

For implementation in  
**2012**

VICTORIAN CERTIFICATE OF APPLIED LEARNING



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

# Curriculum Planning Guide: Personal Development Skills Strand

# **Curriculum Planning Guide: Personal Development Skills Strand**

**Accreditation Period**

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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 the development of knowledge, skills and attributes.

### Aims of the qualification

The VCAL aims to provide knowledge, skills and attributes 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 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.

### Structure of the VCAL

VCAL units at each level reflect the progression in the development of knowledge, skills and attributes. 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.

## **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 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. One credit is awarded on successful completion of 90 nominal hours of accredited VET curriculum.

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 on 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 include:

- 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 in achieving 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 civic and civil participation and promote active citizenship
- the 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.

Learning activities including projects must promote and support applied learning and encourage the integration of units and learning outcomes.

The teaching/learning methods employed should allow for individual differences in learning styles.

Depending on the context, delivery may occur in the classroom or outside it. Classroom based delivery should include a mixture of whole class, small group and individual activities.

Delivery can be full-time or part-time. Some students may choose to complete units over longer periods of time than the nominal 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. **However, to meet the eligibility requirements of the Personal Development Skills Strand, students must achieve a minimum of one VCAL Personal Development Skills unit at the award level or above.**

### **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
- program design that allows students to enter and exit learning programs 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 involve workplace or community contexts. VCAL providers will need to ensure that delivery modes for VET/FE units of competency/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 practical hands-on activities, 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 and assessment**

The teaching and learning program for the various VCAL units and VET/FE units of competency/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 unit of competency/module. Record keeping for each curriculum component should reflect assessment of each learning outcome and/or unit of competency/module.

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 VCAL curriculum strands to reflect the integration of skills and competencies in authentic contexts, such as social or work activities. However, assessment of VCE units must be in accordance with VCE study designs and cannot be integrated with other assessments.

### **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 specific knowledge 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.

## **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; that is, assessment of:

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

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

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 on the VCAA website at: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

### **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 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 strategies must be maintained to ensure alternative methods are utilised to allow the demonstration of achievement of learning outcomes without disadvantaging the student.

### Integrated assessment

Where possible, assessment in the VCAL should focus on integrated 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 – Senior unit.

### Assessing students with disabilities

The VCAL structure provides a number of strategies to support students with disabilities. However, all VCAL students are required to meet the course requirements as outlined in the *VCE and VCAL Administrative Handbook* and in the *VCAL Curriculum Planning Guides*.

Appropriate strategies available within the VCAL design structure to support students with disabilities include:

1. Flexibility in assessment. For example, if a person is unable to communicate by speaking, then an alternative means of communicating may be used to demonstrate achievement of unit learning outcomes normally demonstrated through the spoken word. Similarly, students who are deaf and use sign language to communicate may receive their instruction in sign language and sign their response; those with a physical disability may use a voice synthesiser or communication board.

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

2. Appropriate VCAL level. The VCAL has three levels:
  - Foundation – high level of teacher support
  - Intermediate – some teacher support but there is an expectation that students will demonstrate independent learning
  - Senior – students work as independent, self directed learners.

It is important that students are enrolled in a VCAL level that is appropriate for them. For example, Foundation VCAL students require a high level of teacher support and direction and apply their skills to familiar tasks in everyday contexts. Senior VCAL students work as independent and self directed learners with the capacity to undertake complex tasks in an abstract context.

3. Time to achieve a VCAL certificate. The nominal duration of the VCAL is 1000 hours. In most cases students can achieve a VCAL certificate within a school year. However, a student may take longer than a year to complete a VCAL certificate, for example Foundation VCAL can be delivered over a two-year period if required.

### Satisfactory completion of VCAL units

All activities designed for assessment of VCAL unit learning outcomes should be assessed by the teacher/trainer to verify satisfactory completion.

