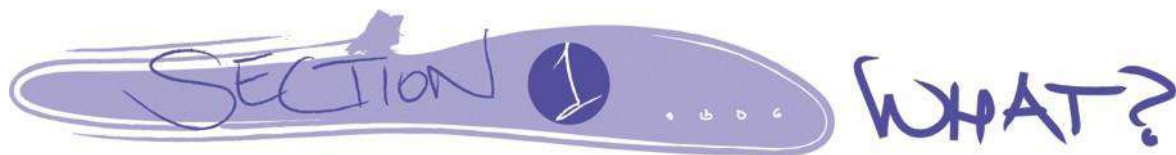


*Spend some time exploring the VCAA site to find your way around it, and to become familiar with the curriculum and administrative and assessment guides to be found there.*

Although the VCAL curriculum is organised in separate strands, it is designed to be the basis of programs where the learning outcomes of several strands can be integrated.

VCAL unit curriculum planning guides and VCAL unit Assessment planning guides can be accessed through:

[http://www.vcaa.vic.edu.au/Pages/vcal/resource\\_kit/resources.aspx#vcalcpgs](http://www.vcaa.vic.edu.au/Pages/vcal/resource_kit/resources.aspx#vcalcpgs)



## Integrated programs

VCAL is designed to facilitate integrated and holistic learning where at least some of the strands are integrated together as part of a larger more meaningful unit. Many schools and institutions use project based learning experiences to offer a context where all the strands can be applied in a meaningful way and skills authentically assessed as students carry out parts of the project.

For a short handout on integrated programs go to:

<http://www.vcaa.vic.edu.au/Documents/vcal/infosheets/VCALinfointegrat.pdf>

# SECTION 1 WHAT?

## Case study: Example of a project to support an integrated program

### VCAL V-Garden

A small group of eight VCAL students working at Intermediate level have negotiated with their teacher to continue to build established links with the local primary school by carrying out a project there. The Coordinator of Levels 5 and 6 at the Primary School is keen to get a vegetable garden started and has contacted the VCAL teacher to see how the two schools and groups of students could work together on this.



The project will take one 10 week term to plan and complete and is designed to make sure that skills and knowledge needed to complete it are explicitly taught. These skills are then practised in a hands-on situation that benefits the community, and leads to a concrete outcome. The VCAL students will demonstrate their

achievement of learning outcomes in a range of ways over time in a real situation.

The skills, knowledge, and attributes that the students will be able to demonstrate might be directly linked to learning outcomes for Literacy, Numeracy and Personal Development Skills and evidence of achievement in these areas could be collected throughout the project.



*Find out what integrated projects have worked well at your school or learning provider.*

# SECTION 1 WHAT?

## Literacy and Numeracy Skills

The Literacy and Numeracy Skills units have been reviewed over the last few years. New Literacy and Numeracy Units are implemented from 2019

### Literacy Skills

Curriculum planning guide:

<https://www.vcaa.vic.edu.au/Documents/vcal/SSCAC-LitUnitsCurrPG.docx>

Advice for teachers:

[https://www.vcaa.vic.edu.au/Documents/vcal/AFT\\_Literacy\\_Skills\\_Units.docx](https://www.vcaa.vic.edu.au/Documents/vcal/AFT_Literacy_Skills_Units.docx)

The VCAL Literacy Skills section of the strand is designed to develop knowledge, skills and understanding relevant to reading, writing and oral communication in the social contexts of family, employment, further learning and community and to provide pathways to further study and work.

The strand consists of learning outcomes that describe the capabilities associated with reading, writing and oracy for:

- ★ knowledge
- ★ self-expression
- ★ public debate
- ★ practical purposes

### Writing for self-expression



Students write a short recount, narrative or expressive text on a familiar subject. (Source: page 14 of Curriculum Planning Guide: Literacy and Numeracy Skills Strand, Literacy Skills Units, VCAA, 2017.)

<http://www.vcaa.vic.edu.au/Documents/vcal/curricplanguidels-literacyskills.pdf>

Students might be invited to write a paragraph describing their first experience of work outside the school whether paid or unpaid, based on examples of other short personal pieces taken from blogs or the weekend newspaper.



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## Numeracy skills

Curriculum planning guide:

<https://www.vcaa.vic.edu.au/Documents/vcal/SSCAC-NumUnitsCurrPG.docx>

Advice for teachers:

[https://www.vcaa.vic.edu.au/Documents/vcal/AFT\\_Numeracy\\_Skills\\_Units.docx](https://www.vcaa.vic.edu.au/Documents/vcal/AFT_Numeracy_Skills_Units.docx)

As of 2019 Revised Numeracy units are implemented, with the addition of new numeracy units at Intermediate and Senior level (Unit 2)

### Unit 1:

The purpose of this unit is to enable students to develop everyday numeracy skills to make sense of their daily personal and public lives.

The mathematics involved includes:

- numbers and data,
- financial literacy,
- time and location,
- measurement and design.

It also includes the use of software tools and devices applied to tasks that are part of the students' normal routine but extends to applications outside their immediate personal environment such as in the workplace and the community.

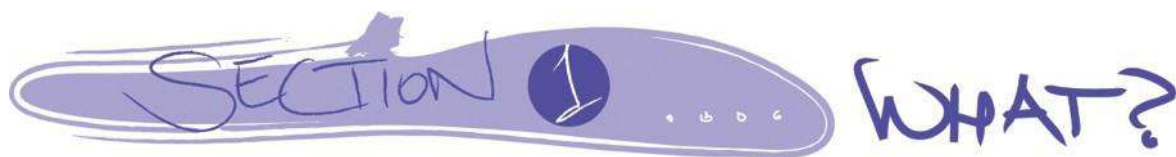


Unit 1 Learning outcome 4

Measurement, Representation and Design

Use simple, familiar units to measure, recognise and represent common two-dimensional shapes and three-dimensional objects.

*This outcome could be the basis for work on packaging, comparing the costs of goods offered in different shaped packaging to entice the supermarket shopper and assist in helping students become more discriminate consumers. In relation to work, the shapes of plumbing pipes, their diameters and uses would connect numeracy skills to work situations.*



## Numeracy Unit 2, Intermediate and Senior

The purpose of this unit is to enable students to develop, refine, extend and apply numeracy knowledge and skills through an investigation in a familiar (at Intermediate level) or unfamiliar (at Senior level) industry area in which they have an interest and may seek future employment. The numeracy involved focuses on Number, Measurement, Financial Numeracy, and Probability and Statistics.

Students develop an understanding of the practical components of planning and undertaking an in-depth numeracy-based project, linked to a familiar (intermediate) or unfamiliar (senior) industry area. Students will also develop key project management skills in a numeracy context, such as stating key aims, setting specific tasks, establishing timelines and milestones, identifying and managing risk, and communicating results. Students will be encouraged to develop and apply their skills of creative and critical thinking in the planning and completion of the numeracy-based project that will be negotiated with their teacher/trainer.

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## Personal Development Skills (PDS)

Curriculum planning guide: <https://www.vcaa.vic.edu.au/Documents/vcal/currplanguidepersdev.pdf>



*Please note the Personal Development Skills strand will undergo a review during 2019, revised units are scheduled for implementation in 2020.*

The VCAL Personal Development Skills units have been developed to recognise learning not recognised within other qualifications that leads to the development of:

- ★ self
- ★ individual and group responsibility
- ★ self-confidence and resilience
- ★ values of integrity, enterprise and excellence
- ★ empowerment for active citizenship
- ★ social responsibility

Its purpose is to develop skills, knowledge and attributes that lead towards:

- ★ self awareness.
- ★ improved health and wellbeing
- ★ commitment to, and achievement of, personal goals
- ★ social and community awareness
- ★ civic and civil responsibility

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## Industry Specific Skills

Curriculum planning guide: [https://www.vcaa.vic.edu.au/Documents/vcal/VCAL\\_CPG\\_Wk\\_rel\\_skills.pdf](https://www.vcaa.vic.edu.au/Documents/vcal/VCAL_CPG_Wk_rel_skills.pdf)

*Please note the Work Related Skills strand will undergo a review during 2019, revised units are scheduled for implementation in 2020.*

The purpose of this strand is to enable the development of skills, knowledge and attributes related to one or more vocational contexts in preparation for progression to further learning or employment. While specific VET units can be curriculum components of this strand, the learning program should focus on vocational contexts in order for learners to make informed choices as to the pathway options available to them through the VCE, VET, FE and employment. There are no VCAL units within the Industry Specific Skills Strand. At Intermediate and Senior level of the VCAL, curriculum selected for this strand must be drawn from nationally recognised VET qualifications such as state accredited curriculum or Training Packages. At Foundation level, curriculum can be drawn from nationally recognised certificates or training package qualifications or a selected VCE unit that has a vocational focus, for example, VCE Product Design and Technology. Further information is provided in the current VCE and VCAL Administrative Handbook.

Curriculum selected for the learning program should also provide a range of experiences within a specific



industry sector to assist students to make informed decisions for future pathway choices and to promote the student's employability skills. It is not specifically intended that students will graduate as qualified in an occupational area, but that they will have gained highly relevant experience and developed employability skills for an industry sector. The units that may be selected depend on the level of the VCAL qualification

Study in this strand is designed to:

- ★ develop key knowledge and skills in a vocational context that assists the students in making informed choices regarding further learning and/or employment
- ★ provide vocational experiences relevant to student interest and abilities
- ★ provide pathways to further study through credit gained that articulates into VCE or VET courses

# SECTION 1 WHAT?



*Find for the curriculum guides relevant to your teaching area and become familiar with the layout and content.*

## Other units/general credits towards the VCAL qualification

### Skills for Further Study unit (Senior only)

Curriculum planning guide: <http://www.vcaa.vic.edu.au/Documents/vcal/VCALskillsfurtherstudy.pdf>

*Please note: The Skills for Further Study unit will undergo a review during 2019, the revised unit is scheduled for implementation in 2020.*

This is offered as a single unit. The purpose of this unit is to enable students to develop knowledge and skills for further study that will prepare and assist them to pursue diverse and higher-level education and training pathways in a range of settings. It covers topics such as time management, planning and the development of a CV.

