



# Curriculum Planning Guide: Skills for Further Study

## Senior

VCAL  The hands-on option for Years 11 & 12 students

# **Curriculum Planning Guide: Skills for Further Study Senior**

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# Section 1: Introduction

## VCAL QUALIFICATION INFORMATION

### QUALIFICATION TITLE

The Victorian Certificate of Applied Learning (VCAL) is accredited at three award levels:

- Victorian Certificate of Applied Learning (Foundation)
- Victorian Certificate of Applied Learning (Intermediate)
- Victorian Certificate of Applied Learning (Senior).

The three award levels provide flexible entry and exit points for a range of student abilities and interests and offer a clear progression for skills, knowledge and attitude development.

### Structure of the VCAL

VCAL units at each level reflect the progression in skills, knowledge and attitude development. For example:

- At Foundation level, students learn under close supervision with high levels of direction. Knowledge and employability skills development is supported by a strong emphasis on literacy and numeracy skills and preparatory learning.
- At Intermediate level, learning is reasonably autonomous in regard to planning and work activities but conducted under supervision. Knowledge and employability skills development leads to independent learning, confidence and a high level of transferable skills.
- At Senior level, learning is autonomous in regard to planning and work activities but conducted under supervision. 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.

It is important that a clear distinction is able to be made between the three VCAL levels.

### Entry

There are no prerequisites for entry to VCAL units.

### Nominal duration

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 scheduled and unscheduled contact hours) may vary, taking into consideration the specific needs of the student.



### **Aims of the qualification**

The VCAL aims to provide skills, knowledge and attitudes to enable students to make informed choices regarding pathways to work and further education. Personal development, the utilisation of a student's particular interests and new pathways for senior secondary students, in the context of applied learning, are underpinning principles of the VCAL. The VCAL acknowledges this within the development of knowledge and:

- employability skills that help prepare the individual for employment and for participation in the broader context of family, community and lifelong learning
- skills that assist the individual to make informed vocational choices within specific industry sectors and/or to facilitate pathways to further learning.

## **QUALIFICATION DESIGN**

### **Course requirements**

To be awarded the VCAL, students must successfully complete a learning program that contains a minimum of ten credits.

The VCAL program must include:

- curriculum components to the value of at least one credit, each of which can be justified against the purpose statement for each of the four VCAL curriculum strands
- a minimum of two VCAL units
- one credit for numeracy
- curriculum components to the value of six credits at the level of the VCAL award (or above), of which one must be for literacy and one credit must be for a VCAL Personal Development Skills unit.

At the VCAL Intermediate and Senior levels, the learning program must also include accredited Vocational Education and Training (VET) curriculum components to the value of a minimum of one credit in the Industry Specific Skills Strand.

The VCAL program may also contain curriculum components drawn from Victorian Certificate of Education (VCE) units and Further Education (FE) accredited curriculum. One credit is awarded on successful completion of 90 nominal hours of accredited FE curriculum.

### **VCAL curriculum strands**

Each VCAL award level contains four curriculum strands:

- Literacy and Numeracy Skills
- Industry Specific Skills
- Work Related Skills
- Personal Development Skills.

To ensure coherence in designing a VCAL learning program, selected curriculum components must closely align to the purpose statements of the appropriate curriculum strand. Information about VCAL curriculum strands is available in the VCAL section of the current VCE and VCAL Administrative Handbook and additional VCAL publications available at the VCAA website: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

### **VCAL delivery principles**

The delivery of the VCAL is based on adult learning and youth development principles. These principles have been found to be relevant in providing successful programs for students seeking a pathway to further VET and/or employment. Delivery and teaching strategies for VCAL learning programs should be based on adult learning and youth development principles including:

- curriculum content negotiated to build on the student's interests, abilities and strengths
- curriculum content that focuses on practical 'hands-on' opportunities for learning
- curriculum content and delivery strategies that encourage personal development and growth and include opportunities to integrate learning across the learning program
- recognition of student achievement and student contributions that is both formal and informal
- curriculum and delivery strategies that enable students to learn at their own pace

- curriculum and delivery strategies that enable students to learn in different ways according to different learning styles
- delivery and assessment that assists the individual to achieve positive educational outcomes
- curriculum that values and engages the contribution of young people
- curriculum that builds competence and resilience in individuals including minimising risk factors and enhancing the promotion of protective behaviours of young people
- curriculum and delivery strategies that encourage civil and civic participation and promote active citizenship
- development of partnership approaches to program planning and delivery that link young people with the broader community.

### **Delivery modes**

The VCAL allows for a range of delivery modes in a variety of settings. Delivery modes may include but are not limited to:

- applied learning linked to community, work or school activities
- classroom delivery based on whole class, small groups or individual activities
- flexible delivery such as distance learning and online learning.

