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# Introduction

The following information has been prepared to support practitioners in their delivery of VCAL. This guide contains information on:

- assessment
- VCAL and structured work placement
- recognition of prior learning.

The following information must be read in conjunction with the [VCE and VCAL Administrative Handbook](#) and the [VCAL Curriculum Planning Guides](#).

VCAL units are designed to allow the development of locally relevant teaching and learning programs.

Each VCAL unit learning outcome has a set of elements. The elements in VCAL units further describe the learning outcome. They provide guidance in determining whether the learning outcome has been met. When developing tasks, with the exception of the VCAL numeracy units, teachers need to ensure that each task incorporates all the elements for that learning outcome. Assessment tasks need to be designed to enable the learning outcomes to be demonstrated.

In order to be awarded a satisfactory 'S' result, with the exception of the numeracy units and the Senior Literacy Reading and Writing units, students must demonstrate successful completion of all learning outcomes in the unit. Successful completion of all learning outcomes for a VCAL unit may be demonstrated during one integrated assessment activity or may be spread over a number of different activities.

The following table below provides as a guide to help VCAL practitioners determine the general focus and award level of training. It must however be used in conjunction with the 'Curriculum options for VCAL eligibility table' in the VCE and VCAL Administrative Handbook (see page 18).

<b>Foundation</b>	<p><b>Focus</b></p> <p>At Foundation level, knowledge and employability skills development is supported by a strong emphasis on literacy and numeracy skills and preparatory learning.</p> <p><b>Level</b></p> <p>The following components of training are recommended at Foundation level.</p> <ul style="list-style-type: none"> <li>• VCAL Foundation units</li> <li>• VET Certificate I</li> <li>• FE Certificate I</li> </ul>
<b>Intermediate</b>	<p><b>Focus</b></p> <p>At Intermediate level, knowledge and employability skills development leads to independent learning, confidence and a high level of transferable skills.</p> <p><b>Level</b></p> <p>The following components of training are recommended at Intermediate level.</p> <ul style="list-style-type: none"> <li>• VCAL Intermediate units</li> <li>• VCE Units 1 and/or 2</li> <li>• VET Certificates I and II</li> <li>• FE Certificate II</li> </ul>
<b>Senior</b>	<p><b>Focus</b></p> <p>At Senior level, knowledge and employability skills development leads to a high level of interpersonal skills, independent action and achievement of tasks that require decision-making and leadership.</p> <p><b>Level</b></p> <p>The following components of training are recommended at Senior level.</p> <ul style="list-style-type: none"> <li>• VCAL Senior units</li> <li>• VCE Units 3 and/or 4</li> <li>• VET Certificates II and above</li> <li>• FE Certificates III and above</li> </ul>





# Section 1: Designing assessment tasks

## Foundation level

At this level, curriculum should be planned to develop:

- basic and preparatory skills for employability, further education and training
- the application of skills and knowledge to familiar tasks and everyday contexts.

At this level, assessment should be planned to:

- provide high levels of teacher support and assistance (for example, step-by-step approaches)
- link to familiar and everyday contexts (for the student) that lead to transferable knowledge and skills development.

## Intermediate level

At this level, curriculum should be planned to develop:

- the application of abstract concepts and technical skills
- the application of skills and knowledge to tasks that are unfamiliar and challenging.

At this level, assessment should be planned to:

- provide some teacher support and assistance but with the expectation that students will demonstrate independent learning and study skills (for example, tasks will provide project guidelines that are not step-by-step)
- link existing skills and student experiences to unfamiliar and challenging contexts.

## Senior level

At this level, curriculum should be planned to develop:

- the application of high level literacy and communication skills to abstract and technical skills
- the application of generic and employability skills to complex tasks and contexts
- specialisation of knowledge and skills appropriate to the project
- conceptual analysis and problem solving for complex and/or abstract tasks.

At this level, assessment should be planned to:

- provide opportunities for students to work as independent learners with teacher support and assistance available on request (for example, by allowing students to conceptualise and plan task outcomes with a fair degree of autonomy)
- link to complex tasks that require integration and application of a range of knowledge and skills (specialised technical skills, literacy skills and communication skills) to problem solving and abstract contexts.