### Structured Workplace Learning credits

As of 2018, students undertaking Structured Workplace Learning aligned to their VET qualification can gain general credits towards their VCAL certificate. For more information:

<http://www.vcaa.vic.edu.au/Documents/vet/general/VETSWLROverview.pdf>

## Timing

The VCAL program has been structured to be flexible in its delivery regarding timing. This means that it does not have to fit into a school calendar year. Due to the requirements of schools that deliver a range of programs, it very often conforms to two-semester or four term time allocations. In other areas, such as community or TAFE, it can be extended to fit in with learner needs or part-time attendances. Each of the three award levels has a nominal duration of 1000 hours.

Attendance and hours are not requirements to receive a VCAL qualification. However, within a school setting, a typical VCAL learning program would be based on a full-time load of independent learning and timetabled class time of 1000 hours. In other educational settings the nominal hours (including both

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scheduled and unscheduled contact hours) may vary, taking into consideration the specific needs of the student. Source: Introduction section of Curriculum Planning Guides

## Pathways

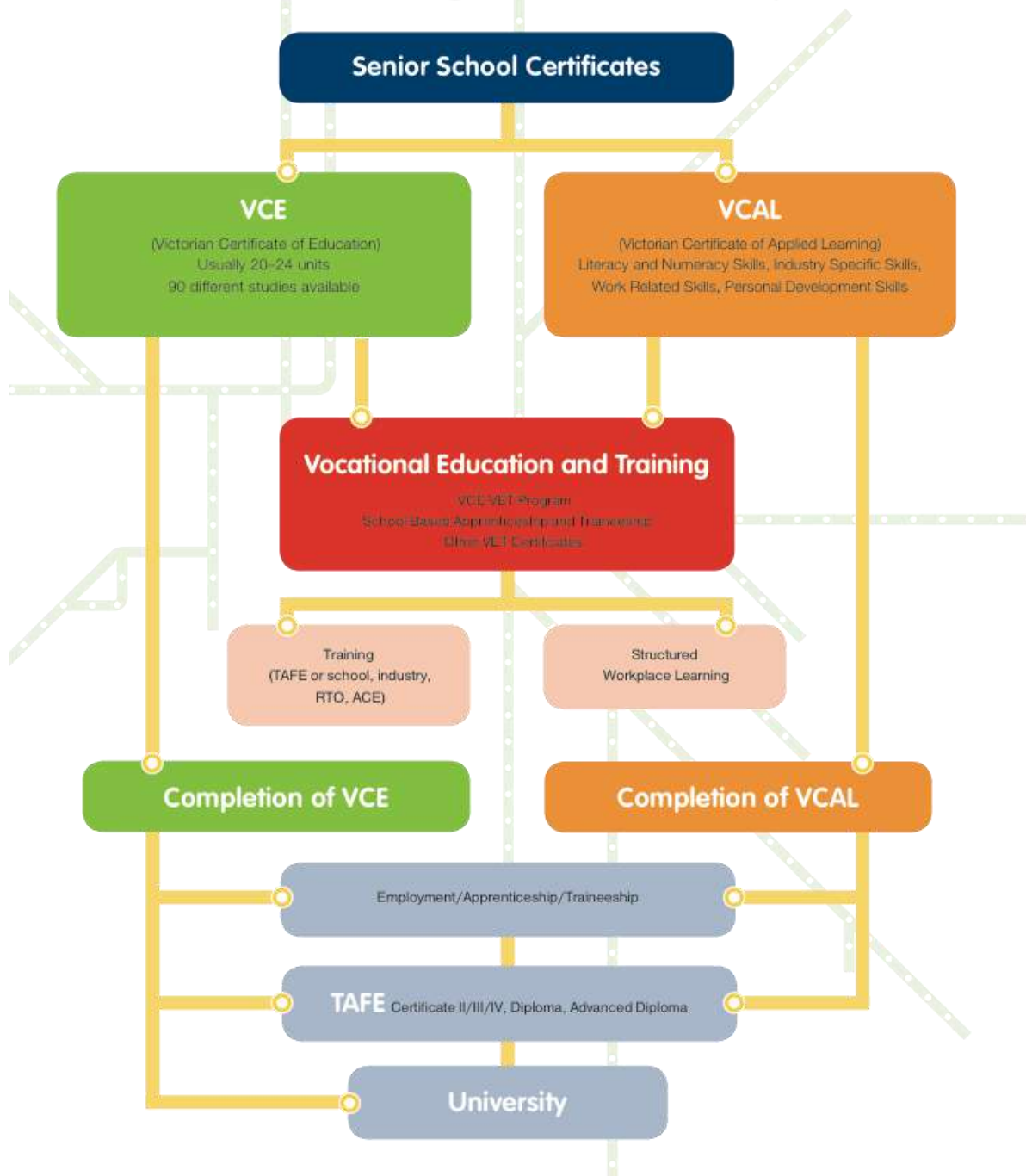
The VCAL may be used as a pathway to the workplace, TAFE courses, apprenticeships and some Higher Education courses. The flowchart shown on the following page shows how VCAL, VCE and VET can combine or be used as individual pathways to lead a range of learning, study and work opportunities.

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where to now

?

## Learning Pathways



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# SECTION 1 WHAT?

## Connections between VCAL, VCE and VET

### VCAL

The Victorian Certificate of Applied Learning (VCAL) is a hands-on option but can include units from the VCE through the flexibility of its enrolment methods. . Refer to the VCAA website or the VCE and VCAL Administrative Handbook <https://www.vcaa.vic.edu.au/Pages/schooladmin/handbook/handbook.aspx> for more information on this.

### VET

Vocational Education and Training (VET) units are an integral part of any VCAL learning program and contributes to the ISS strand. Students may undertake a School-Based Apprenticeship and Traineeships. (SBAT) as part of their VCAL program For more info on SBAT's go to:

<http://www.vcaa.vic.edu.au/Pages/vet/general/recognition/vcerecognition.aspx>



[Click here](#) to watch 'Any questions?' a fun, informative animation on VCE, VET and VCAL created by Frankston and Mornington Peninsula LLEN.



For more info on VET in schools go to: <http://www.vcaa.vic.edu.au/vet/index.html>

To find out more about these three options and how they work together, read the Where to now? booklet which is written for students and parents and includes information on all these options. For a copy of the booklet, go to: [https://www.vcaa.vic.edu.au/Documents/wtn/WhereToNow\\_2019\\_Web.pdf](https://www.vcaa.vic.edu.au/Documents/wtn/WhereToNow_2019_Web.pdf) or to receive hardcopies of the booklet, contact Information Services at the VCAA

Ph: (03) 9032 1627 or 1800 134 197 or email: [vcaa@edumail.vic.gov.au](mailto:vcaa@edumail.vic.gov.au) There is no charge for these booklets.



# SECTION 1 WHAT?

## VASS a Very Important and Informative Process:

All VCAL, VCE and VET units a student is studying as part of their VCAL qualification needs to be entered on the Victorian Assessment Student System



Important VASS administration dates can be found at:

<http://www.vcaa.vic.edu.au/pages/schooladmin/admindates/index.aspx>



Be sure to run an eligibility report for each student at the start of the year and each time a student enrolment is changed to make sure that their enrolment of units satisfies the requirements for the qualification. The VASS will generate a report and inform you if this is the case and/or which strands are not met with the current enrolment.

Student Number	Year	Strand	Result	Score	Assessment	Strands
2010 100001	11	VCAL Unit 1	Not Met	0	0	VCAL Unit 1
2010 100002	11	VCAL Unit 2	Met	100	100	VCAL Unit 2
2010 100003	11	VCAL Unit 3	Met	100	100	VCAL Unit 3
2010 100004	11	VCAL Unit 4	Met	100	100	VCAL Unit 4
2010 100005	11	VCAL Unit 5	Met	100	100	VCAL Unit 5
2010 100006	11	VCAL Unit 6	Met	100	100	VCAL Unit 6
2010 100007	11	VCAL Unit 7	Met	100	100	VCAL Unit 7
2010 100008	11	VCAL Unit 8	Met	100	100	VCAL Unit 8
2010 100009	11	VCAL Unit 9	Met	100	100	VCAL Unit 9
2010 100010	11	VCAL Unit 10	Met	100	100	VCAL Unit 10
2010 100011	11	VCAL Unit 11	Met	100	100	VCAL Unit 11
2010 100012	11	VCAL Unit 12	Met	100	100	VCAL Unit 12
2010 100013	11	VCAL Unit 13	Met	100	100	VCAL Unit 13
2010 100014	11	VCAL Unit 14	Met	100	100	VCAL Unit 14
2010 100015	11	VCAL Unit 15	Met	100	100	VCAL Unit 15
2010 100016	11	VCAL Unit 16	Met	100	100	VCAL Unit 16
2010 100017	11	VCAL Unit 17	Met	100	100	VCAL Unit 17
2010 100018	11	VCAL Unit 18	Met	100	100	VCAL Unit 18
2010 100019	11	VCAL Unit 19	Met	100	100	VCAL Unit 19
2010 100020	11	VCAL Unit 20	Met	100	100	VCAL Unit 20
2010 100021	11	VCAL Unit 21	Met	100	100	VCAL Unit 21
2010 100022	11	VCAL Unit 22	Met	100	100	VCAL Unit 22
2010 100023	11	VCAL Unit 23	Met	100	100	VCAL Unit 23
2010 100024	11	VCAL Unit 24	Met	100	100	VCAL Unit 24
2010 100025	11	VCAL Unit 25	Met	100	100	VCAL Unit 25
2010 100026	11	VCAL Unit 26	Met	100	100	VCAL Unit 26
2010 100027	11	VCAL Unit 27	Met	100	100	VCAL Unit 27
2010 100028	11	VCAL Unit 28	Met	100	100	VCAL Unit 28
2010 100029	11	VCAL Unit 29	Met	100	100	VCAL Unit 29
2010 100030	11	VCAL Unit 30	Met	100	100	VCAL Unit 30
2010 100031	11	VCAL Unit 31	Met	100	100	VCAL Unit 31
2010 100032	11	VCAL Unit 32	Met	100	100	VCAL Unit 32
2010 100033	11	VCAL Unit 33	Met	100	100	VCAL Unit 33
2010 100034	11	VCAL Unit 34	Met	100	100	VCAL Unit 34
2010 100035	11	VCAL Unit 35	Met	100	100	VCAL Unit 35
2010 100036	11	VCAL Unit 36	Met	100	100	VCAL Unit 36
2010 100037	11	VCAL Unit 37	Met	100	100	VCAL Unit 37
2010 100038	11	VCAL Unit 38	Met	100	100	VCAL Unit 38
2010 100039	11	VCAL Unit 39	Met	100	100	VCAL Unit 39
2010 100040	11	VCAL Unit 40	Met	100	100	VCAL Unit 40
2010 100041	11	VCAL Unit 41	Met	100	100	VCAL Unit 41
2010 100042	11	VCAL Unit 42	Met	100	100	VCAL Unit 42
2010 100043	11	VCAL Unit 43	Met	100	100	VCAL Unit 43
2010 100044	11	VCAL Unit 44	Met	100	100	VCAL Unit 44
2010 100045	11	VCAL Unit 45	Met	100	100	VCAL Unit 45
2010 100046	11	VCAL Unit 46	Met	100	100	VCAL Unit 46
2010 100047	11	VCAL Unit 47	Met	100	100	VCAL Unit 47
2010 100048	11	VCAL Unit 48	Met	100	100	VCAL Unit 48
2010 100049	11	VCAL Unit 49	Met	100	100	VCAL Unit 49
2010 100050	11	VCAL Unit 50	Met	100	100	VCAL Unit 50



<http://www.vcaa.vic.edu.au/Pages/schooladmin/vass/usingvass.aspx>



Find out how VCAL, VCE and VET work most effectively together in your school or learning organisation.


