

VCAL provider name: Mater Christi College
VCAL unit name: Personal Development Skills
VCAL unit: Senior Unit 1

Overview of the assessment task and the project/theme it is linked to:

This year Mater Christi College is organising a Cabaret Night to promote the musical and dramatic skills of the students and as a fundraising activity. The Senior students will be assisting the organisation of the night, in the following areas

1. **Catering for the night.** Organising the menu to feed 150 people each night. The food will be prepared and served by the VET hospitality students. Costing and overseeing to be included by the Senior VCAL student.
2. **Design and theme:** Students to plan and organise how to seat 150 in the hall and the colour scheme and decorations to be purchased from a budget determined by the school. Advertising to be planned and coordinated by the Senior students.
3. **Ticket Sales:** Students to design tickets for the night and assist the office in how to collect sales and marketing.
4. **Raffle and fundraising:** Students to organise some additional fundraising activities for the night e.g. raffle, lucky door prize or other ideas they may have.

Student roles and responsibilities in relation to the task:

The students' roles and responsibilities are to lead and work together to enable the successful fundraising to occur on the two nights in August. The students need to work together and also take leadership at various parts of the project.

Level of teacher support:

The teacher is to take of the role of project manager to enable the students to keep to timelines and as a support person to help clarify issues or problems. The teachers support in minimal.

Please indicate the Learning Outcome/s to be demonstrated by this evidence

Student Evidence (refer to Portfolio of Evidence in section 1)	LO1	LO2	LO3	LO4	LO5
Photo graphic evidence of the students project	•	•	•	•	•
Written evidence of quotes and plans	•		•		
PowerPoint and newsletter	•	•	•	•	•
Minutes of the meetings the students will have about the project.	•	•	•	•	•
Student portfolio: which contains all the evidence they collect throughout the project. Each student will have their own project	•	•	•	•	
Is the activity included in this template part of an integrated program?	Yes		No		
			•		

Teacher name: Leo Zito
Date: 15th April 2008

Assessment Template: Personal Development Skills Senior Unit 1

Learning outcome 1

Plan and organise to completion a complex project involving a range of related activities.

Description of what the student will be required to do in order to demonstrate successful completion of the learning outcome:

<p>1.1 Manage a particular part of the Cabaret Night to be held in August 2008. The areas include</p> <ul style="list-style-type: none"> • Organise an appropriate menu for 150 people that could be prepared by hospitality students, liaise with hospitality staff to ensure the menu is appropriate. • Organise the tables and other equipment that will be needed on the night. • Organise ticketing for the event • Organise fundraising on the night <p>Students to keep a record of meetings held and documentation of e-mails, phone calls etc.</p> <p>Action plans and timelines also need to be prepared</p>
<p>1.2 Students to organise regular meeting with various groups to assist in the completion of the project e.g. meeting with the finance department to discuss the proposed budget needed for the hospitality. Meeting with the office staff to organise the process for ticket sales.</p>
<p>1.3 Students to speak at assemblies and put information into the newsletter explaining the up coming event.</p>
<p>1.4 Documentation of the ongoing discussions and resources used to assist in the completion of the project</p>
<p>1.5 Students have regular meeting time allocated to critically evaluating any issues or problems</p>

Assessment criteria

The assessment criteria are demonstrated when the student can:

- 1.1 Complete a project with complex requirements taking into account desired outcomes and needs of involved individuals and groups.
- 1.2 Explore solutions to specific problems using appropriate research methods.
- 1.3 Communicate effectively to audiences unfamiliar with concepts involved in the activity.
- 1.4 Select resources to meet complex requirements for completion of the project or activity.
- 1.5 Critically evaluate a range of perspectives on the issue and/or problems related to the activity.

Learning outcome 2

Apply an awareness of cultural values within a complex project.