For more information see [frequently asked questions about VCAL](#) on the VCAA website.

## Assessment of integrated programs

Assessment in the VCAL should focus on integrated projects/activities. In developing an integrated or holistic approach to VCAL delivery, a number of outcomes from one or more strands can be grouped into logical, assessable activities that take into account project-based or thematic activities.

When designing assessment for an integrated project, there needs to be clearly identifiable assessment activities/tasks for each VCAL unit or VET unit of competency.

An assessment task used to demonstrate achievement of one or multiple learning outcomes in one VCAL unit cannot be used to demonstrate achievement in other VCAL unit learning outcomes or competency in a VET unit of competency. For example, an assessment task (within a broader project) used to demonstrate achievement of a number of learning outcomes within a Personal Development Skills unit, cannot be used to demonstrate achievement of learning outcomes in the VCAL Reading and Writing unit.

When an integrated project includes VET units of competency, separate evidence is required to demonstrate competency in the VET units.

Assessment of VCE units must be in accordance with VCE study designs and cannot be integrated with other assessment.



# Section 2: VCAL assessment

## Introduction

A VCAL provider coordinates the assessment and 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.

The following are answers to commonly asked questions.

## What is the purpose of assessment?

A VCAL unit contains accredited learning outcomes that are generic and enable content to be developed to suit the individual needs of students as per the following example.

### PDS Unit 1 Foundation – Plan and organise a simple activity

The purpose of assessment is to assess a student's achievement of learning outcomes by collecting **evidence** about the performance of learners and making a **judgment** about whether they have met the requirements of the learning outcomes.

## What is evidence?

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

Evidence can be the following:

### 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.

## What are the features of evidence?

<b>Valid</b>	<ul style="list-style-type: none"> <li>Is the task consistent with the VCAL unit purpose statement?</li> <li>In developing a task, has the learning outcome been taken into account?</li> <li>Is the level (Foundation, Intermediate, Senior) appropriate?</li> </ul>
<b>Sufficient</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Is there a balance of direct and indirect evidence?</li> </ul>
<b>Authentic</b>	<ul style="list-style-type: none"> <li>How do we know this is the work of the student?</li> </ul>
<b>Current</b>	<ul style="list-style-type: none"> <li>How do we know this is current work and not work submitted last year by another student?</li> </ul>
<b>Consistent</b>	<ul style="list-style-type: none"> <li>Has the evidence been collected over time and in different contexts to ensure there is a consistent demonstration of competencies in the learning outcomes?</li> </ul>

## How do I assess a VCE unit in a VCAL program?

Assessment of VCE units that are included in a VCAL program must be in accordance with VCE study designs and cannot be integrated with other assessments.

## Is a test an appropriate form of assessment for a VCAL unit?

Test-based assessments are generally not appropriate assessment strategies for VCAL units.

## What are the criteria for good assessment?

Good assessment:

- has a clear purpose
- is set in a relevant context
- provides resources appropriate to the task
- caters for different learning styles
- allows for students to perform at different levels
- allows adequate evidence to be collected
- covers more than one learning outcome
- is valid, reliable, flexible and fair.

## What does valid, reliable, flexible and fair mean?

<b>Valid</b>	The task is consistent with the VCAL unit purpose statement. The learning outcomes have been taken into account. The level is appropriate.
<b>Reliable</b>	The assessment tool and process will produce consistent outcomes when applied by a range of assessors in a range of settings and on a number of occasions.
<b>Flexible</b>	The assessment tool and process allow for assessment in a range of assessment contexts.
<b>Fair</b>	The assessment will not disadvantage any person and will take into account the characteristics of the person being assessed.

## What must a student do to receive an S for the VCAL unit?

To be awarded an S, a student must demonstrate successful completion of all learning outcomes in most units (there are exceptions in the numeracy units and Senior reading and writing unit).

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. An assessment task used to demonstrate achievement of one or multiple learning outcomes in one VCAL unit cannot be used to demonstrate achievement in other VCAL unit learning outcomes or competency in a VET unit of competency. For example, an assessment task (within a broader project) used to demonstrate achievement of a number of learning outcomes within a Personal Development Skills unit, cannot be used to demonstrate achievement of learning outcomes in the VCAL Reading and Writing unit.