# SECTION 1 WHAT?

## Case Studies

study type

# VCAL.BEN

name



As a child, Ben faced many personal challenges and struggled with his schooling.

'I've always wanted to work with animals,' he says. 'VCAL has given me the opportunity to do just this.'

As part of his VCAL program, Ben attended TAFE one day a week and completed a Certificate II in Animal Studies. At school, he also looked after a number of animals, including lizards, fish, snakes and birds. Ben was responsible for feeding them and cleaning their enclosures. Having the opportunity to work with animals and complete his animal studies at school reinforced Ben's ambition to pursue a career working with animals.

A highlight of Ben's VCAL year at MacKillop College was a school trip to Borneo, a 28-day journey that proved to be the adventure and challenge of a lifetime. 'We were responsible for all the decision-making and coordination of the trip and we learnt important life-skills,' he says. During the year, Ben's VCAL class was also given the responsibility of organising the school end-of-year dinner.

'I loved the hands-on learning and we got to do real things,' he says. 'We even had to organise and cook a three-course meal for 200 guests this year!' VCAL has also provided Ben with the opportunity to develop communication and leadership skills. 'Before this year I wouldn't even pick up a phone but I'm a lot more confident now and can rely on myself a lot more.'

Ben is currently undertaking Certificate IV in Veterinary Nursing, a program he's enjoying immensely. After this he hopes to get a job at the RSPCA. His dream is to eventually become a vet.

study type

# VCAL.RENEE

name



Renee had a passion for a career working with students who have disabilities, however she had not enjoyed the structured learning of Year 10 at Our Lady of the Sacred Heart College, Bentleigh. Of all the VCE subjects only Auslan (a unit in sign language) really appealed to her.

Renee decided to complete Auslan as part of her VCAL program because she was particularly interested in working with people who have hearing impairments. She undertook a year-long work placement with Berendale, a secondary school for students with varying disabilities, where her tasks ranged from school administration to assisting students with classroom work.

VCAL gave Renee an opportunity to follow her passion, work in a hands-on environment, build her confidence, gain valuable employment skills and the ability to practice her sign language with the hearing impaired.

She believes that the industry experience she has gained while completing her VCAL certificate is something that is invaluable. 'I have learnt so much more, about myself and my goals in life; before, I felt like I was walking into walls', she recalls.

'My favourite thing about the VCAL program was my work at Berendale. It definitely helped me realise my passion', she says. 'VCAL is a great opportunity for someone who knows what they are passionate about. Also if you learn better with a hands-on approach it is a great way to go.'

RENEE

2011  
year of study

# SECTION 1 WHAT?



*The checklists are offered as a quick way to check whether you have the information you need from the information and suggested activities in this section.*

- ☐ I have checked the VCAA website for information relevant to my teaching area
- ☐ I have read the Curriculum Planning Guides relevant to my class
- ☐ I have checked what curriculum planning documents are available to me from within my school
- ☐ I understand how VCE, VCAL and VET are different from each other
- ☐ I see how VCE, VCAL and VET connect to each other in my organisation.
- ☐ I have subscribed to the VCAA bulletin (online)
- ☐ I access VCAA notices and bulletins every week
- ☐ The VCAA and VALA websites are bookmarked in my browser

# SECTION 2 WHY?

## Section 2 WHY

### Why do we have VCAL?

There is an ancient belief from Chinese philosophy that theory without practice is foolish, but practice without theory is dangerous. Since VCAL is built upon the theory of applied learning, and you as a teacher will be applying your learning in the classroom, this section is devoted to looking briefly at the pedagogy which forms the bedrock foundation of sound applied learning practice.

### Back story

The Victorian Certificate of Applied Learning (VCAL) was developed to meet the learning and educational needs of young people who have limited or poor outcomes from post compulsory education. These needs were identified in the Ministerial Review of Post Compulsory Education and Training Pathways in Victoria (Kirby 2000). The review found the two factors most frequently cited by students for their decision to leave school were:

- ★ a desire for work
- ★ a lack of interest in schoolwork

It was difficult though for these students to achieve a successful transition to work because of:

- ★ lack of work related experience
- ★ no record of school achievement
- ★ lack of relevant work-related training

*(Source: Changing lanes: VCAL report by Helen Stokes, Australian Youth Research Centre, Faculty of Education, The University of Melbourne, 2004)*



# SECTION 2 WHY?

## Applied Learning

The VCAL is based on eight key applied learning principles.

These key concepts underpin the following applied learning principles:

1. Start where students are at.
2. Negotiate the curriculum. Engage in a dialogue with students about their curriculum.
3. Share knowledge. Recognise the knowledge students bring to the learning environment.
4. Connect with communities and real-life experiences.
5. Build resilience, confidence and self-worth – consider the whole person.
6. Integrate learning – the whole task and the whole person. In life we use a range of skills and knowledge. Learning should reflect the integration that occurs in real-life tasks.
7. Promote diversity of learning styles and methods. Everyone learns differently. Accept that different learning styles require different learning or teaching methods, but value experiential, practical and 'hands on' ways of learning.
8. Assess appropriately. Use the assessment method that best 'fits' the learning content and context.



*Think about other Applied Learning programs, units or activities you have been involved in before you became a VCAL teacher.*

*How might you transfer your learning from that experience to this course?*

# SECTION 2 ... WHY?

## Why Applied Learning?

- ★ to engage and motivate learners
- ★ to provide authentic contexts for learning skills that are valued in the workplace and community
- ★ to improve the self-esteem and confidence of learners
- ★ to provide different learning options that cater for learners with a range of different learning styles
- ★ to provide meaningful contexts for developing theoretical understanding as well as practical skills

## SECTION 2 ... WHY?

### Principles of Applied Learning and support activities

The activities below are used by Jenny Roache, Pathways Coordinator at Mooroolbark College in Melbourne's outer east to assist educators new to VCAL. It helps them in getting to know their students and becoming familiar with linking what they do in the classroom to the principles.

The activities shown here under the headings of each of the eight principles are related to getting to know a new group and establishing and negotiating the curriculum.

#### *Principle 1: Start where learners are at - their skills, knowledge, needs and motivation*

- \* Invite each person to write down six things about themselves- what they are interested in, are good at, have done, places they have been, hobbies, pets, interests and so on
- \* As a facilitator ensure that you always model first! Share your list with the group first- then ask them to write
- \* In pairs share your lists- reading them out
- \* Still in pairs interview each other about anything you found of particular interest
- \* With permission, introduce your partner to the group, telling the group anything interesting that you discovered
- \* List all the skills and interests in a central place as the basis for further real work

#### *Principle 2 Negotiate the curriculum and make it relevant*

- \* Be explicit about what students are required to achieve. Outline expectations clearly- it is not necessary to use the exact wording of the

## SECTION 2 WHY?

Learning Outcomes on the curriculum documents. Reword them to make them user friendly

- \* Brainstorm how students may meet these learning outcomes and competencies, using their interests

### *Principle 3 Share Knowledge. Learn from everyone*

- \* Having identified interests and learning, strategies/styles ask students to plan a presentation based on something from their area of interest
- \* Depending on the level of students' ability, negotiate and discuss what may be involved and set clear guidelines
- \* Ask students to use their preferred learning style

### *Principle 4 Connect with communities*

- \* Invite volunteers to speak to the class about their experiences and knowledge which can be connected to content
- \* Ask people from the school, local and civic community to talk about their lives and what they do
- \* Consider using parents or other volunteers in the classroom to assist students with their work as mentors, informed tutors or as an additional presence in the class
- \* Get out of the classroom to do project work, see real life and investigate other spaces

### *Principle 5 Build resilience, confidence and self-worth!*

- \* Check in and check out with students, speak to them as they arrive and leave. Greet them at the door. Ask them how they are



## SECTION 2 WHY?

- \* Invite students to select emotion cards to describe how they are feeling today
- \* Ask about their hobbies and interests
- \* Encourage learner responsibility by asking students to teach tasks - for example, setting up technology, demonstrating activities

### Principle 6 Integrate learning!

- \* Try to take the opportunity to check out what other educators are doing in your school. Use the intranet, ultranet, time over a coffee in the classroom, or notes in your pigeon hole
- \* Look for opportunities to connect what you do in your class with what is going on elsewhere to cut down on repetition and reinforce integrated learning in your VCAL team

### Principle 7 Promote diversity of learning styles and methods

Identify people's learning styles and modalities. This can be done in a range of ways, including:

- \* Discussion on what is an introvert or an extrovert. Create a line with introverts at one end and extroverts at the other depending where you see yourself
- \* Match pairs up from either end. Discuss what is positive about your personality type and what is challenging
- \* Discuss how you learn best- auditory- visual- kinaesthetic. Use quizzes from the internet to identify this.
- \* Graph the room-identify learning modalities and ask students to group themselves.

## SECTION 2 WHY?

- \* Brainstorm the type of learning activities you prefer and what you find difficult or boring, Why?