Delivery settings may include schools, post-compulsory providers, community, family, workplace, sporting or simulated environments.

Delivery can be full-time or part-time. Some students may choose to complete units over longer periods of time than the nominal hours. Single VCAL or VCE units can be delivered over two semesters where appropriate. Students are also able to complete VCAL at an award level in a shorter timeframe, allowing them to continue working at another award level within a year's full-time commitment of hours.

Delivery and assessment must be in accordance with the requirements of the individual curriculum components selected for the study. For example, if selecting VCE units the delivery and assessment must be consistent with the requirements of the Victorian Curriculum and Assessment Authority (VCAA) as set out in the official VCE study designs.

### **Educational and delivery practices**

The VCAL program is underpinned by the following curriculum principles:

- student-centred approaches and decision making regarding program design, delivery and evaluation
- opportunities for experiential learning and skill development through activities that are structured and sequential in their learning outcomes
- program design that has high relevance to personal strengths and experiences and that is responsive to diverse needs
- program delivery that builds resilience, confidence and self-worth
- learning environments that strengthen connections with the community
- students can enter and exit VCAL at each level to pursue a range of pathway options.

**The following practices should be considered when planning VCAL learning programs for students:**

#### **Negotiating learning programs**

It is important that students are actively involved in negotiating and planning their individual learning program, in particular the VCAL units.

#### **Using flexible delivery modes**

When planning the VCAL learning program, teachers should determine the delivery modes most suited to students' needs and circumstances. Delivery of the VCAL can take place in classrooms, online, in community or workplace settings and may use workplace or community contexts. VCAL providers will need to ensure that delivery modes for units of competency or modules are consistent with any mandatory requirements specified in the relevant accredited curriculum document/Training Package.

#### **Adopting student-centred teaching practices**

Delivery should be based on student-centred experiential learning activities such as role-plays, case studies, guest speakers and audio-visual presentations. Where possible, teachers should extend the learning experiences beyond the classroom through excursions and field trips and through other applied learning methods, for example integrating the classroom learning with another unit that has an applied or practical focus.

### **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/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. 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.

### **VCAL and structured workplace learning**

There is no formal on-the-job training or structured workplace learning requirement within the accredited units of the VCAL. However, if a VET module/unit of competency is used to meet one of the requirements of the VCAL, this VET module/unit of competency 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/sensecyouth/careertrans/worklearn/default.htm](http://www.education.vic.gov.au/sensecyouth/careertrans/worklearn/default.htm)

If a student undertakes structured workplace learning as part of their VCAL learning program, they must complete relevant accredited Occupational Health and Safety (OH&S) training prior to commencement of the structured workplace learning placement.

For example, if a VCAL student is enrolled in Certificate II in Automotive Technology Studies and has completed a relevant Occupational Health and Safety 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.

Providers using the safe@work OH&S program to fulfil part of the requirements of Work Related Skills Unit 1 will need to refer to guidelines/advice issued by the Department of Education and Early Childhood Development (DEECD). For further information please refer to the website above. Additional information on VCAL and structured workplace learning is provided in the *VCAL Unit Assessment Planning Guide* which is available from the VCAA website at: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

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 Adult Community Education (ACE) sectors must comply with the provisions of the *Education and Training Reform Act 2006* Part 5.4.14 Division 2 – Practical Placement.

### **ASSESSMENT AND REPORTING**

The award of satisfactory achievement for a unit is based on a decision that the student has achieved the learning outcomes specified for the unit. The curriculum components in a VCAL learning program must be assessed in accordance with the requirements and guidelines outlined in the curriculum documents for the units and/or units of competency/modules delivered in the learning program:

- All assessment of VCE units must be in accordance with VCAA guidelines.
- All VCAL units must be assessed in accordance with the assessment and quality requirements of the VCAA.

- All assessment of 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).

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

A range of assessment methods and task types may be used. These include:

- 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
- evidence of information and communications technology, including Internet usage
- reflective work journals
- student logbooks.

Teachers must develop learning programs that provide opportunities for students to achieve the learning outcomes. A holistic approach to the development of skills through project-based activities that integrate the learning outcomes will ensure that students are able to identify and apply these skills within authentic social and working environments.

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

Information about assessment processes and procedures for VCAL units can be found in the *VCAL Unit Assessment Planning Guide* which is available from the VCAA website at: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

Information is provided in each unit as to whether all elements need to be met in one task or activity.

