



VCAL Unit Assessment Planning Guide

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

VCAL Unit Assessment Planning Guide

Victorian Curriculum and Assessment Authority

Outline

This guide is prepared by the Victorian Curriculum and Assessment Authority
as a resource to inform teachers about assessment of the Victorian Certificate of Applied Learning

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Introduction

The following information has been prepared to support practitioners in their delivery of the Victorian Certificate of Applied Learning (VCAL). This guide contains information on:

- assessment
- structured workplace learning (SWL)
- Recognition of Prior Learning (RPL)
- resources.

The following information must be read in conjunction with the current VCE and VCAL Administrative Handbook and the relevant 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 assessment criteria/elements. The assessment criteria/elements in VCAL units further describe the learning outcome. They provide guidance in determining if the learning outcome has been met. With the exception of the VCAL Numeracy Skills units, when developing a task/s teachers need to ensure that the task/s incorporate/s all the assessment criteria/elements for that learning outcome/s. Assessment tasks need to be designed to enable the learning outcome/s to be demonstrated. Evidence for each assessment criterion/element does not need to be collected.

With the exception of the numeracy units and the Senior Literacy Reading and Writing unit, to be awarded a satisfactory 'S' result 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.

This table below provides 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 current edition of the VCE and VCAL Administrative Handbook.

<p>Foundation</p>	<p>Focus At Foundation level, knowledge and employability skills development is supported by a strong emphasis on literacy and numeracy skills and preparatory learning.</p> <p>Level The following components of training are recommended at Foundation level:</p> <ul style="list-style-type: none"> • VCAL Foundation units • Vocational Education and Training (VET) Certificate I • Further Education (FE) Certificate I.
<p>Intermediate</p>	<p>Focus At Intermediate level, knowledge and employability skills development leads to independent learning, confidence and a high level of transferable skills.</p> <p>Level The following components of training are recommended at Intermediate level:</p> <ul style="list-style-type: none"> • VCAL Intermediate units • Victorian Certificate of Education (VCE) Units 1 and/or 2 • VET Certificates I and II • FE Certificate II.

Senior	<p>Focus 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>Level The following components of training are recommended at Senior level:</p> <ul style="list-style-type: none">• VCAL Senior units• VCE Units 3 and 4• VET Certificates II and above• FE Certificates III and above.
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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 (e.g. 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
- skills and knowledge to tasks 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 (e.g. 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, skills and understanding 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 (e.g. 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.

Click [here](#) to view frequently asked questions about VCAL assessment.



Section 2: Assessment

INTRODUCTION

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

The following frequently asked questions provide 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, for example Personal Development Skills (PDS) Unit 1 Foundation – Plan and organise a simple activity.

The purpose of assessment is to assess 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 assessment criteria/elements.

Evidence can be:

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?

Valid	<ul style="list-style-type: none"> • Is the task consistent with the VCAL unit purpose statement? • Have the learning outcomes been taken into account? • Is the level appropriate?
Sufficient	<ul style="list-style-type: none"> • Is there sufficient evidence to enable a decision to be made? This is important for activities involving a group of students working on an activity. • Is there a balance of direct and indirect evidence?
Authentic	<ul style="list-style-type: none"> • How do we know this is the work of the student?
Current	<ul style="list-style-type: none"> • How do we know this is current work?
Consistent	<ul style="list-style-type: none"> • Has the evidence been collected over time to ensure there is a consistent demonstration of competencies in the learning outcomes?

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

Assessment of VCE units 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?

Valid	The evidence relates to the learning outcomes and addresses essential skills and knowledge.
Reliable	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.
Flexible	The assessment tool and process allow for assessment in a range of assessment contexts.
Fair	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 be awarded an 'S' for the VCAL unit?

To be awarded an 'S', a student must achieve all learning outcomes (there are exceptions in the numeracy units).

Successful completion of all learning outcomes for a VCAL unit may be demonstrated in one integrated assessment activity or spread over a number of different activities.

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

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:

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

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; that is, 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 understanding. 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 time-span the task involves. Planning the timeframe of the task should be fair and reasonable for 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.