### Principle 8 Assess appropriately

- \* Assessment needs to be fair, valid, flexible and reliable
- \* Ensure assessment strategies match the task
- \* In competency based learning, direct evidence is usually the most appropriate. How can the students show what they have learnt? How can you record this?
- \* Indirect evidence can also be valuable. Can someone give feedback or report on how a learning activity went?
- \* Supplementary evidence supports the demonstration of learning outcomes.  
Here written work or reports may be considered.
- \* Use self-assessment and peer assessment as powerful and authentic tools for gaining feedback
- \* Invite students to give you feedback on your teaching strategies
- \* Use the assessment method that best fits the learning content and context and the tool to match it - for example; an observation checklist to be completed as you watch a demonstration of gardening.

! (For more information on assessment and the meaning of some of these terms, go to !  
Section 4 of this guide.)

## SECTION 2 ... WHY?



*Note down any of the activities shown here that might work well with your learning group.*

### Applied Learning examples

These two examples show how real-life contexts create an authentic focus for learning skills and developing knowledge, and how this can benefit the local community.

#### Example 1

##### *From design to delicious*

An integrated curriculum involves VCAL students in creating a garden area and vegetable beds for a local primary school. The VCAL group will be working with students from levels 5 and 6 and will be responsible for planning, designing and physically creating the vegetable garden with the support of their teacher and their VET trainer in horticulture



The program makes students excited about their learning and prepares them for further study in a range of areas such as horticulture, environmental science and health as well as putting science and maths into context. In addition, students develop skills in teamwork, communication, leadership and working safely. Being in an area where the many nurseries are an important source of employment, it also helps to prepare the students for part-time work.

#### Example 2

## SECTION 2 ... WHY?

### *A healthy walk – a resource for newly arrived migrants*

VCAL students from a regional centre created a visual resource for newly arrived immigrants who needed visual and oral information rather than printed brochures.

The resource, produced on a CD, contained an informative walking tour of the town, explaining and showing the location and services available from a range of health facilities such as Maternal and Child Health Centres.

In producing the resource, the students worked with the local council and health services. They researched, planned the walk, took photos and wrote and recorded the narrative.



The council is thrilled with the finished product, which they distribute and promote widely. The understanding of the health services has increased among the target community members and the students honed their skills in project planning, leadership, teamwork, interviewing and communicating information for a practical purpose.



*How might your group undertake a project like this in the community?*

## SECTION 2 ... WHY?



*The checklists are offered as a quick way to check whether you have the information you need from the information and suggested activities in this section.*

- ☐ I have identified applied learning and teaching strategies that I already have from other areas that I can use with my VCAL class
- ☐ I have made links between the eight applied learning principles and other principles of learning and teaching with which I am familiar
- ☐ I have made notes on the suggested activities shown here that might work well with my group
- ☐ I have some ideas on how a VCAL group might connect their learning to a community project to create an applied learning context.

# SECTION 3 WHO?

## Section 3 WHO

This section looks at the learners, the providers and support organisations that can assist you in your role as a VCAL teacher.

### Who are VCAL students?

In 2017 there were 24020 students across Victoria enrolled in VCAL at 460 providers. (source:

<https://www.vcaa.vic.edu.au/Pages/vce/statistics/2017/index.aspx>

They came from a wide range of geographical, economic and racial backgrounds, so it is not possible to generalise or create a profile of a 'typical' VCAL student. However, it is often the case that these students are keen to engage and explore work and life options in a hands-on, experiential way. They may be looking for a more innovative and dynamic learning program than those traditionally offered at senior levels, and they may be less likely to want to go on to university immediately. The features of VCAL such as negotiation, flexibility, cooperation and teamwork are vital ingredients in the appeal and success of the program with this group of young learners.



### Benefits of VCAL

- ★ negotiated curriculum - students take part in creating their areas of learning and using their experiences and interest - within and outside school
- ★ workplace connections - students can experience trying out their skills in the workplace either in a paid or voluntary capacity
- ★ community connection – students can see how they contribute to their community and get recognition of skills that the traditional curriculum may not recognise

# SECTION 3 WHO?

- ★ focuses on skills that can be learnt and demonstrated - students can experience success in learning which builds their confidence as learners
- ★ acknowledges and caters to a range of learning styles
- ★ makes links with 'real life'
- ★ flexibility - fits in with other courses such as VET and part-time approaches which allows for part time work commitments



## Student snapshot

### Jessica Brown from Monbulk Secondary College

Jessica won the Foundation VCAL Outstanding Student Achievement Award 2010, and her moving speech charts the journey she made. As she says in her speech, "I was often angry, struggled with aspects of my school program and, if you ask my brothers, I probably disrupted our entire home life". Read Jessica's speech at:

<http://www.vcaa.vic.edu.au/Pages/excellenceawards/vcalachievement/speech.aspx>

For more student achievement speeches go to:

<https://www.vcaa.vic.edu.au/Pages/excellenceawards/vcalachievement/past-speeches.aspx>



*Find a VCAL success story from your learning community.*




# SECTION 3 WHO?

## Who offers VCAL?

In 2017 - in 460 providers throughout the state offered VCAL programs with a total of 24,020 students enrolled. This number has grown every year since the program was first trailed in 2002 by 22 providers. The main providers are government schools and TAFEs, but VCAL is also offered at Catholic and independent schools and community and adult education centres (Learn Locals).

Some programs are delivered in non-traditional settings such as Learn Local centres, community spaces



*I'm keen to get a job..  
how can this help me?*

and alternative school settings. You may hear the terms Community VCAL or Satellite VCAL. Many secondary schools have introduced reengagement programs for students aged 15 and over, both to retain students at high risk of disengaging from education and training and also to re-engage students who have already left school. These programs are usually delivered entirely away from the school campus and may involve partnerships with external

providers.

Re-engagement programs fall into two groups, Community and Satellite VCAL:

In Community VCAL, 100% of the qualification is delivered by an external provider contracted by the school.

In Satellite VCAL a school delivers a VCAL program at another campus of the school, often an external site. The staff for the Satellite VCAL program are employed by the school.



# SECTION 3 WHO?

## Who 's who in VCAL

### Department of Education and Training (DET)

The Department of Education and Training is committed to ensuring that every young Victorian thrives, learns and develops, enjoying every opportunity to realise a rewarding and fulfilling life.

[www.education.vic.gov.au](http://www.education.vic.gov.au)

### Local government

Your local council may have a range of services to support you and your students.

You will find a youth development officer or a similar role in most local governments.

Contact them to see how you can work with them and the support they can offer.

### VCAA VCAL Team

The VCAL team assists and supports VCAL provision and programs. To find contact details and who to contact for support, go to:

[http://www.vcaa.vic.edu.au/Pages/vcal/resource\\_kit/admin\\_vcaacontacts.aspx](http://www.vcaa.vic.edu.au/Pages/vcal/resource_kit/admin_vcaacontacts.aspx)

### Independent Schools

The Independent Schools website lists contacts for that sector.

[http://www.vcaa.vic.edu.au/Pages/vcal/resource\\_kit/admin\\_cathindcontacts.aspx](http://www.vcaa.vic.edu.au/Pages/vcal/resource_kit/admin_cathindcontacts.aspx)

### Catholic Education Commission of Victoria (CECV)

The Catholic Education Commission has regional contacts who support educators of VCAL in Catholic schools. For a list of contacts go to:

[http://www.vcaa.vic.edu.au/Pages/vcal/resource\\_kit/admin\\_cathindcontacts.aspx](http://www.vcaa.vic.edu.au/Pages/vcal/resource_kit/admin_cathindcontacts.aspx)

### VCAL Liaison Teachers (VLT)

The role of the VCAL Liaison Teacher is to:

- chair the regional VCAL QA panel
- collect QA sample tasks from providers and distribute to QA panel members
- convene a meeting/s of the QA panel after sample tasks have been submitted by providers
- allocate VCAL providers to one of three QA categories
- follow up any provider who has not submitted sample task by the due date
- organise the venue/s for both Stage 1 and 2 meetings
- supervise and participate in the quality assurance process of VCAL units

## SECTION 3 WHO?

- ensure that feedback and advice is given to providers during the QA process
- prepare a report for the VCAA at the end of each stage of QA
- forward examples of best practice to the VCAA for publication
- provide advice and support to VCAL coordinators and teachers in their region during the year
- liaise with the VCAA central office VCAL team.

To find the contact details for your local VLT go to:

[http://www.vcaa.vic.edu.au/Pages/vcal/resource\\_kit/admin\\_contacts\\_teachers.aspx](http://www.vcaa.vic.edu.au/Pages/vcal/resource_kit/admin_contacts_teachers.aspx)

### VCAL Teacher Networks

VCAL teacher networks are often organised by interested groups and individuals in an area or who teach at a particular kind of school who wish to get together and share ideas.

### VET clusters

- Clusters allow participating schools to improve the provision of VET programs as schools share facilities and staff expertise. Increased numbers of students provide viable class sizes. With a cluster arrangement students from one school may attend another school auspiced by an RTO to undertake their training. Alternatively a school or other training provider registered as an RTO may auspice other schools or provide training to students.



*Find the contact information for your VLT and VCAL network.  
No network? Why not start one?*

# SECTION 3 WHO?

## External Partnerships



Watch this sort video from the VCAL How to series on External partnerships <https://www.youtube.com/watch?v=5yFV1oGcT3g>

Several not-for-profit organisations and Government agencies are involved in supporting Victorian schools and education providers delivering community based, applied learning programs and

projects. Following is a list of organisations and agencies you may want to contact:

- \* Advance – Office for Youth which offers school-based program for young people to volunteer in their community.
- \* Consumer Affairs Victoria provides consumer education resources and professional development.
- \* Country Fire Authority offers opportunities to work with communities of challenging situations identified by students.
- \* Awards Victoria offers the Duke of Edinburgh's Award, Compass Award and The Bridge Award,
- \* LifeSaving Victoria provides water safety programs and accredited training courses for schools and community groups.
- \* SCOPE offers the Scope Young Ambassadors disability education program which promotes tolerance, understanding and acceptance of others.
- \* Australian Red Cross has school based programs to enhance community engagement and participation.
- \* Victoria Police offer the Victoria Police Youth Corps, a program that develops personal skills such as leadership, teamwork, self-esteem and good citizenship in young people.
- \* Victorian responsible gambling foundation offers the School Education Program – Love the game, not the odds which consists of several modules mapped to the VCAL curriculum

# SECTION 3 WHO?

## Workplace/industry

Building a relationship with local industries can take time and effort but has huge repayments both in the choices it can allow for students when it comes to Structured work placement, and also in the general community's understanding of how VCAL operates. VCAL students have undertaken structured work placement in industries such as hospitality, retail, manufacturing, construction and horticulture. Some of these relationships begin by working from a base of relatives and friends of the students in the local area, but can extend to organisations such as supermarkets or banks.