Satisfactory completion of the VCAL units must be based on evidence that demonstrates that the student has achieved 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. 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 satisfying the learning outcomes at the appropriate VCAL level. The learning outcome is achieved when the student demonstrates achievement in all the elements.

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

VCAL providers will report results for each unit as S (Satisfactory) or N (Not yet complete).

Validation of assessments for VET and FE units of competency/modules 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.

### 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 is circulated to VCAL providers by the VCAA in Term 1 of the school year.

### RECOGNITION OF PRIOR LEARNING

Recognition of prior learning (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 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, VCAL Personal Development Skills and VCAL Skills For Further Study – Senior units. Decisions regarding RPL for VCAL Work Related Skills, VCAL Personal Development Skills and VCAL Skills For Further Study – Senior units are the responsibility of the enrolling VCAL provider. Where students have been granted RPL, evidence that demonstrates successful completion of the entire unit learning outcomes must be completed and kept by the VCAL provider.

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)

### 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 unit of competency/module is used to meet one of the requirements of the VCAL, this VET unit of competency/module may require a structured workplace learning placement.

Structured workplace learning can be used to meet some or all of the learning outcomes of the Work Related Skills units. Schools will need to refer to information on structured workplace learning requirements on the following website: [www.education.vic.gov.au/sensecyouth/careertrans/worklearn/default.htm](http://www.education.vic.gov.au/sensecyouth/careertrans/worklearn/default.htm)

It is important that students undertaking structured workplace learning placements as part of their VCAL learning program have an understanding of occupational health and safety (OHS) as it applies to them. They must undertake relevant accredited OHS training prior to commencement of the structured workplace learning placement. This training may vary depending on the environment in which the student will be working.

For example, if a VCAL student is enrolled in Certificate II in Automotive Studies (Prevocational) and is undertaking a relevant OHS unit within this certificate, then this student is able to undertake a structured work placement in an automotive environment. If, however, this student wishes to undertake a structured work placement in an unrelated retail environment, then this student must complete Work Related Skills Unit 1, including the safe@work program before commencing this placement.

Where learning and assessment occur through structured workplace learning, the VCAL provider will need to ensure that the student will have opportunities to achieve the learning outcomes for the VCAL unit that the student is enrolled in. This will require appropriate supervision and monitoring of student progress, and a cooperative arrangement with the employer.

Schools must comply with the relevant Ministerial Order. These orders are made by the Minister and relate to workplace learning arrangements entered into by a principal of a school with an employer. The arrangement must be in accordance with the *Education (Workplace Learning) Act 2003* and the relevant Ministerial Order.

VCAL providers from the Technical and Further Education (TAFE) and Adult Community Education (ACE) sectors should comply with the provisions of the *Education and Training Reform Act 2006* Part 5.4 Division 2 – Practical placement.

## OCCUPATIONAL HEALTH AND SAFETY AND RISK MANAGEMENT

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 ensure student participation in the risk management process.

Risks include those related to health and safety 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.

### Occupational Health and Safety (OHS)

#### *Legislative requirements*

The Victorian *Occupational Health and Safety Act 2004* requires that an employer must provide and maintain a working environment that is safe and without risks to the health of employees. Ministerial Order 55 of the Education and Training Reform Act also sets out OHS requirements in relation to structured workplace learning arrangements between employers and school principals. 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.

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

If the project is to be conducted within a workplace, then the employer should have in place appropriate controls to minimise OHS risk. The school or VCAL coordinator should consult the supervisor regarding risk controls, workplace OHS induction and any personal protective equipment (PPE) that apply to the student's work activity and work environment.

#### *Risk assessment*

Projects and activities should be assessed to ensure that any potential physical or psychological OHS risks or hazards are identified and appropriate controls put in place to manage these. This includes the development of documented safe work/operating procedures and risk assessments to ensure that those involved in, or exposed to an activity or process are equipped to conduct work activities in accordance with OHS requirements. Safe work/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.