When an integrated project includes VET units of competency, separate evidence is required to demonstrate competency in the VET units.

Assessment of VCE units must be in accordance with VCE study designs and cannot be integrated with other assessment.

To be awarded an S, the student must demonstrate competence on more than one occasion in different contexts to make sure the assessment is consistent, fair, valid and reliable as possible.

## What is a portfolio of evidence?

A portfolio of evidence demonstrates that the material presented is the student's own work and that it demonstrates successful completion of the learning outcomes. It can include one or more of the following:

- evidence of information and communications technology (ICT), including internet usage, blogs, wikis, podcasts, eportfolios, multimedia presentations and vodcast
- teacher observation and/or checklists
- self-assessment inventories
- physical demonstration of understanding of written or oral text
- a portfolio of accumulated evidence
- evidence accumulated through project or program participation
- awards from recognised programs
- oral or written reports and presentations
- oral explanation of text
- written text
- discussion
- debates
- role-plays
- folios of tasks or investigations
- performing practical tasks
- reflective work journals
- student logbooks.

## What are the VCAL principles of assessment?

Assessment within the VCAL should be based on the following principles:

- Assessment tasks/activities should be grounded in a relevant context and not be culturally biased.
- Students should have the opportunity to demonstrate achievement at their own pace.
- Instructions for assessment tasks/activities should be clear and explicit. Students must know what is expected of them and the criteria by which satisfactory completion will be established.
- Time allowed to complete a task should be reasonable and specified and should allow for preparation and reflection as appropriate to the activity. Where the assessment task is linked to a project or activity, the assessment tasks/activities may take place over a number of weeks.
- Assessment tasks/activities should be open-ended and flexible to meet the specific needs of students.

## How do I ensure that the assessment task/activity is grounded in a relevant context and not culturally biased?

The VCAL is based on adult learning and youth development principles. One implication of this is that learning programs and assessment tasks must be relevant to students' personal experiences and cultural backgrounds. They must also link to a personal, further study or employment goal. Assessments should be authentic and relevant to the negotiated learning program.

## What does 'students should have the opportunity to demonstrate achievement at their own pace' mean?

Students should have opportunities and be given adequate time to demonstrate achievement of the learning outcomes in more than one instance and in different contexts through the course of an activity or project. This will require planning for a record-keeping system based on ongoing assessment rather than scheduled assessment. This may also involve tailoring delivery and teaching practices, and timing the assessment activities to suit the pace at which the students learn. A portfolio-based assessment approach is recommended.

## How clear and explicit should instructions about assessment tasks be?

The students should know what the learning outcomes for the unit are and what sort of evidence will be collected to demonstrate successful achievement. This information should be provided in written form to students. They should also have the assessment process explained; that is, the procedure for gathering evidence for the portfolio of assessment and the timeframes for the ongoing assessment. They should also have information on procedures for completing a learning outcome through Recognition of Prior Learning (RPL) where this is applicable, for example, for recognising learning gained during part-time work.

## What does 'time allowed for a task should be reasonable and specified' mean?

Students will be undertaking learning programs to develop their knowledge, skills and attributes. These learning programs will be assessed. Not all of what is done in the unit will count towards assessment. When a task does count toward assessment, students should know what timespan the task involves. Planning the timeframe of the task should be fair and reasonable for the particular abilities of the student and student group.

## What does ‘assessment tasks should be open ended and flexible’ mean?

While all students need to successfully demonstrate achievement of the learning outcomes, planning for the tasks assigned to the learning outcomes will need to take into account different learning styles. This may involve consideration of approaches that can assist in overcoming learning difficulties and/or disabilities as well as relevant cultural and/or social issues.

For more information on assessing students with disabilities, please refer to the [VCAL Curriculum Planning Guides](#).

## What are the assessment requirements for an integrated project?

Assessment in the VCAL should focus on integrated projects/activities. In developing an integrated or holistic approach to VCAL delivery, a number of outcomes from one or more strands can be grouped into logical, assessable activities that take into account project-based or thematic activities.