## Other VCAL providers

Other VCAL providers in your locality may wish to support your VCAL students by entering into a partnership. Many successful projects have been run, for example, where a VCAL group have built a sandpit or vegetable garden for a primary school in their area, thus forging links between the two and enhancing the understanding of the practical results of VCAL learning.

## Professional organisations

### VALA

The Victorian Applied Learning Association (VALA) is the peak body for applied learning practitioners. It offers leadership, development and advocacy for educators of applied learning across all sectors. Established in 2005 in response to the rapid growth in Victoria of applied learning in post-compulsory education, it now supports over 1000 applied learning educators from across education sectors.

[www.vala.asn.au](http://www.vala.asn.au)

## Local Learning and Employment Networks (LLENs)

These networks are focused on connecting local groups to improve education, training and employment options for 13 -19 year old young people. They provide support to VCAL programs in a variety of ways, from offering spaces for Professional Learning sessions, to forging links between schools and local employers. Some LLENs work closely with VCAL providers to create Professional Development opportunities, program links and promote industry and communication networks.

## Structured Workplace Learning Coordinators

The 31 LLENs facilitate access to SWL placements for students in government schools that are tailored to local priorities and employment opportunities. The SWL placements link to the vocational education and

## SECTION 3 WHO?

training (VET) programs being undertaken by school students as part of their Victorian Certificate of Education (VCE), or Victorian Certificate of Applied Learning (VCAL).

The 31 LLENs collectively manage the [SWL statewide portal](https://www.llen.vic.gov.au/swl-portal) which provides schools that work with the LLEN with a single, easy to navigate, information and referral point for a diverse range of SWL opportunities uploaded by the LLENs and employers.

[www.llen.vic.gov.au](https://www.llen.vic.gov.au)



**How does your school or provider work with the LLEN and the SWL portal?**

# SECTION 3 WHO?



*The checklists are offered as a quick way to check whether you have the information you need from the information and suggested activities in this section.*

I have some ideas on how a VCAL group might connect their learning to a community project to create an applied learning context.

I know how to:

- ☐ Identify student learning needs and adjust planning and teaching strategies as required
- ☐ Review my students' profiles on the intranet
- ☐ Obtain student folios and assessment data from previous years
- ☐ Clarify school/faculty policy on recording and storing student portfolios

I know where to find:

- ☐ established community links
- ☐ industry based networks
- ☐ the contact details of my VLT
- ☐ my local VCAL educators network

# SECTION 4 How?

## Section 4 HOW

This section approaches the practicalities of providing a VCAL program in your school. As VCAL is an applied learning program, it requires programs which emphasise the knowledge skills and attributes of the learner in a hands-on environment. Students must have the opportunity to demonstrate their capability and to apply their understanding in a real-life context. Often this will take place outside a school setting.. The delivery of VCAL therefore requires careful planning to make sure that implementation and assessment run smoothly and are integrated as far as possible/practicable. This section covers these areas and uses the VCAL V-Garden Project used throughout this guide as a case study to provide examples of planning and assessment documents.

### The learning environment

The learning environment is the term used to cover the physical space in which learning takes place, but also the culture or general feeling associated with the group. Because VCAL takes a more adult learning approach, and because a great deal of learning occurs outside the school or institution, this term is used in preference to classroom.



Having said that, many VCAL classes do take place in traditional classrooms, and educators find establishing a sense of ownership, through the use of posters, decoration or generally devoting the space to the interests of their particular group is a useful first step in creating engagement and pride in the program.

Displays of any kind but especially those related to the project underway or that celebrate the

achievements of the group, no matter how small, will add to the feeling of the space being a safe and productive place.

### Reaching consensus

Reaching consensus is an important aspect to creating a safe and supportive learning environment as well as a negotiated curriculum

Creating an atmosphere that is safe and supportive is vital for learning to occur. One way of working towards achieving this is to reach consensus within the group, rather than imposing a set of rules.



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Experienced VCAL educators find that reaching consensus about behaviour, the use of phones, punctuality and the kinds of language that the group finds acceptable, for example, assist the group to be self-governing and begin the journey toward self-management and taking on responsibility.

### Getting to know the group

Some activities on this topic are included in this guide in Section 2, under Applied Learning Principle 1.

Mark Collard has published an eBook called “Sure Fire Ice Breakers & Group Games” which contains a range of games that are proven to work well with VCAL students as part of getting to know each other and developing team skills. If you are a member of VALA you can access this at [vala.asn.au/resources](http://vala.asn.au/resources) and search for ice-breakers in the Search by keywords box to get the link for the free download.



*Note two ways you could get to know your group.*

### Planning

Planning a VCAL program involves identifying which teaching areas and learning outcomes can be delivered and assessed most readily through the proposed activity, task or project. If students have the opportunity to be involved in a local community activity, this could be the basis for a project that is then mapped to a number of learning outcomes from different units.

Careful planning makes sure that you identify opportunities for students to demonstrate their skills across the curriculum. It is then easier to see gaps where additional activities need to be designed or incorporated to fulfil curriculum requirements. Planning also considers the evidence required for assessment purposes so that teaching and assessment uses variation and offers different contexts for the practice of skills and demonstrations of knowledge.

Further information on assessment is provided later in this section, but it is important to note that successful completion of all learning outcomes for a VCAL unit may be demonstrated in one integrated assessment activity or spread over several different activities. To be awarded an ‘S’, the student must demonstrate achievement on more than one occasion and in different contexts to make sure the assessment is consistent, fair, valid and reliable.

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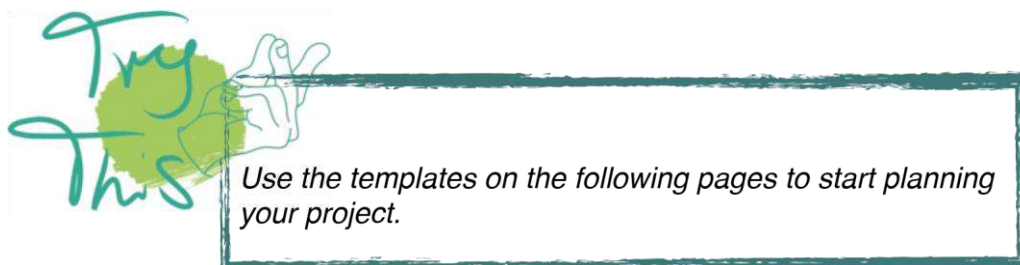
### Planning a project

This section looks closely at the steps involved in planning and assessing a project. Assessment is included here as part of the learning process. The planning method shown is a simplified model of a project management approach. It is made up of four stages: Plan, Develop, Implement and Evaluate.

PLAN	
Step 1	Overview of the unit learning outcomes
Step 2	Project outline to identify key skills and knowledge required
Step 3	Match (map) skills to learning outcomes
Step 4	Evaluate and identify any learning outcomes that have not been met

#### Step 1 Overview of the unit learning outcomes

Familiarise yourself with the learning outcomes of the units you are working with. For example, if you are using VCAL Intermediate PDS and Literacy and Numeracy Skills strands, read over the learning outcomes and elements for those units so that you can see patterns and links and then set them aside. This is so that you are not trying to meet each element separately, which might create repetitive tasks, but rather are looking holistically at the project and then mapping or matching the skills back to the elements afterwards. If there are any gaps, activities can then be added at the planning stage to make sure all the learning outcomes will be met.



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## Step 2 Project outline to identify key skills and knowledge required

Using the four stages of the project management approach, create an overview of the project. A sample template for this is shown in Table 1A.

Table 1B shows a completed example of the [planning template based on the VCAL V- garden project which will be undertaken at the local Primary School. (See Case Study description in Section 1 for more information.)



Table 1A Planning template (blank)

	<b>Project Outline</b>	<b>Key Skills</b>
<b>PLAN</b>		
<b>DEVELOP</b>		

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<b>IMPLEMENT</b>		
<b>EVALUATE</b>		

Table 1 B Planning template (completed with sample info)

	<b>Project Outline</b>	<b>Key Skills</b>
<b>PLAN</b>	Determine scope, time and costings to create a plan	<ul style="list-style-type: none"> <li>• liaise with PS staff and students</li> <li>• create partnership teams between VCAL and PS students</li> <li>• determine client (PS) requirements</li> <li>• map position and size to scale</li> <li>• develop list of required tools, materials and plants</li> <li>• research costs</li> </ul>
<b>DEVELOP</b>	Develop plan and ask for feedback	<ul style="list-style-type: none"> <li>• make estimate of costs</li> <li>• develop time schedule</li> <li>• identify key tasks and delegate</li> <li>• communicate plans to PS and community</li> <li>• incorporate any changes</li> </ul>

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<b>IMPLEMENT</b>	Create vegetable garden	<ul style="list-style-type: none"> <li>• measure</li> <li>• edge</li> <li>• dig</li> <li>• fertilise</li> <li>• cultivate</li> <li>• plant</li> <li>• water</li> <li>• mulch</li> </ul>
<b>EVALUATE</b>	Monitor the use and gather feedback from the users at intervals	<ul style="list-style-type: none"> <li>• organise a meeting to discuss the success of the project</li> <li>• conduct a survey</li> <li>• interview users for feedback and comments</li> <li>• collate information</li> <li>• present findings</li> </ul>

## Step 3 Match (map) skills to learning outcomes

When you have written down all the specific skills and activities students will be engaged with during the project, create another table which shows the skills on the left. Table 2 shows an example of this. (You could also create this as a larger spreadsheet, whiteboard/electronic board, or butchers' paper outline or flowchart, but all tables are shown here separately to aid clarity.)