What is the meaning of an 'integrated or project approach to the development of assessment tasks that recognises learning that has occurred in the context of work and community settings'?

The learning outcomes for VCAL units are not designed to be taught one at a time or in isolation from each other. Wherever possible, the learning outcomes should be viewed holistically in the context of a project or thematic activity integrated with learning outcomes from other VCAL units. Therefore, the one activity, for example organising a cultural event, should be used to achieve a number of learning outcomes for a number of the different VCAL units. Assessment tasks should therefore reflect the scope of the learning outcomes and may include evidence that is collected over a period of time.

What does successful completion of all learning outcomes through either the one integrated assessment task or spread over a number of different tasks mean?

Students will be engaged in projects or thematic activities. The program should be designed so that projects or activities link up a number of learning outcomes at the one time. In general, students might complete one or two projects linked to a theme within the one unit. However, a number of tasks may be used to meet the requirements of the learning outcomes. Each project will provide opportunities to collect evidence of achievement of the learning outcomes.

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.

In the introduction to each of the VCAL Curriculum Planning Guides the following statements appear:

- 'Assessment must be valid in terms of context and methods.'
- 'Assessment must be reliable in showing consistent results over a number of occasions.'

What do they 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 assessment criteria/elements for each learning outcome must be met in the one assessment task/activity/project and may be assessed as one or with other learning outcomes' mean?

The assessment criteria/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. For most VCAL units the assessment criteria/elements in each learning outcome must be achieved in one task and not assessed by individual tasks. There are exemptions for the VCAL Numeracy Skills unit.

Resources

[VCAL Assessment PowerPoint presentation](#)



Section 3: Structured workplace learning (SWL)

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

VCAL students may also undertake SWL as part of their VET certificate.

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 OH&S preparation for SWL.

DEPARTMENT OF EDUCATION AND EARLY CHILDHOOD DEVELOPMENT

OH&S PROGRAM – SAFE@WORK

Students can achieve two learning outcomes from the VCAL WRS Unit 1 (Foundation) by completing:

- the Department of Education and Early Childhood Development safe@work general module
- a safe@work module specific to the industry in which they are doing their structured work placement
- additional work as outlined in the ‘safe@work Industry Specific Modules’ section.

safe@work General Module

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

Learning Outcome 2 – Communicate the major features of OH&S in a workplace context.

Elements:

2.1 This element is not covered in the general module but students could identify OH&S information, signs and symbols in their school. Alternatively, after completing research they could present the information in a poster or Microsoft PowerPoint presentation.

2.2–2.4 These elements are covered in this module. In addition, the staff member with OH&S responsibility in the school could be identified and their role description discussed.

Learning Outcome 3 – Plan, organise and manage a simple work related activity that complies with OH&S guidelines.

Elements:

3.1–3.3 These elements are covered in this module.

3.4–3.5 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.

safe@work Industry Specific Modules

The safe@work industry specific modules address Learning Outcomes 2 and 3 of the VCAL WRS Unit 1 (Foundation) with the addition of the following in relation to each outcome:

Learning Outcome 2

Further material would be needed to identify OH&S 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 part-time job, 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 3

It would be necessary to simulate or discuss a work situation relevant to the industry in which the student will be placed in to allow students to demonstrate that they can carry out a work related activity in a safe and healthy manner, complying with Safe Operation Procedures.