When designing assessment for an integrated project, there needs to be clearly identifiable assessment activities/tasks for each VCAL unit or VET unit of competency.

An assessment task used to demonstrate achievement of one or multiple learning outcomes in one VCAL unit cannot be used to demonstrate achievement in other VCAL unit learning outcomes or competency in a VET unit of competency. For example, an assessment task (within a broader project) used to demonstrate achievement of a number of learning outcomes within a Personal Development Skills unit, cannot be used to demonstrate achievement of learning outcomes in the VCAL Reading and Writing unit.

When an integrated project includes VET units of competency, separate evidence is required to demonstrate competency in the VET units.

Assessment of VCE units must be in accordance with VCE study designs and cannot be integrated with other assessment.

## What should I do not to disadvantage students in assessment?

Ensure that assessment can occur at any time during the unit when the student and teacher are confident that the student is able to demonstrate successful completion of the learning outcome/s. The assessment schedule can be discussed and negotiated in advance.

## What do ‘Assessment must be valid in terms of context and methods’ and ‘Assessment must be reliable in showing consistent results over a number of occasions’ mean?

The context of the assessment should match the context of the learning program and be consistent with the purpose statement of the VCAL unit. The assessment should be reliable. This means that if a student is assessed against the learning outcome on a number of occasions, the results should be consistent.

## **What does ‘All elements for each learning outcome must be met in the one assessment task/activity/project’ mean?**

The elements are provided to further describe the learning outcomes and are intended as a guide for teachers to ensure consistency in the way learning outcomes are interpreted and assessed. The elements in each learning outcome must be achieved in one task and not assessed by individual tasks.

### **Resources**

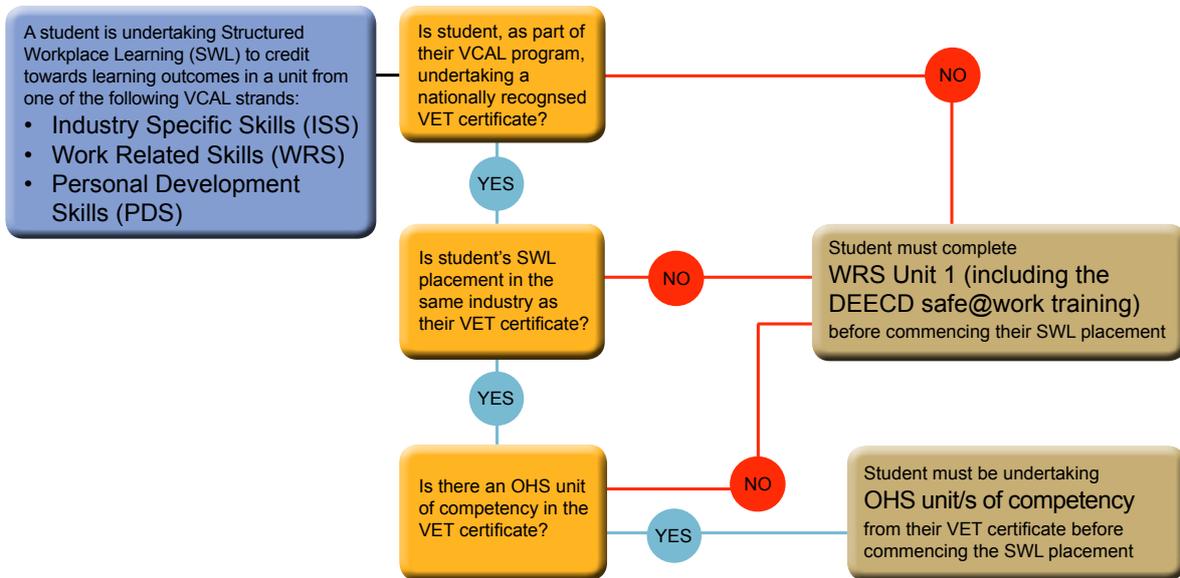
A [VCAL Assessment PowerPoint presentation](#) has been developed for teachers/providers.