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Table 2A Key Skills and links (blank)

Key Skills	Curriculum links
<ul style="list-style-type: none"> <li>• liaise with PS staff and students</li> <li>• create partnership teams between VCAL and PS students</li> <li>• determine client (PS) requirements</li> <li>• map position and size to scale</li> <li>• develop list of required tools, materials and plants</li> <li>• research costs</li> </ul>	
<ul style="list-style-type: none"> <li>• make estimate of costs</li> <li>• develop time schedule</li> <li>• identify key tasks and delegate</li> <li>• communicate plans to PS and community</li> <li>• incorporate any changes</li> </ul>	
<ul style="list-style-type: none"> <li>• measure</li> <li>• edge</li> <li>• dig</li> <li>• fertilise</li> <li>• cultivate</li> <li>• plant</li> <li>• water</li> <li>• mulch</li> </ul>	
<ul style="list-style-type: none"> <li>• organise a meeting to discuss the success of the project</li> <li>• conduct a survey</li> <li>• interview users for feedback and comments</li> <li>• collate information</li> <li>• present findings</li> </ul>	




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Brainstorm all the curriculum links you can think of, no matter which strand they might belong to, if possible without referring to the curriculum document. Using Plain English in this step will help you create checklists and other assessment documents for students at a later stage. Table 2B shows an example of possible PDS Learning Outcomes (links have been highlighted in blue).

Table 2B Key skills and links (completed with sample info)

Key Skills	Curriculum links
<ul style="list-style-type: none"> <li>liaise with PS staff and students</li> <li>create partnership teams between VCAL and PS students</li> <li>determine client (PS) requirements</li> <li>map position and size to scale</li> <li>develop list of required tools, materials and plants</li> <li>research costs</li> </ul>	<p>phone calls ← listening, speaking          letters - writing for PP          Organisation          teamwork          questioning / clarifying          numeracy - mapping - measure scale          planning - research          research → \$ - calculations</p>
<ul style="list-style-type: none"> <li>make estimate of costs</li> <li>develop time schedule</li> <li>identify key tasks and delegate</li> <li>communicate plans to PS and community</li> <li>incorporate any changes</li> </ul>	<p>calculations          planning          project management          listening, speaking, writing - report?          newspaper?          graphwork          editing</p>
<ul style="list-style-type: none"> <li>measure</li> <li>edge</li> <li>dig</li> <li>fertilise</li> <li>cultivate</li> <li>plant</li> <li>water</li> <li>mulch</li> </ul>	<p>working to a time schedule          handling tools safely          planting seedlings correctly          follow instructions          use correct measurements          teamwork</p>
<ul style="list-style-type: none"> <li>organise a meeting to discuss the success of the project</li> <li>conduct a survey</li> <li>interview users for feedback and comments</li> <li>collate information</li> <li>present findings</li> </ul>	<p>planning          communicating          questioning          clarifying          composing concise questions          finding / select information          analysing evaluating          communicate / share          reflecting          report writing / presentation</p>

 = possible PDS links



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Once a group of skills has been identified as being linked to the learning outcomes of a certain unit, you can start mapping (matching) the activities and possible assessment tasks to specific learning outcomes to make sure they are all covered and to see where any gaps are. At this stage of the planning, you can then create an additional activity or expand a skill set to make sure that all learning outcomes of the unit are met.

Table 3 shows an example of a mapping sheet that matches activities and tasks to the elements of a Learning Outcome. This table uses just one learning outcome to aid clarity. Carrying out this step shows that there is a gap in Element 2.4 Identify strategies to minimise risks associated with the activity. The gap is highlighted on the table using a green bar.

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Table 3 Learning outcomes and activities

PDS Unit 2 Foundation	Activities-Tasks
<p>LEARNING OUTCOME 2</p> <p><b>Note: Only one of five learning outcomes is shown here</b></p> <p>2. Plan and organise a simple activity within a community.</p> <p>ELEMENTS</p> <p>The elements are demonstrated when the student can:</p> <p>2.1 Discuss and select a topical issue or event related to a community activity.</p> <p>2.2 Plan an activity to address a community need.</p> <p>2.3 Contribute to the completion of a community activity.</p> <p>2.4 Identify strategies to minimise risks associated with the activity.</p> <p>2.5 Reflect on their contribution to the activity.</p>	<p>2.1</p> <ul style="list-style-type: none"> <li>liaise with PS staff and students</li> <li>create partnership teams between VCAL and PS students</li> </ul> <p>2.2</p> <ul style="list-style-type: none"> <li>determine client (PS) requirements</li> <li>develop list of required tools, materials and plants</li> <li>develop time schedule</li> <li>identify key tasks and delegate</li> <li>communicate plans to PS and community</li> </ul> <p>2.3</p> <ul style="list-style-type: none"> <li>measure</li> <li>edge</li> <li>dig</li> <li>fertilise</li> <li>cultivate</li> <li>plant</li> <li>water</li> <li>mulch</li> </ul> <p>2.4</p> <p>2.5</p> <ul style="list-style-type: none"> <li>organise a meeting to discuss the success of the project</li> <li>conduct a survey</li> <li>interview users for feedback and comments</li> <li>collate information</li> <li>present findings</li> </ul>

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### Step 4 Evaluate and identify any learning outcomes that have not been met

Behind each one of these activities is assumed knowledge and skills, and knowing your students will help you work out what they need to be explicitly taught or which areas need revision. From Table 3 it is clear that ELEMENT 2.4 Identify strategies to minimise risks has not been covered. Suggested ways that this element could be met might include:

- ★ instruction for students on using tools
- ★ students developing safety guidelines for the primary school children
- ★ using a Job Safety Audit (JSA)
- ★ conducting an OH&S audit of the site

All these activities, which are part of the planning, developing, implementing and evaluating the project, offer opportunities for assessment and for gathering evidence of the student's ability to demonstrate skills and apply knowledge.

### Summary

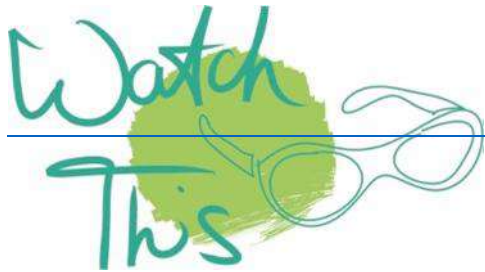
After the planning has been completed, timetabling, resource collection and other details of implementation will need to be worked out. The more comprehensive and clear the planning is, the easier it will be to create a list of milestones with the students and assist them in meeting the required timelines. Planning assessments is also a part of this process but is discussed separately in the next section as it needs space to explore the way it is approached in a VCAL program.



*What projects might work for your students?  
Hint: Start small and work up to something bigger.*

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## Assessment



Watch this short video from the VCAL How to series on VCAL Assessment

[https://www.youtube.com/watch?v=Fn1\\_1JwBaRQ](https://www.youtube.com/watch?v=Fn1_1JwBaRQ)

Assessment is the process of collecting evidence about the performance of learners and making a judgement about whether they have met the specified standards.

Students undertaking VCAL are assessed against set criteria. Students are given the opportunity to demonstrate achievement of a learning outcome on multiple occasions and in multiple context

Another way of expressing this is to see achievement as a continuum with the standard at one end. A student may enter the program at any point along the continuum and the teacher assists the student to move from that point towards being able to meet the specified standard.

## Assessment of VCAL units

A VCAL provider coordinates the assessment and the collection of results for all curriculum components in a VCAL program. The satisfactory completion of curriculum components must be in accordance with the assessment guidelines for the accredited curriculum.

For specific information on assessment and suggested evidence, always refer to the Curriculum Planning Guides for VCAL Units. In addition, VCAA publishes the VCAL Unit Assessment Planning Guide which is the definitive authority on assessment questions.

Go to: <http://www.vcaa.vic.edu.au/Documents/vcal/VCALAssesmentGde.pdf>

Please note:

- VCE units must be in accordance with VCAA guidelines
- VET and FE units of competency/modules must be in accordance with the VET accredited curriculum or Training Package qualification or accredited FE curriculum document and according to the standards of the Australian Quality Training Framework (AQTF) and/or the Australian Skills Qualifications Authority (ASQA).

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### Quality Assurance (QA)

The VCAL QA process ensures that there is a common understanding and consistency among educators regarding assessment judgements and the design of assessment tasks for the three VCAL levels. The VCAL QA process enables educators to clarify their ideas about the appropriate VCAL level and tasks for their students.

The VCAA has established nine VCAL QA regions. These nine regions are similar to the previous nine Department of Education and Training regions. Further information can be found at:

[vcaa.vic.edu.au/Pages/vcal/providers/quality/index.aspx](http://vcaa.vic.edu.au/Pages/vcal/providers/quality/index.aspx)

QA also provides an opportunity for educators to clarify their ideas about the appropriate VCAL level and tasks for students. Most educators look forward to participating in these days, reporting that it is a great chance to engage in meaningful professional development using specific examples from their own teaching practice and discovering how other educators approach VCAL tasks.

The guide to QA for 2018 can be found at:

<http://www.vcaa.vic.edu.au/Pages/vcal/providers/quality/index.aspx>

There is a VCAL QA Panel in each Department of Education and Training (DET) region to:

- ★ establish minimum benchmarks for consistency in the assessment of VCAL levels and VCAL learning outcomes
- ★ provide advice to VCAL providers that will enable them to confidently design VCAL unit assessment tasks and to make assessment judgements about successful achievement of the learning outcomes for VCAL units
- ★ allocate providers to one of three categories
- ★ select and provide advice regarding exemplar models of VCAL tasks for publication on the VCAA website.

Go to <http://www.vcaa.vic.edu.au/Pages/vcal/providers/quality/index.aspx> for more information and for the dates and contacts for your school.

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Which QA category does your school belong to?  
Who coordinates QA in your school?  
Insert QA dates in your diary.

### Principles of assessment

There are four principles of assessment: **validity, reliability, fairness** and **flexibility**.



Valid=assesses what it claims to assess

Example: an assessment of the skill of taking accurate measurements should not include any subsequent calculations of those measurements if calculation is not being assessed.



Reliable=the method and tools used will produce a consistent result no matter which student they are applied to or which teacher uses them.

A checklist might include the phrase - interacts well, but the word well could be interpreted differently by different assessors so a more specific phrase such as interacts courteously, professionally or appropriately would be more reliable.



Flexible = appropriate to a range of situations

An assessment task does not rely on special equipment that one group may have access to but others may not; or if a student arrives at an assessment time feeling distressed due to personal reasons it should be possible to reschedule the assessment.



Fair=The assessment does not disadvantage anyone and takes into account the characteristics and needs of the students.