### **Assessment principles for VCAL learning programs**

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.
- Students should be assessed across as wide a range of tasks/activities as possible, in order to increase reliability and validity of assessment. One-off assessment tasks/activities do not provide a reliable and valid measure of competence.
- Instructions for assessment tasks/activities should be clear and explicit. Students must know what is expected 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.
- Assessment should include access to information and communications technology (ICT) where appropriate to the context of the activity or task.
- Assessment must be valid in terms of context and methods. Assessment must be reliable in showing consistent results over a number of occasions. Assessment must not unduly disadvantage any student and must provide flexibility in the range of methodologies that cater to the needs of individual students.

When assessing students with particular needs the validity of assessment must be maintained. Flexibility in assessment methods should be used to ensure alternative methods are utilised to allow the demonstration of completion of learning outcomes without disadvantaging the student.

### **Integrated assessment**

Where possible, assessment in the VCAL should focus on integrated curriculum projects/activities. In developing an integrated or holistic approach to assessment, a number of outcomes (VCAL learning outcomes and/or VET or FE learning outcomes) from curriculum components in one or more strands can be grouped into logical, assessable activities that take into account project-based or thematic activities. However, assessment of VCE units must be in accordance with VCE study designs and cannot be integrated with other assessment.

It is preferable for assessment tasks/activities to integrate more than one learning outcome. This enables assessment to be more easily integrated into learning activities. For example, a group of students who organise a career information evening could achieve learning outcomes in Personal Development Skills, Literacy Skills (Reading and Writing and Oral Communication) as well as learning outcomes from the Skills for Further Study unit.

Examples of assessment tasks/activities which relate to a specific learning outcome can be found in learning outcome details. An example of integrated assessment tasks/activities can be found at the end of the Skills for Further Study Curriculum Planning Guide. The example includes tasks/activities that integrate and assess more than one learning outcome from a number of VCAL strands, for example Personal Development Skills and Literacy Skills.

### **Assessing students with disabilities**

While flexibility in relation to assessment methods, assessment tools and context is encouraged to meet the specific needs of students, the validity and reliability of the assessment must not be compromised in any way.

Flexibility in assessment methods is important, particularly for students with disabilities. For example, if a person is unable to communicate by speaking, then an alternative means of communicating may be used to demonstrate unit outcomes normally demonstrated through the spoken word. Similarly, students who are hearing impaired may sign their response, those with a physical disability may use a voice synthesiser or communication board. In some instances the time taken to respond in alternative modes may be considerably longer than through speech and it may be unrealistic to expect such students to achieve the outcomes in the stated nominal hours. Students may therefore need extended time to complete the learning outcomes in these cases.

### **Quality assurance of assessment**

The quality assurance (QA) of all curriculum components delivered in VCAL learning programs is ensured through existing assessment requirements.

The QA of VCAL units will ensure consistency in interpretation of learning outcomes and the relevant levels. A shared understanding of learning outcomes, elements and assessment processes and practices will be fostered through the QA process. Information about this process will be circulated to VCAL providers by the VCAA in Term 1 of the school year.

Satisfactory completion of the VCAL units must be based on evidence that demonstrates that the student has successfully completed the learning outcomes. The curriculum for the VCAL unit will include learning activities that develop the student's knowledge and skills, as well as instance/s of assessment. The assessment instance/s for the unit are separate from the learning activities. When developing an assessment task/activity it must enable students to complete the learning outcome/s. The elements further describe the learning outcome/s and are a guide to the requirements for the appropriate VCAL level.

S (Satisfactory) or N (Not yet complete) results for VCE units must be consistent with the requirements of the study designs.

Validation of assessments for VET and FE modules/units of competency will be the responsibility of the relevant Registered Training Organisation (RTO) and will be in accordance with the requirements of the AQTF. These requirements will be set out in the accredited course document.

## RECOGNITION OF PRIOR LEARNING (RPL)

RPL is the acknowledgment 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 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, VCAL Personal Development Skills and VCAL Skills For Further Study units. Decisions regarding RPL for VCAL Work Related Skills, VCAL Personal Development Skills and VCAL Skills For Further Study 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.

Information about RPL procedures and processes can be found in the *VCAL Unit Assessment Planning Guide* available on the VCAA website: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

## SAFETY AND RISK MANAGEMENT

It is the responsibility of the VCAL provider to ensure that duty of care is exercised in relation to the health and safety of all students undertaking the VCAL program. Guidelines for government schools are provided in Section 4 of the Victorian Government Schools Reference Guide: [www.education.vic.gov.au](http://www.education.vic.gov.au)

Because students will be undertaking project work in workplaces where there may be a range of OH&S risks, the VCAL provider will have a shared responsibility with the workplace owner/occupier to ensure OH&S legislation is complied with. This responsibility applies both to any risks generated by the VCAL project/activity and OH&S risk exposure generated by the workplace.