# Section 3: VCAL and structured workplace learning

VCAL students may undertake structured workplace learning (SWL) to demonstrate achievement or competence in some or all of the learning outcomes in the VCAL Work Related Skills and Personal Development Skills units of their VCAL certificate.

VET training may satisfy the eligibility requirements of the Industry Specific Skills Strand of their VCAL certificate. VCAL students may also undertake SWL as part of their VET certificate.

The following chart has been prepared to ensure students have appropriate information on OHS before commencing a SWL placement and to assist VCAL providers to meet their duty of care requirement for their VCAL students.



Work Related Skills Unit 1, at all VCAL levels, was developed in consultation with WorkSafe and other key stakeholders to provide VCAL students with the necessary Occupational Health and Safety (OHS) preparation for SWL.

## OHS Program – safe@work

The occupational health and safety program safe@work developed by the Department of Education and Early Childhood Development (DEECD) general module can contribute to three learning outcomes from the VCAL Work Related Skills (WRS) Unit 1 (Foundation) by completing the following:

- the DEECD safe@work general module
- a module specific to the industry in which they are doing their structured work placement
- additional work as outlined in the section safe@work industry specific modules

Students should be observed to demonstrate competence on more than one occasion and in different contexts to make sure that the assessment is consistent, reliable, fair and equitable.

### Safe@work general module

This module can achieve three learning outcomes from VCAL WRS Unit 1 (Foundation). Students must complete both the general module and the industry specific modules to meet Learning Outcomes 2, 3 and 4.

#### Learning Outcome 2 – Identify OHS roles and responsibilities of persons within a workplace context

Elements:

- 2.3 This element is not covered in the general module. Students will need to identify the OHS roles and responsibilities of visitors and/or volunteers who enter a workplace.

#### Learning Outcome 3 – Identify OHS problems that may arise in the workplace

Elements:

- 3.1 and 3.4 These two elements can be achieved by discussion with the teacher, the school's OHS representative or an employer

#### Learning Outcome 4 – Plan and organise a basic work-related activity that meets with OHS procedures.

Elements:

- 4.1–4.3 These elements are covered in this module.
- 4.4–4.5 These elements could be addressed by completion of the industry specific module and/or simulation of a workplace to allow students to demonstrate that they can carry out an activity in a safe and healthy manner and comply with safe operating procedures. Repetition of a similar activity at a later date and student self-assessment would satisfy Element 3.5.
- 4.6 Student will need to complete a review of the basic work related activity.

## Safe@work industry specific modules

The safe@work industry specific modules address Learning Outcomes 3 and 4 of the VCAL WRS Unit 1 (Foundation) with the addition of the following in relation to each outcome:

### Learning Outcome 3

Further material would be needed to identify OHS information and signs and symbols specific to the industry in which the student intends to undertake a structured work placement. Activities could be developed that draw on the student's knowledge and experience of different work environments, for example, a part-time job, the local school environment, visits to industries and involvement in community groups. There may also be opportunities for students to meet this learning outcome through an induction program run by their structured work placement employer prior to commencing their placement.

### Learning Outcome 4

It would be necessary to simulate or discuss a work situation relevant to the industry in which the student will be placed to allow them to demonstrate that they can carry out a work-related activity in a safe and healthy manner, complying with safe operating procedures. Students will also be required to complete a review of the work-related activity

## Resources

The [DEECD safe@work](#) program is available online.

# Section 4: Recognition of prior learning

## Introduction

This practical guide is designed to support students enrolled in the VCAL to gain formal recognition of the skills and knowledge acquired through their experiences:

- at work
- in the community
- through participation in non-accredited programs such as the Advance program (a Victorian Program for Youth Development) or the Awards Program (formerly Duke of Edinburgh's Award)
- in a leadership role in a sports club
- in a leadership role in fundraising activities for organisations such as World Vision.