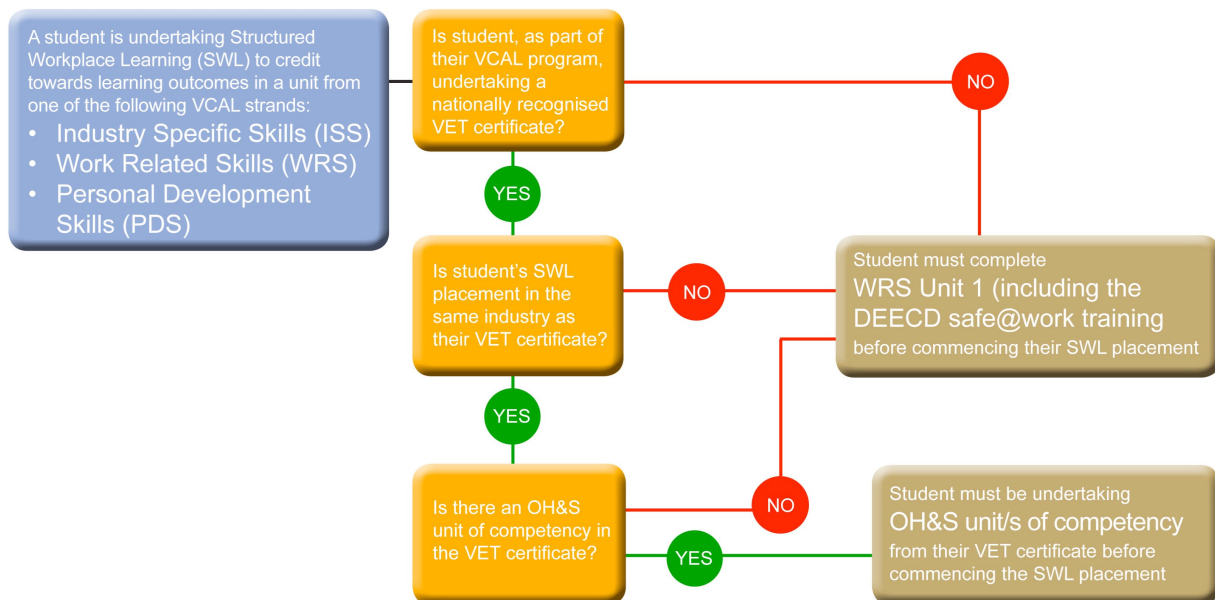
Resources

The DEECD safe@work program

VCAL students may undertake SWL to demonstrate achievement in some or all of the learning outcomes in the VCAL WRS and PDS units of their VCAL certificate.

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

The following diagram has been prepared to ensure students have appropriate information on OH&S before commencing a SWL placement and to assist VCAL providers meeting their duty of care requirement for their VCAL students.





Section 4: Recognition of prior learning (RPL)

INTRODUCTION

This 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 RPL?

Recognition of prior learning (RPL) is a process to assess successful achievement 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 (WRS) and VCAL Personal Development Skills (PDS) and Skills for Further Study – Senior units.

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

If a student can provide evidence of having already achieved one or more of the learning outcomes for an appropriate VCAL unit, then he/she does 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. In some cases, students will be able to demonstrate achievement in all the learning outcomes of a VCAL unit.

Evidence that the learning outcomes have been achieved 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 it is recommended students:

- have a copy of the learning outcomes
- have an opportunity to discuss with their teacher what the learning outcomes mean and appropriate evidence that can be collected to demonstrate achievement of the learning outcomes
- collect appropriate evidence to demonstrate that they have achieved some or all of the learning outcomes
- notify their teacher when they believe they have successfully completed the learning outcomes of the VCAL unit/s
- 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 WRS 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:

- *Learning Outcome 1: Prepare for a simple 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 and maintained 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, 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 solve problems relevant to a simple work-related activity*
For element 4.1 and 4.2
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 at once.
For element 4.3
Checked with the manager that the solution to a work-related problem had 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 teams to complete a simple work-related activity*
For element 5.1
Worked effectively and cooperatively in the fast food outlet's kitchen to achieve agreed outcomes within set time constraints.
For element 5.2 and 5.3
Discussed with her manager and in a journal reflected 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.

Evidence Cornelia could supply to demonstrate successful completion of this unit (for RPL purposes) may include some or all of the following:

- a statement from her employer outlining activities that Cornelia has completed
- evidence of training sponsored by her employer in OH&S
- 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/assessment criteria/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 they will collect.

Students might come to the RPL interview with the following:

Experience	Demonstrating
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; OH&S.
Evidence of work in a family business with examples of dealing with different types of customers.	Problem-solving skills through resolving complaints; team work; etc.