Safe operating procedures shall be documented in a manner ensuring that those involved or exposed to a process are equipped to conduct work activities in accordance with OH&S requirements. Safe operating procedures shall include (but are not limited to):

- a description of the activity or process with appropriate training undertaken
- the person or position that has supervisory responsibility for the activity or process
- a clear explanation in sequential order of the steps or stages
- details of potential hazards
- safety controls to minimise potential risk from any identified hazards
- health and safety precautions to be exercised in the course of carrying out work activities.

Other VCAL providers must ensure duty of care is exercised in relation to the regulations covering their particular sector.

Consistent with the VCAL principle to ensure curriculum that builds competence and resilience in individuals including minimising risk factors and enhancing the promotion of protective behaviour of young people, it is incumbent on VCAL providers to ensure that risks are identified, assessed and controlled effectively and to develop appropriate risk control strategies as part of project planning and implementation. VCAL providers should actively encourage student participation in the risk-management process.

Risks may include health and safety risks but can also cover:

- reputation risks (for example, actions by the student that impact negatively on the reputation of the student, the workplace or VCAL provider)
- relationship risks (for example, actions that impact on client or staff relationships)
- property damage and financial risks
- legal risks.

### **Duty of care**

The delivery of accredited curriculum within a school setting is governed by legislative and regulatory responsibilities.

Government schools that are VCAL providers must comply with all the rules and regulations of the DEECD for schools. These include circulars sent to principals and school council presidents as well as the guidelines for delivery and implementation of curriculum as outlined in:

- the relevant Ministerial Order
- structured workplace learning manuals produced by the DEECD
- Education (Workplace Learning) Act
- the *Victorian Government Schools Reference Guide*: [www.education.vic.gov.au](http://www.education.vic.gov.au)

Guidelines for schools for delivery and implementation of structured workplace learning are outlined in Ministerial Order 55. Further information on workplace learning arrangements is available at: [www.education.vic.gov.au/sensecyouth/careertrans/worklearn/default.htm](http://www.education.vic.gov.au/sensecyouth/careertrans/worklearn/default.htm)

Other VCAL providers (for example, TAFE institutes or ACE organisations) must comply with the provisions of the Education and Training Reform Act Part 5.4.14 Division 2 – Practical Placement.

### **OH&S and environmental requirements**

Participants in VCAL programs must demonstrate safe working practices by complying with all relevant OH&S requirements applicable to their learning environment.

VCAL providers and assessors must also ensure all learning and assessment environments and activities conform to current OH&S and environmental legislation, regulatory requirements and structured workplace learning guidelines produced by the DEECD.

### **Risk assessment**

OH&S risk should be assessed wherever there is a project activity or work environment associated with a risk of injury or ill-health.

If the project is to be conducted within a workplace, then the employer should have in place a number of OH&S risk controls to minimise OH&S risk. The student should consult the supervisor regarding risk controls, workplace induction and protective apparel which apply to the student's work activity and work environment.



## Section 2: VCAL Unit Information

### SKILLS FOR FURTHER STUDY – SENIOR (SFS031)

#### Unit name

Skills for Further Study – Senior

#### Nominal duration

100 hours – 1 credit

#### Unit purpose

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. The unit focuses on developing:

- time management skills
- strategies for learning
- research skills
- a pathway plan
- portfolios and applications.

#### Rationale

The Skills for Further Study unit is consistent with the aims of VCAL – the development of knowledge and skills that assist the individual to make informed vocational choices within specific industry sectors and/or to facilitate pathways to further learning. The new unit is also in response to:

- the Victorian Government's initiative to offer every person a guaranteed place at university or TAFE.
- universities that may select Senior VCAL students into their undergraduate courses.

#### Aim

The Skills for Further Study unit aims to develop knowledge and skills in the following areas:

- time management
- strategies for learning
- research and citing sources
- pathway planning
- preparation of a portfolio
- oral presentations.

#### Content summary

Content will be selected for the achievement of the learning outcomes at the school or educational provider level. The learning outcomes should be covered in a context and through subject matter that is relevant to the student's proposed pathways and goals. Students should have access to a broad range of information, stimulus materials, and resources.

Providers are encouraged to integrate this unit with learning outcomes from other VCAL units.

## Structure

The Skills for Further Study unit is a single unit at the Senior level of the VCAL. The unit will contribute one credit to a student's VCAL program. The unit will not meet any of the strand requirements in a VCAL program but will contribute to a VCAL learning program as a general credit.

The VCAL Skills for Further Study – Senior unit is **NOT** a compulsory unit.

## Entry

There are no prerequisites for entry to this VCAL unit.

## Learning outcomes and elements

Students must achieve all learning outcomes to be credited with this unit.