## What is recognition of prior learning?

Recognition of prior learning (RPL) is the acknowledgement of skills and knowledge obtained through any combination of formal or informal training, work experience or general life experience. RPL is a process to assess successful completion of VCAL learning outcomes through skills, knowledge and experience gained in other settings besides traditional school programs, for example through part-time work or voluntary involvement in a community organisation. RPL can only be applied to the VCAL Work Related Skills (all levels), VCAL Personal Development Skills (all levels) and VCAL Skills For Further Study – Senior units. Decisions regarding RPL for VCAL Work Related Skills, VCAL Personal Development Skills and VCAL Skills For Further Study – Senior units are the responsibility of the enrolling VCAL provider. Where students have been granted RPL, evidence that demonstrates successful completion of the entire unit learning outcomes must be completed and kept by the VCAL provider.

**RPL can only be applied to the VCAL Work Related Skills (WRS), VCAL Personal Development Skills (PDS) and Skills for Further Study (SFS) - Senior units.**

To be assessed as having successfully completed a WRS, PDS, or SFS VCAL unit, students must produce evidence so that the school/provider can verify that they have achieved the learning outcomes.

If a student can provide evidence of having already achieved one or more of the learning outcomes for an appropriate VCAL unit, they do not have to repeat studies in these learning outcomes. Students do not have to complete assessment tasks within the VCAL unit program for those learning outcomes already achieved.

**Evidence that the learning outcomes have been successfully completed must be provided from activities in the previous year or in the current year of a student's enrolment.**

**Students will need to provide evidence that demonstrates the achievement of the learning outcomes on more than one occasion and in different contexts to make sure that the assessment is as consistent, fair and equitable as possible.**



## What is the RPL process?

To support the RPL process, the following steps are recommended:

- Students have a copy of the current learning outcomes.
- Students have an opportunity to discuss with their teacher what the learning outcomes mean and appropriate evidence that can be collected to demonstrate completion of the learning outcomes.
- Students collect appropriate evidence to demonstrate that they have achieved some or all of the learning outcomes.
- Students notify their teacher when they believe they have successfully completed the learning outcomes of the VCAL unit/s.
- Students complete RPL Forms 1–3.

### Example

Cornelia has worked in a fast food outlet for two years. She wants to gain RPL for the VCAL Work Related Skills Foundation Unit 2. Her duties have involved customer service, kitchen operations, making coffee and food, and ordering and maintaining stock. In performing these duties she has demonstrated achievement in a number of the VCAL WRS Foundation Unit 2 learning outcomes.

Students should be observed to demonstrate competence on more than one occasion and in different contexts to make sure that the assessment is consistent, reliable, fair and equitable.

- **Learning outcome 1: Prepare for a basic work-related activity**

For element 1.1

Collected, analysed and organised information to prepare for a basic work-related activity by following set procedures for occupational health and safety in the fast food outlet.

For element 1.2

Ordered, maintained and checked stock and understood the many processes she must adhere to as an employee.

For element 1.3

Checked stock orders for accuracy.

- **Learning outcome 2: Communicate basic work-related ideas and information**

For element 2.1 and 2.2

Communicated basic workplace-relevant ideas and information by using appropriate interpersonal skills for customer service.

For element 2.3

Demonstrated that she can follow instructions and communicate accurately and revised her work practices in light of feedback.

- **Learning outcome 3: Plan, organise and manage a basic work-related activity**

For element 3.1 and 3.2

Demonstrated basic planning and organisation of workplace related activities by operating the technical equipment in the fast food outlet and performing set tasks, such as making pizzas and operating the espresso machine, to agreed quality standards.

For element 3.3

Reviewed activities to ensure instructions had been followed.

- **Learning outcome 4: Identify and take measures to solve a problem relevant to a basic work-related activity**

For element 4.1, 4.2 and 4.3

Identified and solved problems relevant to a basic work-related activity by taking responsibility for keeping tables and toilets clean during busy periods when many tasks had to be juggled.

For element 4.3

Checked with the manager that the solution to a work-related problem has been solved.

For element 4.4

Reflected in her student journal how technology can assist in solving a work-related problem.

- **Learning outcome 5: Work in a team to complete a basic work-related activity**

For element 5.1

Cornelia prepared a written report outlining the different roles within a team and the roles of different staff members working at her fast food outlet.