The DEECD's OHS management system provides relevant OHS procedures, forms and guidance including a generic safe work procedure and risk management form for this purpose. These can be accessed at: [www.education.vic.gov.au/hr/ohs/health/risk.htm](http://www.education.vic.gov.au/hr/ohs/health/risk.htm)

Guidelines for government schools are also provided in the *School Policy and Advisory Guide*: [www.education.vic.gov.au/spag](http://www.education.vic.gov.au/spag)

Other VCAL providers must ensure duty of care is exercised in relation to the regulations covering their particular sector. Participants in VCAL programs must demonstrate safe working practices and comply with all relevant OHS requirements applicable to their learning environment.

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

## 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 DEECD rules and regulations 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 *School Policy and Advisory Guide*: [www.education.vic.gov.au/spag](http://www.education.vic.gov.au/spag)

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) should comply with the provisions of the Education and Training Reform Act Part 5.4 Division 2 – Practical placement.

## Resources

### Legislation

In Victoria, workplace health and safety is governed by the following acts and regulations:

- *Occupational Health and Safety Act 2004*
- Occupational Health and Safety Regulations
- *Dangerous Goods Act 1985*
- Dangerous Goods (Storage and Handling) Regulations
- *Education and Training Reform Act 2006*
- Ministerial Order No. 55
- *Accident Compensation Act 1985*
- Accident Compensation Regulations
- *Accident Compensation (WorkCover Insurance) Act 1993*
- *Workers Compensation Act 1958*
- *Accident Compensation (Occupational Health and Safety) Act 1996*

### DEECD resources

Vocational education

[www.education.vic.gov.au/sensecyouth/careertrans/worklearn/default.htm](http://www.education.vic.gov.au/sensecyouth/careertrans/worklearn/default.htm)

Job Well Done

Online OHS program for secondary school students with disabilities or impairments undertaking work experience

[www.education.vic.gov.au/sensecyouth/careertrans/worklearn/jobwelldone.htm](http://www.education.vic.gov.au/sensecyouth/careertrans/worklearn/jobwelldone.htm)

safe@work Program

Online OHS program for secondary school students undertaking work experience. The program is designed to help students improve their knowledge and understanding of OHS before entering a workplace. In addition a series of industry specific hazards fact sheets have been developed and can be used in conjunction with this resource.

[www.education.vic.gov.au/safe@work/index.asp](http://www.education.vic.gov.au/safe@work/index.asp)

DEECD OHS Management System

[www.education.vic.gov.au/hr/ohs/health/default.htm](http://www.education.vic.gov.au/hr/ohs/health/default.htm)

DEECD OHS Hazard Guides

[www.education.vic.gov.au/hr/ohs/hazards/default.htm](http://www.education.vic.gov.au/hr/ohs/hazards/default.htm)

WorkSafe and Return to Work

[www.education.vic.gov.au/hr/ohs/compensation/default.htm](http://www.education.vic.gov.au/hr/ohs/compensation/default.htm)

DEECD OHS Advisory Service **1300 074 715**

[www.education.vic.gov.au/hr/ohs/about/Advisory.htm](http://www.education.vic.gov.au/hr/ohs/about/Advisory.htm)

***Useful Web links***

Legislation

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

WorkSafe Victoria

[www.worksafe.vic.gov.au/wps/wcm/connect/wsinternet/WorkSafe/Home/](http://www.worksafe.vic.gov.au/wps/wcm/connect/wsinternet/WorkSafe/Home/)

Young Workers

[www.worksafe.vic.gov.au/wps/wcm/connect/wsinternet/WorkSafe/Home/Safety+and+Prevention/Health+And+Safety+Topics/Young+Workers/](http://www.worksafe.vic.gov.au/wps/wcm/connect/wsinternet/WorkSafe/Home/Safety+and+Prevention/Health+And+Safety+Topics/Young+Workers/)

JobWatch Employment Rights Legal Centre

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

## Section 2: VCAL Personal Development Skills Strand

### PURPOSE STATEMENT

The purpose of the Personal Development Skills Strand is to develop knowledge, skills and attributes that lead towards:

- the development of self
- social responsibility
- building community
- civic and civil responsibility, for example through volunteering and working for the benefit of others
- improved self-confidence and self-esteem
- valuing civic participation in a democratic society.