### Summary of learning outcomes

1. Organise personal and work priorities to ensure study/work objectives are met.
2. Develop and implement strategies for learning.
3. Demonstrate an appropriate range of research skills (minimum of four) for a variety of purposes relevant to a chosen field of study.
4. Develop a pathway plan, and consider alternative pathways, for further study/training.
5. Prepare a portfolio and/or application for entrance to a higher education/training institution or employment.
6. Prepare, plan and deliver a sustained oral presentation to an appropriate audience/peers on issues, ideas or concepts relevant to further study.

## Elements

The elements give information on the requirements for satisfying learning outcomes. The learning outcome is achieved when the student demonstrates competence in all the elements. In this unit not all elements in a learning outcome must be achieved in one assessment task/activity. Different assessment tasks/activities can be used to achieve each learning outcome and elements within the learning outcome. The assessment tasks/activities must however be directly related to the learning outcome.

## Teaching/learning strategies

Strategies adopted should be appropriate to the learning situation and content. Examples of suitable strategies may include:

- development of a learning environment where discussion, collaboration and critical reflection can occur
- time management strategies and activities which encourage planning, developing and working to timelines
- small and large group activities where students learn the importance of collaborative involvement
- undertaking out-of-class activities or investigations
- classroom activities
- oral presentations and feedback where students adapt and modify work according to feedback from audience and self reflection
- listening to guest speakers and critically analysing content
- written essays, reports, reviews which relate to chosen field of study
- production of multimedia and/or web content
- undertaking research projects
- activities to build knowledge specific and technical vocabulary
- critical analysis activities such as questioning; identifying values; identifying missing and misleading information; identifying opinions and facts, what is inferred or implicit.

Other principles that underpin applied learning should also be used. Examples of these are:

- encouraging students to learn through interaction and cooperation – via discussion, asking questions, giving explanations and presentations, and working cooperatively with others
- using a range of materials and resources relevant to the chosen field of study – through out-of-class or classroom based activities and investigations
- utilising students' backgrounds, interests, knowledge, skills and experiences and connecting these to chosen field of study

- making learning explicit
- developing existing skills and knowledge in chosen field of study
- ensuring that all students experience success and develop confidence through developing and acquiring skills and knowledge
- developing assessment strategies that are appropriate.

### Learning-to-learn strategies

Teaching, learning and assessment at this level should explicitly model and validate a wide range of learning to learn strategies which are integral to the development of effective skills and knowledge.

Examples of relevant learning-to-learn strategies include:

- risk taking (having a go)
- investigating self generated questions/issues
- asking for and accepting help/advice/feedback from a variety of sources
- reviewing and reflecting
- linking new information to existing knowledge
- learning from mistakes
- changing the approach
- voicing experiences and responding to the diverse experiences of others
- developing a collaborative approach to learning
- awareness of personal strengths and skills needing development
- developing skills for independent learning
- time management.

### Assessment and Reporting

To be credited with this unit, the student must achieve all learning outcomes.

This VCAL unit provides learning outcomes that are not linked to a particular curriculum or syllabus design. They enable the development of locally relevant teaching and learning programs that will lead to achievement of the learning outcomes.

Assessment of VCAL units should enable:

- an integrated or project approach to the development of assessment tasks that recognises learning that has occurred in a variety of settings
- assessment at times that are linked to authentic tasks/activities
- more than one opportunity to achieve a learning outcome
- successful completion of all learning outcomes through either the one integrated assessment task or spread over a number of different tasks
- assessment that does not unduly disadvantage any student and that provides flexibility in the range of methodologies which cater to the needs of individual students.

The conditions related to assessment of the learning outcome may differ according to the particular learning environment, mode of delivery and field or topic of study.

Students should have access to:

- a range of assessment tasks/activities
- a learning environment appropriate to the task
- a computer with relevant software, e.g. Microsoft PowerPoint, Microsoft Word
- professional support and advice.

Assessment may take place in group activities, in pairs or individually. Teachers must develop learning programs that provide opportunities for students to achieve the learning outcomes.

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

For VCAL units, students will receive an S (Satisfactory) or N (Not yet complete) result for each unit. For VCE reporting refer to the current VCE and VCAL Administrative Handbook.

## LEARNING OUTCOME DETAILS

Students must show achievement of all the learning outcomes in this unit.

### LEARNING OUTCOME 1

Organise personal and work priorities to ensure study/work objectives are met.

#### Elements

- 1.1 Organise and complete own study/work schedule taking into account work/personal commitments.
- 1.2 Demonstrate that workload has been prioritised according to importance/urgency.
- 1.3 Record progress on work performance to ensure deadlines are met.
- 1.4 Evaluate study/work schedule and identify opportunities for improvement.
- 1.5 Adjust study/work schedules and demonstrate how priorities have been re-allocated as required.