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:

- authenticity of evidence; that is, that it is the student’s own work and experience – in some cases evidence may require corroboration by community members or employers
- sufficiency of the evidence to allow the teacher to verify that the learning outcome has been successfully achieved
- relevance of the evidence to the learning outcome and unit
- 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 etc.
- 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 is a summary for teachers and students of the steps that will need to be followed 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. Below is a discussion template.

Student name:

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

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

Student name:			
Assessor name:			
Provider:			
VCAL unit:			
Type of evidence I plan to collect			
Teachers will need to assist students in collecting evidence for the learning outcomes of 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			
I understand what evidence is to be collected by me			
I understand what the assessment process is for RPL			
I have discussed any special considerations that may need to be taken into account by the assessor			

Student comments: _____

Student signature: _____ Date: _____

Assessor signature: _____ Date: _____

Click [here](#) for a Microsoft Word version of this RPL discussion template.

VCAL RPL Portfolio Coversheet

Student name:					
Assessor name:					
Provider:			Date:		
VCAL unit:			Setting/context where the RPL occurred:		
List of types of evidence presented in folio					
The evidence shows that the student has successfully achieved the following VCAL unit learning outcomes:	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5

I declare that the work presented is my own and accurately represents my abilities.

Name: _____ Signature: _____ Date: _____

I declare that the work presented has been assessed as an accurate record of the student successfully achieving the learning outcomes listed above.

Assessor name: _____ Signature: _____ Date: _____

Click [here](#) for a Microsoft Word version of this RPL Portfolio Coversheet.



Section 5: VCAL Resources

Organisations

Adult, Community and Further Education (ACFE)	www.acfe.vic.gov.au
ADVANCE Youth Development Program, Office for Youth	www.youth.vic.gov.au
Australian Apprenticeships – a Commonwealth site providing information for employers, careers advisors and students.	www.australianapprenticeships.gov.au
Australian Industry Group	www.aigroup.com.au
Resource Generator	www.resourcegenerator.gov.au
Australian Red Cross	www.redcross.org.au/vic
Australian Red Cross Blood Service	www.donateblood.com.au/index.aspx
Department of Education and Early Childhood Development (DEECD)	www.education.vic.gov.au
Local Learning and Employment Networks (LLEN)	www.llen.vic.gov.au
RSPCA Education Victoria	www.rspcavic.org
Scope Young Ambassadors Program	www.scopevic.org.au
Skills Victoria (formerly OTTE)	www.skills.vic.gov.au
Student Youth Network Inc.	http://syn.org.au
TAFE Virtual Campus	www.tafevc.com.au
The Duke of Edinburgh's Award	www.dukeofed.org.au
VicRoads – provides free resources; the VCAL Road Safety Units	www.vicroads.vic.gov.au
Victorian Applied Learning Association (VALA)	www.vala.asn.au
Victorian Employers' Chamber of Commerce and Industry (VECCI)	www.vecci.org.au/Pages/Home.aspx
Victorian Registration and Qualifications Authority (VRQA)	www.vrqa.vic.gov.au
Victorian Skills Commission (VSC)	www.vsc.vic.gov.au
Youth Transitions (on the DEECD website)	www.education.vic.gov.au/sensecyouth/default.htm

VCAA RESOURCES

VCAL Information Sheets	www.vcaa.vic.edu.au/vcal/Publications/Publications/index.html
VCAL – Hands-on Options Booklet	www.vcaa.vic.edu.au/vcal/Publications/Publications/index.html
VCAL Coordinator’s Resource Kit	www.vcaa.vic.edu.au/vcal/resource_kit/index.html
VCE and VCAL Administrative Handbook	www.vcaa.vic.edu.au/schooladmin/handbook/2010/index.html
VCAL Unit Exemplars	www.vcaa.vic.edu.au/vcal/resource_kit/resources_exemplars.html
VCAL Quality Assurance	www.vcaa.vic.edu.au/vcal/providers/quality/index.html
VCAL Assessment FAQs	www.vcaa.vic.edu.au/faqs/vcalfaq.html



For further information visit the VCAA website
www.vcaa.vic.edu.au

1800 134 197

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



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