The development of knowledge, skills and attributes in this strand underpins the development of skills in the three other VCAL curriculum strands.

Curriculum selected for the Personal Development Skills Strand must be consistent with the purpose statement of the strand. Through aligning curriculum with the purpose statement of the curriculum strand, the learning program will provide development of skills and experiences that are important for personal development outcomes of the VCAL.

Personal development includes self-esteem and personal qualities developed through valuing personal achievement and contributions for the benefit of the community or personal growth. This may involve demonstration of leadership, teamwork skills, accepting responsibility for goal achievement and reflecting on knowledge and skills for decision making and problem solving. Locally designed programs can be developed to enable students to meet the learning outcomes of a Personal Development Skills VCAL unit.

#### Rationale

The Personal Development Skills units have been developed to recognise learning, not recognised within other qualifications, that is valued within the community and that develops the knowledge, skills and attributes identified in this strand.

The units enable students to develop personal development skills through participation in locally developed curriculum. Locally developed programs must enable the achievement of the Personal Development Skills unit learning outcomes.

This learning leads to the development of

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



## Aims

The Personal Development Skills units are designed to develop:

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

Learning programs selected and developed for young people for VCAL units in the Personal Development Skills Strand should be consistent with youth development principles that include:

- valuing and engaging the contribution of young people
- building competence and resilience in individuals including minimising risk factors and enhancing the promotion of protective behaviours for young people
- civic and civil participation and the promotion of active citizenship
- partnership approaches to program planning and delivery that link young people with the broader community and its members.

The curriculum principles underpinning learning programs include:

- 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.

Many youth development programs delivered by VCAL providers will involve students in out of provider activities and/or community based projects. Learning programs that incorporate a youth development philosophy will require a commitment to flexible learning and delivery.

## Structure

The Personal Development Skills Strand is designed at three levels – Foundation, Intermediate and Senior. These levels reflect the progression in knowledge, skills and attributes relating to personal development.

Two units exist in each level,

Unit 1 focuses on the development of appropriate knowledge, skills and attributes in relation to:

- self
- personal organisation and planning skills
- problem solving and interpersonal skills.

This can be achieved through participation in activities related to person, health and wellbeing, educational, social or family experiences of a practical nature.

Unit 2 focuses on the development of appropriate knowledge, skills and attributes in relation to:

- community engagement
- social awareness
- interpersonal skills
- planning and organisational skills.

This can be achieved through participation in experiences of a practical nature within the community.

The units enable students to develop personal development skills through participation in locally developed curriculum and locally developed projects such as involvement with local radio, leadership activities linked to voluntary community roles or community service projects.

## **VCAL PERSONAL DEVELOPMENT SKILLS UNITS**

The VCAL Personal Development Skills Units are:

- PDS011 Personal Development Skills Unit 1 (Foundation)
- PDS012 Personal Development Skills Unit 2 (Foundation)
- PDS021 Personal Development Skills Unit 1 (Intermediate)
- PDS022 Personal Development Skills Unit 2 (Intermediate)
- PDS031 Personal Development Skills Unit 1 (Senior)
- PDS032 Personal Development Skills Unit 2 (Senior).

### **Gaining credit/s toward the award of the VCAL**

Students must successfully complete a minimum of one VCAL Personal Development Skills unit at the award level (or above) they are enrolled in to meet the VCAL course requirements.

### **Assessment of VCAL Personal Development Skills units**

The assessment of VCAL Personal Development Skills unit learning outcomes may be in the context of programs that include community based projects/activities, school based projects/activities and sports based projects/activities.