This learning outcome could be assessed with other learning outcomes from this unit or with learning outcomes from other VCAL units.

Examples of assessment tasks/activities for learning outcome 1:

- Create and use a work plan showing time allocations and mini deadlines for three current parallel study/work tasks.
- Record and reflect ongoing improvements in prioritising and managing tasks through use of software or diary over a set period of time to record workload, deadlines, priorities and time management, e.g. Day Runner diary system, Mac iCal, Microsoft Outlook, Microsoft Entourage.
- Use chunking and prioritising to create an action plan for a partner's study/workload.
- Classify all tasks associated with preparing a portfolio and prioritise them using a colour key.
- Discuss and document changes required to domestic routines and personal commitments to achieve work/study/leisure balance.

### LEARNING OUTCOME 2

Develop and implement strategies for learning.

#### Elements

- 2.1 Demonstrate an understanding of and compare at least three learning styles, e.g. visual, auditory, kinaesthetic learning.
- 2.2 Document and critically evaluate at least four learning media, such as lecture, tutorial, lab, workplace learning, e-learning and self-managed learning.
- 2.3 Identify and document the key concepts related to four learning strategies, such as graphic organisers, mind mapping, fishbone structures, scaffolding.
- 2.4 Demonstrate implementation of and evaluate at least two of the above learning strategies.
- 2.5 Critically reflect on the implementation of these learning strategies and respond to feedback from peers or teacher.

This learning outcome could be assessed with other learning outcomes from this unit or with learning outcomes from other VCAL units.

Examples of assessment tasks/activities for learning outcome 2:

- Collaborate with group to create and present a quiz game/role-play based around visual, auditory and kinaesthetic or multiple intelligences.
- After receiving specific feedback from the teacher demonstrate a changed approach to a task developed from the feedback through reflective journal entries. The reflective journal could be documented through a blog.
- Construct and teach a ten-minute lesson incorporating a memory key, to a small group of peers on a research skill such as using bullet points for note taking.
- Compose a mind map to integrate ideas and planning for an oral presentation.
- Participate in a problem-solving activity and contribute to a discussion on identifying successful and unsuccessful learning strategies used in the problem-solving exercise and use a self-evaluation record to explain approaches that worked.

### LEARNING OUTCOME 3

Demonstrate an appropriate range of research skills (minimum of four) for a variety of purposes relevant to a chosen field of study.

#### Elements

- 3.1 Identify and describe the key concepts and terms relevant to research, including primary and secondary research, reading techniques and note taking.
- 3.2 Demonstrate the use of library research skills.
- 3.3 Demonstrate an understanding of the purpose and type of evidence and integrity of information collected. This includes internet and other electronic databases.
- 3.4 Demonstrate an understanding of issues relating to collection of data including intellectual property, copyright, plagiarism and collusion.
- 3.5 Apply appropriate citation to reference ideas and information researched.

This learning outcome could be assessed with other learning outcomes from this unit or with learning outcomes from other VCAL units.

Examples of assessment tasks/activities for learning outcome 3:

- Research and develop a list of criteria to assist peers in evaluating websites as reliable sources.
- Invent an anti-plagiarism warning using available visual media, e.g. a data show, digital story, poster, video.
- Evaluate a range of websites/Internet resources on research skills and contribute the top three to a learning group's designated social bookmarking site.
- Investigate a range of resources on career planning and compile a compare and contrast chart to show the value and usefulness of each resource.
- Write a report on the library or information centre of a learning institution, making recommendations to improve its service.
- Annotate a current research task from another subject to show how information was researched, understood, recorded and cited.
- Prepare a poster or Microsoft PowerPoint presentation on the use of Boolean Operators to increase or restrict the amount of information found when searching the Internet for information.

### LEARNING OUTCOME 4

Develop a pathway plan, and consider alternative pathways, for further study/training.

#### Elements

- 4.1 Discuss and document future career/work directions with an appropriate person and identify additional skills requirements.
- 4.2 Select, describe and compare courses to target for further study.
- 4.3 Compare information for entry requirements from appropriate sources, including entry requirements, content and structure in relation to the chosen pathway.
- 4.4 Develop and document alternative pathways and document a plan identifying challenges and barriers to entering target courses.
- 4.5 Monitor, record and reflect on progress on a regular basis and take action where necessary to achieve pathway plan.

This learning outcome could be assessed with other learning outcomes from this unit or with learning outcomes from other VCAL units.

Examples of assessment tasks/activities for learning outcome 4:

- Invent a pathways board game for a chosen area of study or training that shows multiple pathways and teach others how to play it. This could be a floor game, tabletop or computer simulation.
- Prepare an information brochure for prospective applicants including advice on how to prepare for application, in a specific area of study or training such as panel detailing, hotel reception, landscape gardening.
- Create a career guide webpage for a selected vocation.
- Develop a web quest that leads a prospective applicant through the available information pages for a selected vocational area.
- Interview a mentor figure from an identified career area and present the outcome as an inspirational profile.