If a student is unable for religious reasons to give a presentation to a group of males, an alternative presentation audience would be selected.

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## S stands for ...

S stands for satisfactory. Students receive an S or an N (which means Not Yet Complete). To be awarded an 'S', a student must achieve all learning outcomes (there are exceptions in the numeracy units and Senior Reading and Writing only requires 7 out of the 8 learning outcomes to be achieved). Successful completion of all learning outcomes for a VCAL unit may be demonstrated in one integrated assessment activity or spread over a number of different activities. To be awarded an 'S', the student must demonstrate achievement on more than one occasion and in different contexts to make sure the assessment is consistent, fair, valid and reliable.

Source: <http://www.vcaa.vic.edu.au/Documents/vcal/VCALAssesmentGde.pdf>

## Designing assessment

This method is offered here as a guide only, as it would be more productive time wise for the busy teacher to do this as part of the overall planning. It is separated out here to make assessment issues and strategies clearer.

### The four-step method

1. Clarify the evidence requirements by thoroughly examining and analysing the unit and then imagine and visualise what a competent student would be able to do.
2. Choose the most appropriate assessment method. (See next section)
3. Design and develop assessment tools (See section 5)

Ask for feedback from colleagues and students where appropriate.

4. Try out the tools and alter where necessary to improve them.

### Assessment methods and tools

When used in reference to competency-based assessment, the word 'method' refers to the ways assessment is undertaken. The term 'tools' in this context means the items used to collect evidence and includes instructions to the student.

When selecting a method choose the best method to demonstrate achievement of a learning outcome and allow for holistic assessment. A variety of methods will suit different learning styles within the group. Assessments are viewed as opportunities for learning and a chance for a student to demonstrate their capabilities in a safe and supportive environment.



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Table 4 summarises some of the methods and their associated tools

Table 4! Assessment methods and tools

Assessment methods	Assessment tools
Observation of performance Physical demonstration Practical application	<ul style="list-style-type: none"> <li>• student instructions</li> <li>• checklist</li> </ul>
Simulation	<ul style="list-style-type: none"> <li>• student instructions</li> <li>• checklist</li> </ul>
Role-play	<ul style="list-style-type: none"> <li>• student instructions</li> <li>• checklist</li> </ul>
Case study	<ul style="list-style-type: none"> <li>• student instructions</li> <li>• case study description</li> <li>• questions</li> <li>• discussion record sheet</li> </ul>
Written questions Quiz Multiple choice	<ul style="list-style-type: none"> <li>• questions with instructions</li> <li>• teacher answer sheet</li> </ul>
Verbal questions	<ul style="list-style-type: none"> <li>• questions</li> <li>• record sheet</li> <li>• possible answers reference sheet</li> </ul>
Report by third party (may be verbal & recorded)	<ul style="list-style-type: none"> <li>• questions</li> <li>• record sheet</li> </ul>
Portfolio or assignment	<ul style="list-style-type: none"> <li>• student instructions</li> <li>• contents list</li> </ul>
Product inspection	<ul style="list-style-type: none"> <li>• checklist</li> </ul>
Debate	<ul style="list-style-type: none"> <li>• statements for debate</li> <li>• instructions on rules</li> <li>• checklist</li> </ul>
Discussion	<ul style="list-style-type: none"> <li>• questions</li> <li>• checklist</li> </ul>
Reflective journal	<ul style="list-style-type: none"> <li>• learner instructions</li> <li>• starter sentences</li> </ul>

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Self assessment	<ul style="list-style-type: none"><li>• guidelines</li><li>• checklist</li></ul>
Peer assessment	<ul style="list-style-type: none"><li>• guidelines</li><li>• checklist</li></ul>

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## Evidence

Evidence is anything that supports the assessor's claim that a student has achieved a learning outcome including the elements.

Evidence can be Direct, Indirect or Supplementary.

### Direct

- ★ observation of performance
- ★ video of performance
- ★ product

### Indirect

- ★ simulation
- ★ role-play
- ★ case study analysis Supplementary
- ★ written or oral questions
- ★ feedback from a third party.



Source: <http://www.vcaa.vic.edu.au/Documents/vcal/VCALAssesmentGde.pdf>

Table 5 shows how assessment methods can vary depending on whether their focus is on knowledge or performance from less direct to very direct methods. There is some overlap between them which is not shown in this table.

## Evidence examples

To continue with the VCAL V-Garden example used previously, Table 5 uses the information from Table 4. By adding an extra column, we can show evidence that could be collected throughout the project and how it relates to the learning outcomes.

These items are kept together as a portfolio of evidence to show what the students have been able to do, track the development of skills and assist in measuring the level of those skills against the standard. The evidence is as direct as possible, as the unit focuses on performance of skills.

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Table 5! Possible evidence

PDS Unit 2 Foundation	Activities/ Assessment tasks	Possible Evidence
<p>LEARNING OUTCOME 2</p> <p><b>Note: Only one of five learning outcome is shown here</b></p> <p>2. Plan and organise a simple activity within a community.</p> <p>ELEMENTS</p> <p>The elements are demonstrated when the student can:</p> <p>2.1 Discuss and select a topical issue or event related to a community activity.</p> <p>2.2 Plan an activity to address a community need.</p> <p>2.3 Contribute to the completion of a community activity.</p> <p>2.4 Identify strategies to minimise risks associated with the activity.</p> <p>2.5 Reflect on their contribution to the activity.</p>	<ul style="list-style-type: none"> <li>liaise with PS staff and students</li> <li>create partnership teams between VCAL and PS students</li> <li>determine client (PS) requirements</li> <li>develop list of required tools, materials and plants</li> <li>develop time schedule</li> <li>identify key tasks and delegate</li> <li>communicate plans to PS and community</li> <li>measure</li> <li>edge</li> <li>dig</li> <li>fertilise</li> <li>cultivate</li> <li>plant</li> <li>water</li> <li>mulch</li> <li>organise a meeting to discuss the success of the project</li> <li>conduct a survey</li> <li>interview users for feedback and comments</li> <li>collate information</li> <li>present findings &amp; comments received</li> </ul>	<p>Mind maps</p> <p>Discussion notes</p> <p>whiteboard brainstorm (photos)</p> <p>Drawings, plans, research</p> <p>Phone call log</p> <p>Meeting notes or minutes</p> <p>Project plan</p> <p>Letters. emails between schools</p> <p>Budgets, lists, receipts, requests to sponsor</p> <p>Checklist*</p> <p>Photos (annotated and dated)</p> <p>Film/video</p> <p>Digital story with narration</p> <p>Diary, journal, log book</p> <p>Meeting notes, podcast</p> <p>Written or spoken reflection</p>

\* a sample of this kind of checklist is shown in Table 6

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## Rules of evidence

Evidence must be Valid, Reliable, Sufficient, Authentic, Current and Consistent.

### Valid

- Is the task consistent with the VCAL unit purpose statement?
- Have the learning outcomes been taken into account?
- Is the level appropriate?

### Sufficient

- Is there sufficient evidence to enable a decision to be made? This is important for activities involving a group of students working on an activity.
- Is there a balance of direct and indirect evidence?

### Authentic

- How do we know this is the work of the student?

### Current

- How do we know this is current work?

### Consistent

- Has the evidence been collected over time to ensure there is a consistent demonstration of achievement in the learning outcomes?

Source: [http://www.vcaa.vic.edu.au/vcal/providers/resources/assess\\_guide/](http://www.vcaa.vic.edu.au/vcal/providers/resources/assess_guide/)

## Sample assessment tool – checklist

The following example of an assessment tool is linked to the VCAL V-Garden project. To assess the implementation part of the project, the teacher may choose to use a checklist to record actions that they observe on-site. These records of observations are just one part of the evidence needed to support the assessment of a learning outcome, and contribute to the overall assessment of achievement.

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Table 6! Sample of a checklist

Name		
Date/Time		
Place		
Unit		
Record of observations - Measurement		
Description/ criteria The student:	Tick when shown	
uses tape measure where necessary		
measures the length and width of the plot correctly according to the rough plan provided		
is able to read the measurements on the tape measure correctly- for example, centimetres and millimetres		
notes measurements accurately and legibly		
marks corners clearly using wooden pegs, spray markers or similar		
clearly marks edges using string line, spray markers or similar, ensuring a straight line		
communicates clearly with other team members to assist in work processes e.g. uses clarifying questions; explains actions; gives instructions		
Teacher signature.....		
Student Signature .....		

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## Portfolio of evidence

A portfolio of evidence is a physical or electronic collection of evidence gathered during the program. It can include one or more of the following:

- ★ student self-assessment (verified by teacher/mentor)
- ★ teacher observation records/checklists of oral presentations, practical activities and role-plays
- ★ reflective work journals
- ★ student logbooks
- ★ oral presentations
- ★ an oral explanation of text
- ★ written text
- ★ a physical demonstration of their understanding of a written or oral text
- ★ discussion
- ★ debates
- ★ role-plays
- ★ folios of tasks or investigations
- ★ photographic/video productions
- ★ multimedia presentations
- ★ program awards or statements of completion, e.g. Surf Life Saving Bronze Star.

<http://www.vcaa.vic.edu.au/Documents/vcal/infosheets/VCAL-Assessment-infosheet.pdf>



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Sample evidence for VCAL V-garden project



Darryl demonstrates his ability to use the trenching tool safely to create a water channel for the new garden bed.  
20 October, 2012. Observed by LH  
Signed:

## Check List

*The checklists are offered as a quick way to check whether you have the information you need from the information and suggested activities in this section.*

I have:

- ☐ identified some activities to help me get to know my group
- ☐ done some pre-planning using the proforma provided
- ☐ some ideas on how a VCAL group might connect their learning to a community project to create an applied learning context.

I know

- ☐ how to obtain any preferred planning proforma's
- ☐ who to ask about QA
- ☐ the 2019 QA category and dates for my school or provider

# SECTION 4 How?

## Section 5 What about VET?

### Overview

Vocational Education and Training (VET) refers to a range of nationally recognised vocational certificates which are an important pathway into work or further study at TAFE for VCAL students. VET is closely related to the Industry Specific Skills and Work Related Skills Strands of VCAL and may be Integrated within a VCAL program.