Description of what the student will be required to do in order to demonstrate successful completion of the learning outcome:

<p>2.1 Students to investigate the various cultures that are likely to attend the event, in particular the international students that attend Mater Christi College and investigate how these students are included in the event and are there certain implications to the way they communicate to the school community and the planning for hospitality.</p>

2.2 Students to ensure cultural diversity is included in -food menu
2.3 Students to organise the coordinator of international students to attend a meeting to explore how our international students can be included in the event and students will record the outcome of this meeting in their minutes
2.4 Students to organise times where they will meet with representatives of our school community to ensure that different perspectives are acknowledged
2.5 Students to make sure their communication styles reflect cultural differences. Students will find people that are considered experts in the school to check any published work that it is appropriate for the cultural differences in our school community. Students to make note of this

Assessment criteria

The assessment criteria are demonstrated when the student can:

- 2.1 Identify the importance of culture to achievement of a goal or outcome.
- 2.2 Apply knowledge of cultural diversity to planning.
- 2.3 Apply understanding of cultural differences and values in interpersonal transactions.
- 2.4 Include different perspectives in planning group processes.
- 2.5 Adapt communication styles to take account of cultural differences and values.

Learning outcome 3

Apply strategies to improve organisational communication.

Description of what the student will be required to do in order to demonstrate successful completion of the learning outcome:

3.1 Through the project the students will be liaising with various sections of our school organisation. At the completion of the project students will complete a reflection on the main purposes of their communication within the school organisation
3.2 The students are to look at the organisation structure at Mater Christi and examine how each section communicates within the organisation. They will devise a simple survey that examines the communication systems used and collate their evidence
3.3 Students to participate in activities that look at the body language, informal communication of networking and grape vine.
3.4 Students to participate in meeting about the project and keep an effective record of all communication for the project.
3.5 Students to use a communication strategy to assist in their project e.g. devise the most efficient way to communicate to the school community the up coming event.

Assessment criteria

The assessment criteria are demonstrated when the student can:

- 3.1 Identify the main purposes of communication in an organisation.
- 3.2 Identify the characteristics of an organisational structure and its communication system.
- 3.3 Describe the significance of informal communication, for example networking, body language and the ‘grape vine’.
- 3.4 Identify, and contribute to, a communication network.
- 3.5 Develop a communication strategy for a particular task or activity within an organisational structure.

Learning outcome 4

Demonstrate leadership skills for group and team work.

Description of what the student will be required to do in order to demonstrate successful completion of the learning outcome:

4.1 At the meeting each student will discuss with the group the task that they are responsible for and how the planning is going, and the minutes of the meeting will be used as evidence
4.2 The Year 11 students brain storm what is needed. Each student is responsible for a section of the project and will organise an activity that the Year 11 VCAL students will assist in e.g. organising the advertising for the cabaret night, help with raffle and other fund raising activities. Students to document what activity in which they showed leadership and have their group provide feedback on their leadership.
4.3 Student to write a reflection on how they have shown leadership in the activity.

Assessment criteria

The assessment criteria are demonstrated when the student can:

- 4.1 Comprehend the scope of a task or activity and the components that will contribute to planning its achievement.
- 4.2 Demonstrate a leadership role in an activity involving two or more other people.
- 4.3 Evaluate own performance and outcomes obtained in relation to the leadership role within a task or activity.

Learning outcome 5

Use decision-making skills in a group or team context.

Description of what the student will be required to do in order to demonstrate successful completion of the learning outcome:

5.1 Student will participate in the meetings that are held to plan the event, which is to help fundraising effort in our school community
5.2 At the initial meeting it will be discussed and agreed to, the most appropriate decision making strategies for the group and constraints in the decision making process due to the diverse group involved in the event. The minutes to reflect this.
5.3 Students to regularly discuss at their meetings, what were effective behaviours in decisions that were made. It will be an agenda item at the meetings
5.4 Students to discuss what communication skills were used in the meeting they held. An agenda item to be added their final meeting or earlier if needed
5.5 Students to discuss causes of communication barriers if they occur through the project otherwise the teacher will give the students some scenarios if they are not evident in the meeting the students hold

Assessment criteria

The assessment criteria are demonstrated when the student can:

- 5.1 Participate in a structured meeting that has been convened to resolve a social issue or community concern.
- 5.2 Use decision-making techniques suitable for a meeting.
- 5.3 Develop a case study of effective group member behaviour in a decision-making situation.
- 5.4 Identify a variety of communication skills used in meetings.
- 5.5 Identify causes of communication barriers in meetings.