## LEARNING OUTCOME 5

Prepare a portfolio and/or application for entrance to a higher education/training institution or employment.

### Elements

- 5.1 Analyse selection criteria for proposed course of study/employment and special entry requirements and prepare an application timeline.
- 5.2 Select portfolio material appropriate to selection criteria and requirements.
- 5.3 Evaluate own pieces of work in proposed portfolio.
- 5.4 Research and document range of presentation options.
- 5.5 Prepare portfolio in chosen presentation option and/or complete the application form/s.

This learning outcome could be assessed with other learning outcomes from this unit or with learning outcomes from other VCAL units.

Examples of assessment tasks/activities for learning outcome 5:

- Assemble a sequence of images representing a creation or design you have made and annotate them to provide context for the viewer.
- Role-play a selection interview by presenting your portfolio to a peer and talking to one item. This task links to the oral reflection on learning outcome 6.
- Develop a framework to enable others to develop an effective portfolio, e.g. a template, evaluation criteria, table of contents, guide.
- Contribute to a round table conference to provide supportive feedback to a peer on their portfolio.
- Write a personal work statement for your portfolio including:
  - long- and short-term objectives
  - accomplishments so far
  - the personal significance of these goals
  - skills and qualities that enabled the accomplishments and
  - current targets.

## LEARNING OUTCOME 6

Prepare, plan and deliver a sustained oral presentation to an appropriate audience/peers on issues, ideas or concepts relevant to further study.

### Elements

- 6.1 Plan and deliver a presentation (10–15 minutes) to a relevant audience.
- 6.2 Respond to questions from the audience.
- 6.3 Make effective use of verbal and non-verbal features, e.g. intonation, eye contact, gesture, pace and flow, pronunciation and projection.
- 6.4 Plan and use appropriate support elements to enhance presentation, e.g. demonstration and handouts.
- 6.5 Evaluate the content and effectiveness of the presentation, e.g. appropriateness of presentation to audience.

This learning outcome could be assessed with other learning outcomes from this unit or with learning outcomes from other VCAL units.

Examples of assessment tasks/activities for learning outcome 6:

- Develop a set of critical and reflective questions on managing time to be answered in your presentation.
- Design and develop a digital story using an original script or musical score on the tips and tricks of adjusting to tertiary study.
- Survey a younger age group to determine their motivation for continuing learning through training or study and develop and present an oral presentation to that group that addresses their concerns.
- Write and deliver a presentation that markets the VCAL program to the next intake.
- Compose a speech detailing the secrets of success for the end of year VCAL celebratory dinner.
- Present a dramatic monologue on the benefits of using mind maps to clarify the concepts and structure the planning of tasks.

**Integrated assessment task**

Collaborate with work group to organise and run a Work Futures information day for students. Invite community leaders and speakers and prepare introductory welcome presentations for them. Organise information stalls and demonstrations. This task would incorporate many learning strategies, outcomes and organisational and time management approaches. This activity could be used to meet learning outcomes in Literacy and Numeracy Skills, Personal Development Skills and Work Related Skills units.





## Section 3: Resources

### REAL LIFE RESOURCES

Where possible, students should work from real life resources, especially materials from their own life experience. These may include:

- past school reports
- personal diaries
- inspirational adults
- work experiences
- online footprint, including social networking.

### TEACHER RESOURCES

At the time of publication the URLs (website addresses) cited were checked for accuracy and appropriateness of content. However, due to the transient nature of material placed on the web, their continuing accuracy cannot be verified.

#### Online resources

[www.studygs.net/](http://www.studygs.net/)

Highly recommended as a central resource for downloadable guides, worksheets and information on all aspects of this unit, this site has been providing a service since 1996.

[www.viu.ca/teaching/LSABC.asp](http://www.viu.ca/teaching/LSABC.asp)

Includes many links for teachers on learning and downloadable guides on how to incorporate study strategies into all classes.

<http://jonathan.mueller.faculty.noctrl.edu/toolbox/portfolios.htm>

Excellent outline on the purpose of portfolios.

[www.mindtools.com/](http://www.mindtools.com/)

Aimed at business and holds a library of relevant time management, planning and brainstorming tools.

[www.thinkbuzan.com](http://www.thinkbuzan.com)

Tony Buzan's webpage for interactive mind mapping.

[www.youtube.com/watch?v=MlabrWv25qQ](http://www.youtube.com/watch?v=MlabrWv25qQ)

Tony Buzan's 'Maximise the power of your brain'. A five-minute clip of Tony Buzan explaining mind mapping.