For element 5.2

Worked effectively and cooperatively in the fast food outlet's kitchen to achieve agreed outcomes within set time constraints.

For element 5.3 and 5.4

Discussed with her manager and wrote a journal reflection on the benefits of working in a team, and demonstrated an understanding of the different roles within a team.

For element 5.4

Reflected on how the team performed and listed areas where improvement could be made.

In her current workplace, Cornelia was not able to demonstrate achievement of Learning Outcome 6. This learning outcome will be achieved through activities set by the classroom teacher.

Cornelia could supply any or all of the following evidence to demonstrate successful completion of this unit (for RPL purposes):

- an employer statement from outlining activities that she has completed
- evidence of OHS training sponsored by her employer
- employer recognition, such as an employee-of-the month award
- performance reviews from the employer
- a self-assessment logbook documenting a period of time in the workplace, accompanied by an independent observer's evaluation
- a reflective journal
- meeting/s between Cornelia's teacher and her employer.

## How to apply for RPL

Teachers will need to assist students in collecting evidence of the learning outcomes for the VCAL unit for which they are applying to receive RPL. Teachers can help students during the process by:

- being supportive
- giving clear directions about the learning outcomes for which they will be collecting evidence (the unit name and level, what the learning outcomes/elements are)
- providing advice about what evidence could be collected and how to develop a portfolio of evidence
- giving guidance about how to improve collection of evidence where necessary, especially in combining samples or types of evidence, for example, a student self-assessment checklist with an employer endorsement
- being clear about what evidence students should collect.

To assist in the granting of RPL, students are encouraged to complete a table that lists their skills and the evidence that demonstrates achievement of the skills. The following table is an example.

Experience	Demonstration of skills
Evidence of having completed a six-month wood-working course where they have learnt the safe use of tools and constructed household items.	Problem-solving skills; use of mathematical ideas and information; OHS.
Evidence of work in a family business with examples of dealing with different types of customers.	Problem-solving skills through resolving complaints; team work.

It is important to spend time developing an evidence plan with the student. This could be done as part of the introduction to the VCAL unit or as part of the student's pathways planning or at another appropriate time.

Points to emphasise with students are:

- the authenticity of evidence – that it is the student's own work and experience; in some cases evidence may require corroboration by community members or employers
- the sufficiency of the evidence to allow the teacher to verify that the learning outcome has been successfully achieved
- the relevance of the evidence to the learning outcome and unit
- the need to respect confidentiality and to be consistent with the [Information Privacy Act 2000](#).

## What is evidence?

The teacher will discuss evidence that students might collect for the assessment of learning outcomes. Evidence may include:

- a teacher observation checklist of work done on a voluntary or paid basis
- the completion of a set project or activity established by the teacher for RPL purposes
- a teacher record of responses to questions that test knowledge and understanding
- program awards or certificates
- work logbooks and journals
- letters from employers
- job descriptions or duty statements
- samples of completed work, for example, photographic evidence or videos
- structured workplace learning reports from previous studies
- a third-party workplace/community organisation report on the student's skills and knowledge, and an explanation of how these apply to the VCAL unit learning outcome/s.

## The steps

The following steps need to be taken by students and teachers to make an RPL application.

1. Arrange a time for the student and teacher to discuss the process with the person responsible for assessing whether the student can be awarded RPL for the VCAL unit in question.
2. Students may find it useful to work with the teacher to identify the skills, knowledge and experience they have gained in life or work-related situations. The discussion template on the next page can be used by teachers/providers.

**Student name:**

Describe the activity/job and the duties/responsibilities	Things I did/equipment I used, etc.	Possible evidence I could collect

The student will complete an evidence plan for record-keeping purposes:

<b>Student Name:</b>			
<b>Assessor Name:</b>			
<b>Provider:</b>			
<b>VCAL unit:</b>			
<b>Type of evidence I plan to collect</b>			
Teachers will need to help students collect evidence of the learning outcomes for the VCAL unit they are applying to receive RPL for.	1. Evidence	2. Evidence	3. Evidence
Learning Outcome 1			
Learning Outcome 2			
Learning Outcome 3			
Learning Outcome 4			
Learning Outcome 5			
Learning Outcome 6			

**Sign when steps are completed**

I have received information about the VCAL unit and learning outcomes/elements.	
I understand what evidence is to be collected by me.	
I understand the assessment process for RPL.	