VET qualifications are standalone certificates in their own right and have the benefit of being recognised by employers and training providers across Australia. VET certificates start at Certificate I and progress through Levels II, III, and IV and continue onto Diploma and Advanced Diploma level. Higher level VET qualifications may also be recognised by universities for those seeking to progress to degree level study. VET qualifications are a great way for young people to get an early start in the world of work and can lay an important foundation for further progress after school.

### VET in VCAL

VET in VCAL allows students to include vocational studies within their senior secondary certificate. Students undertake nationally recognised training from either accredited state curriculum or national training packages. There is a wide range of VET certificates available for students to choose from across all areas of employment and training. For more information on VET in VCAL follow:

<http://www.vcaa.vic.edu.au/Pages/vet/index.aspx>

### Assessment in VET

Assessment in VET is done through a system of modules and units of competency that are designed to acknowledge skills development, usually in the context of a specific industry setting. The language of assessment used in the VET documentation may be slightly different from the VCAL documents, but they are both based around the determination of a student's achievement of a learning outcome. VET is a compulsory component of an Intermediate or Senior VCAL course and many Foundation students are undertaking VET in their VCAL studies. VET can be a powerful means to engage and extend young people in their own learning pathway.

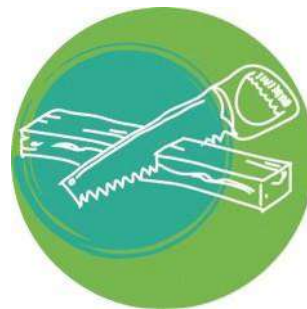
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### Integrating curriculum

The teaching and learning program for the various units, units of competency and modules that make up the learning program can be integrated. Providers of VCAL are encouraged to integrate the learning outcomes from a number of VCAL units where possible and practicable. The knowledge and skills development that lead to the learning outcomes in one unit, such as a VCAL unit, can be extended by including content drawn from a VET module or unit of competency. Record keeping for each curriculum component should reflect assessment of each learning outcome and/or unit of competency.

Programs can be designed to include a thematic or project based approach. Planning for this includes learning experiences and assessment tasks that are based on integration of learning outcomes, such as the one used as an example throughout this guide. This might include combining the learning outcomes from different curriculum components in the same or different curriculum strands to reflect the integration of skills and competencies in authentic contexts, such as social or work activities.

For more information on VET in VCAL follow:



<http://www.vcaa.vic.edu.au/Pages/vet/general/recognition/vcerecognition.aspx>

### VCAL and Structured Workplace Learning (SWL)

There is no formal on-the-job training or structured workplace learning requirement within the accredited units of the VCAL. However, if a VET unit of competency/module is used to meet one of the requirements of the VCAL, this VET unit of competency/module may require a structured workplace learning placement. Structured workplace learning can be used to meet some or all of the learning outcomes of the Work Related Skills units. Schools will need to refer to information on structured workplace learning requirements on the following website:

[www.education.vic.gov.au/school/teachers/teachingresources/careers/work/pages/structuredlearning.aspx](http://www.education.vic.gov.au/school/teachers/teachingresources/careers/work/pages/structuredlearning.aspx)

It is important that students undertaking structured workplace learning placements as part of their VCAL learning program have an understanding of occupational health and safety (OHS) as it applies to them. They must undertake relevant accredited OHS training prior to commencement of the structured

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workplace learning placement. This training may vary depending on the environment in which the student will be working. For example, if a VCAL student is enrolled in Certificate II in Automotive Studies (Prevocational) and is undertaking a relevant OHS unit within this certificate, then this student is able to undertake a structured work placement in an automotive environment. If, however, this student wishes to undertake a structured work placement in an unrelated retail environment, then this student must complete Work Related Skills Unit 1, including the safe@work program before commencing this placement. Where learning and assessment occur through structured workplace learning, the VCAL provider will need to ensure that the student will have opportunities to achieve the learning outcomes for the VCAL unit that the student is enrolled in. This will require appropriate supervision and monitoring of student progress, and a cooperative arrangement with the employer. Schools must comply with the relevant Ministerial Order. These orders are made by the Minister and relate to workplace learning arrangements entered into by a principal of a school with an employer. The arrangement must be in accordance with the Education (Workplace Learning) Act 2003 and the relevant Ministerial Order. VCAL providers from the Technical and Further Education (TAFE) and Learn Local sectors should comply with the provisions of the Education and Training Reform Act 2006 Part 5.4 Division 2 – Practical placement. (Source: VCAA Curriculum Planning Guide Industry Specific Skills Strand and Work Related Skills Strand – Introduction. [http://www.vcaa.vic.edu.au/Documents/vcal/VCAL\\_CPG\\_Wk\\_rel\\_skills.pdf](http://www.vcaa.vic.edu.au/Documents/vcal/VCAL_CPG_Wk_rel_skills.pdf))

Further information on SWL can be found at

[www.education.vic.gov.au/school/educators/teachingresources/careers/work/Pages/default.aspx](http://www.education.vic.gov.au/school/educators/teachingresources/careers/work/Pages/default.aspx)

### Structured Workplace Learning credits towards the VCAL

As of 2018, students undertaking Structured Workplace Learning aligned to their VET qualification are able to gain general credits towards their VCAL certificate. For more information visit:

<http://www.vcaa.vic.edu.au/Documents/vet/general/VETSWLROverview.pdf>

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## VET and Employability Skills

Whichever way you approach VET in your VCAL it is useful to note that the federal government in consultation with all industry sectors has developed a set of eight core skills that employers assess as vital, no matter which sector you are employed in. VET providers must embed these into all courses. These skills are recognised by employers and training providers across all industries:

Here is an extract from the youth central site that explains to students why these eight skills are useful. This shows how VET overlaps very well with the Integrated nature of VCAL and can be built into your thinking as a teacher.

### 1. Communication

Depending on the job, communication is about being a good talker or a good writer. It involves being confident about speaking to people (face-to-face or over the phone). It also involves writing well enough to be understood in emails and memos.

### 2. Teamwork

Teamwork means being good at working with people - both the people you work with and other people that come into contact with your organisation.

### 3. Problem Solving

Problem solving is about being able to find solutions when faced with difficulties or setbacks. Even if you can't think of a solution straight away, you need to have a logical process for figuring things out.



### 4. Initiative and Enterprise

Initiative and enterprise are about being able to think creatively and to make improvements to the way things are. They're also about looking at the bigger picture and how the way you work fits into that

### 5. Planning and Organising

Planning and organising are about things like working out what is required to get a job done, and then working out when and how you'll do it. They're also about things like developing project timelines and meeting deadlines.

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### 6. Self-Management

Self-management is about getting on with your work without someone having to check up on you every five minutes. You should also be able to stay on top of your own deadlines and be able to delegate tasks to other people to make sure things get done on time.

### 7. Learning

Learning is about wanting to understand new things and being able to pick them up quickly. It's also about being able to take on new tasks and to adapt when the way things are done in the workplace change.

### 8. Technology

General technology skills that employers want include things like being able to use a computer for word processing and sending email, or knowing how to use a photocopier.

Some more specific technology skills relate to software, like using social media, working with design or video editing software or knowing programming languages. Other technology skills relate to hardware, like knowing how to use EFTPOS, a cash register, a photocopier or scanner, a camera or a recording studio

Source:

[youthcentral.vic.gov.au/Jobs+&+Careers/Planning+your+career/Employability+skills/#.UQW7dKVQWms](http://youthcentral.vic.gov.au/Jobs+&+Careers/Planning+your+career/Employability+skills/#.UQW7dKVQWms)

For more detailed information and checklist visit:

<http://www.education.vic.gov.au/Documents/school/teachers/teachingresources/careers/employabilityskills1.pdf>



### Other Useful websites

The following websites may be useful in investigating or implementing VET training programs:

<https://www.myskills.gov.au/>

Contains a listing of all nationally recognised qualifications, a list of RTOs according to Scope of Registration and has a database of competency standards.



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Information on SWL, VET funding for Government schools and VET in Schools:  
[education.vic.gov.au/about/department/pages/refocusvet.aspx](http://education.vic.gov.au/about/department/pages/refocusvet.aspx)



### REMEMBER!

*The VCAA is the official source of advice for all information regarding operational aspects of the VCAL. For further information, please refer to the current Victorian Curriculum and Assessment Authority "VCE and VCAL Administrative Handbook," and the monthly VCAA bulletin. If you require additional assistance, please contact the VCAL Unit at the VCAA on (03) 9032 1725.*

IMPORTANT: VET enrolments should be entered onto the VCAA's Victorian Assessment Software System (VASS) in accordance with the guidelines provided in the  
[http://www.vcaa.vic.edu.au/Documents/handbook/2018/adhb18\\_FA2.pdf](http://www.vcaa.vic.edu.au/Documents/handbook/2018/adhb18_FA2.pdf)

### Related information

The VCAL Coordinators Resource Kit [http://www.vcaa.vic.edu.au/Pages/vcal/resource\\_kit/vet\\_vcal.aspx](http://www.vcaa.vic.edu.au/Pages/vcal/resource_kit/vet_vcal.aspx)

VCAL Curriculum Planning Guide : Industry Specific Skills and Work Related Skills

[http://www.vcaa.vic.edu.au/Documents/vcal/VCAL\\_CPG\\_Wk\\_rel\\_skills.pdf](http://www.vcaa.vic.edu.au/Documents/vcal/VCAL_CPG_Wk_rel_skills.pdf)



## Acronym list

Acronym	Stands for
AQF	Australian Qualifications Framework
AQTF	Australian Quality Training Framework
ATAR	Australian Tertiary Admission Rank
DET	Department of Education and Training
DES	Derived Examination Score
EAL	English as an Additional Language
FE	Further Education
GAT	General Achievement Test
HSC	Higher School Certificate
IB	International Baccalaureate
LLEN	Local Learning and Employment Network
MOU	Memorandum of Understanding
NA	Not Assessed
NAP	Code on VASS denoting VCAA-approved School-based Apprenticeships and Traineeships
NAPLAN	National Assessment Program Literacy and Numeracy
QA	Quality Assurance
RPL	Recognition of Prior Learning
RTO	Registered Training Organisation

SWL	Structured Workplace Learning
TAFE	Technical and Further Education
UoC	Unit of Competency
VALA	Victorian Applied Learning Association
VASS	Victorian Assessment Software System
VCAA	Victorian Curriculum and Assessment Authority
VCAL	Victorian Certificate of Applied Learning
VCE	Victorian Certificate of Education