[www.laneclark-ideasys.com](http://www.laneclark-ideasys.com)

Professional development products for educators. Check the 'Store' section – we recommend *Brain Basics*.

<http://vark-learn.com/english/index.asp>

Testing on multiple intelligence

### Printed resources

Armstrong, Thomas 2009, *Multiple Intelligences in the Classroom*, 3rd ed., ASCD, Alexandria, Virginia, USA.

Cheek, J et al. 1995, *Information Literacy for the 21<sup>st</sup> Century*, Macmillan Education, Melbourne, Australia.  
Easy to read guide with chapters on ‘Taking notes’, ‘Reading television’ and ‘Using people as resources’.

Cottrell Stella 2001, *Teaching Study Skills and Supporting Learning*, Palgrave Macmillan, Basingstoke, UK.  
Supports the excellent resource for students; visually appealing, practical and student centred.

Fender, Gloria 2003, *Learning to Learn: Strengthening Study Skills and Brain Power*, Hawker Brownlow Education, Moorabbin, Victoria, Australia.

Aimed at middle years but can be adapted for older students and particularly helpful on learning styles and strategies for applying these.

Guy, Pat 2007, *Study Skills – A Teaching Programme for Students in Schools and Colleges*, Paul Chapman Educational Publishing, Thousand Oaks California, USA.

Techniques and self-management skills required to achieve independent study aimed at building confidence in the older student (includes CD-ROM).

Jensen, Eric 2000, *Learning with the Body in Mind*, Corwin Press, Thousand Oaks, California, USA.

Kagan, Spencer and Kagan Miquel 1998, *Multiple Intelligences: The Complete MI Book*, Kagan Cooperative Learning, San Clemente, California, USA.

Richardson, Will 2009, 2nd ed., *Blogs, Wikis, Podcasts and Other Powerful Webtools for Classrooms*, Corwin Press, California, USA.

An excellent, easy to read resource that develops the fusion between tasks and tools across all aspects of the Web.2.0, from implementation to legal considerations.

### DVD/Kit

Department of Education, Training and Workplace Relations 2008, *The Get Real Game Facilitators Kit*, Department of Education, Training and Workplace Relations, Australia.

A career and life skills programme based on the High Five Principles aimed at students aged 16 to 18.

Video Education Australasia (VEA) 2004, *Choices for school leavers: case studies from the real world (DVD)*, VEA, Bendigo, Australia.

## STUDENT RESOURCES

### Learning Outcome 1

[www.howtostudy.org/resources.php](http://www.howtostudy.org/resources.php)

[www.tafensw.edu.au/library/studylinks/study/information.htm](http://www.tafensw.edu.au/library/studylinks/study/information.htm)

Burdess, Neil 2007, *Good study*, Pearson Education, NSW, Australia.

### Learning Outcome 2

[www.palgrave.com/skills4study/html/index.asp](http://www.palgrave.com/skills4study/html/index.asp)

[www.vark-learn.com/english/page.asp?p=questionnaire](http://www.vark-learn.com/english/page.asp?p=questionnaire)

Buzan, Tony 2006, *Buzan Study Skills Handbook: the Shortcut to Success in Your Studies*, Pearson Education, Essex, UK.

### Learning Outcome 3

Barker, Donald and Terry, Carol 2009, 4th ed., *Internet Research Illustrated*, Cengage Learning, Boston, USA.

Reding, Elisabeth 2009, *Google™ Illustrated*, Cengage Learning, Boston, USA.

Riedling, Ann 2006, *Learning to Learn: a Guide to Becoming Information Literate in the 21st Century*, Neal-Schuman, New York, USA.

**Learning Outcome 4**

[www.myfuture.edu.au/The%20Facts/Careers/My%20Career/Your%20career%20pathway.aspx](http://www.myfuture.edu.au/The%20Facts/Careers/My%20Career/Your%20career%20pathway.aspx)

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

Bright, Karen and Bright, Jim 2005, *Getting a Brilliant Job: the Students' Guide*, Allen & Unwin, Crows Nest, NSW, Australia.

**Learning Outcome 5**

<http://jonathan.mueller.faculty.noctrl.edu/toolbox/portfolios.htm>

<http://eportfolios.wikispaces.com/how-to>

**Learning Outcome 6**

Townsend, Roz 2007, *The Presenter Within: Simple Ideas for Great Presentations*, Halstead Press, Ultimo, NSW, Australia.

Travers, Molly 1995, *Talking with Confidence*, Cambridge University Press, Cambridge, UK.

Van Emden, Joan and Becker, Lucinda 2004, *Presentation Skills for Students*, Palgrave Macmillan, Basingstoke, UK.



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[www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

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