Student comments: \_\_\_\_\_

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

A Microsoft Word version of the [RPL template](#) can be found on the VCAA website.





# Section 5: VCAL resources

## Organisations

ADVANCE Youth Development Program, Office for Youth

[www.dhs.vic.gov.au/for-individuals/children,-families-and-young-people/young-people](http://www.dhs.vic.gov.au/for-individuals/children,-families-and-young-people/young-people)

Australian Apprenticeships – a Commonwealth site providing information for employers, careers advisors and students

[www.australianapprenticeships.gov.au](http://www.australianapprenticeships.gov.au)

Australian Industry Group

[www.aigroup.com.au](http://www.aigroup.com.au)

Australian Red Cross

[www.redcross.org.au/vic](http://www.redcross.org.au/vic)

Australian Red Cross Blood Service

[www.donateblood.com.au](http://www.donateblood.com.au)

Department of Education and Early Childhood Development (DEECD)

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

Learn Local Education and Training

[www.learnlocal.org.au](http://www.learnlocal.org.au)

Local Learning and Employment Networks (LLEN)

[www.education.vic.gov.au/about/programs/pathways/Pages/lens.aspx](http://www.education.vic.gov.au/about/programs/pathways/Pages/lens.aspx)

RSPCA Education Victoria

[www.rspcavic.org](http://www.rspcavic.org)

Scope Young Ambassadors Program

[www.scopevic.org.au](http://www.scopevic.org.au)

Student Youth Network Inc.

[www.syn.org.au](http://www.syn.org.au)

TAFE Virtual Campus

[eworks.edu.au/service/tvc](http://eworks.edu.au/service/tvc)

The Duke of Edinburgh's Award

[www.dukeofed.org.au](http://www.dukeofed.org.au)

VicRoads – free resources and the VCAL Road Safety Units

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

Victorian Applied Learning Association (VALA)

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

Victorian Employers' Chamber of Commerce and Industry (VECCI)

[www.vecci.org.au](http://www.vecci.org.au)

Victorian Registration and Qualifications Authority (VRQA)

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

Careers and Transition ( DEECD)

[www.education.vic.gov.au/school/teachers/support/Pages/careers.aspx](http://www.education.vic.gov.au/school/teachers/support/Pages/careers.aspx)

## **VCAA resources**

VCAL Information Sheets

[www.vcaa.vic.edu.au/Pages/vcal/providers/resources/teacherresources.aspx](http://www.vcaa.vic.edu.au/Pages/vcal/providers/resources/teacherresources.aspx)

VCAL – Hands-on Options Booklet

[www.vcaa.vic.edu.au/Pages/vcal/Publications/Publications/vcalinfobooklet.aspx](http://www.vcaa.vic.edu.au/Pages/vcal/Publications/Publications/vcalinfobooklet.aspx)

VCAL Coordinator's Resource Kit

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

VCE and VCAL Administrative Handbook

[www.vcaa.vic.edu.au/pages/schooladmin/handbook/2014/index.aspx](http://www.vcaa.vic.edu.au/pages/schooladmin/handbook/2014/index.aspx)

VCAL Unit Exemplars

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

VCAL Quality Assurance

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

VCAL Assessment FAQs

[www.vcaa.vic.edu.au/Pages/faqs/vcalfaq.aspx](http://www.vcaa.vic.edu.au/Pages/faqs/vcalfaq.aspx)

VCAL 4 Life

[www.vcaa.vic.edu.au/Pages/vcal/providers/resources/teacherresources.aspx#vcal4life](http://www.vcaa.vic.edu.au/Pages/vcal/providers/resources/teacherresources.aspx#vcal4life)

VCAL First

[www.vcaa.vic.edu.au/Pages/vcal/providers/resources/teacherresources.aspx#vcalfirst](http://www.vcaa.vic.edu.au/Pages/vcal/providers/resources/teacherresources.aspx#vcalfirst)