## Section 3: VCAL Personal Development Skills units

### PERSONAL DEVELOPMENT SKILLS FOUNDATION UNIT 1 (PDS011)

#### Nominal duration

100 hours – 1 Credit

#### Unit purpose

The purpose of this unit is to focus on the development of self through the development of personal organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature. The focus of the learning program for this unit includes:

- subject-specific knowledge applicable to one or more of the following: a relevant personal, social, health and wellbeing, educational and/or family goal
- skills applicable to a relevant personal, social, health and wellbeing, educational and/or family goal
- introduction to problem-solving skills
- introduction to skills for planning, organising and working in teams.

#### Content summary

The learning outcomes of the VCAL Personal Development Skills units are general to enable maximum flexibility for content selection at the local level. Content of learning programs should link to one of the following curriculum contexts:

- Personal development
- Health and wellbeing
- Education
- Family.

Content will be selected for the achievement of the learning outcomes by the VCAL provider.

Locally developed programs must enable the achievement of the Personal Development Skills unit learning outcomes.

#### Learning outcomes

There are five learning outcomes in this unit. Students must achieve all learning outcomes to be credited with this unit.

#### Elements

The elements give information on the requirements for satisfying learning outcomes. The learning outcome is achieved when the student demonstrates achievement in all the elements. In this unit, all elements within each learning outcome must be met in the one assessment task. However, one or more tasks may be used to assess a number of learning outcomes.

**LEARNING OUTCOME 1****Plan and organise a simple activity.****Elements**

The elements are demonstrated when the student can:

- 1.1 Develop a plan for a simple activity in relation to one or more of the following: self, social, health and wellbeing, education and/or family.
- 1.2 Plan for the activity that involves a limited number of steps within a defined period of time.
- 1.3 Select resources appropriate to carrying out the plan.
- 1.4 List criteria for achievement and carry out the planned activity.
- 1.5 Reflect upon the personal achievements and challenges of the activity.

**LEARNING OUTCOME 2****Demonstrate knowledge specific to a simple activity or goal.****Elements**

The elements are demonstrated when the student can:

- 2.1 Identify knowledge that will contribute to the achievement of an activity or goal.
- 2.2 Access and gather information required to complete an activity or goal.
- 2.3 Interpret information to predict steps required for completion of an activity or goal.
- 2.4 Reflect on their performance and outcomes achieved.

**LEARNING OUTCOME 3****Demonstrate skills specific to a simple activity or goal.****Elements**

The elements are demonstrated when the student can:

- 3.1 Identify personal and other skills that will contribute to the achievement of an activity or goal.
- 3.2 Demonstrate use of skills relevant to an established activity or goal.
- 3.3 Use and comply with occupational health and safety guidelines.
- 3.4 Use specified technological equipment and materials proficiently to suit the conditions and the level of individual ability.

**LEARNING OUTCOME 4****Solve problems specific to a simple activity or goal.****Elements**

The elements are demonstrated when the student can:

- 4.1 Identify an issue or social problem related to an established activity or goal.
- 4.2 Explain possible solutions to the problem identified.
- 4.3 Contribute to an activity that is aimed at resolving the issue or social problem.
- 4.4 Reflect upon the effectiveness of the action taken to resolve the issue or social problem.

## LEARNING OUTCOME 5

### Demonstrate teamwork skills.

#### Elements

The elements are demonstrated when the student can:

- 5.1 Contribute and participate in an activity involving a group/team.
- 5.2 Describe personal factors that contribute to group/team work.
- 5.3 Reflect on factors that influence group/team behaviour.
- 5.4 Discuss the effectiveness of group/team processes for achieving goals.

#### ASSESSMENT

Assessment can occur at any time during the unit when the teacher/trainer is confident that the student is likely to be able to demonstrate achievement of the learning outcomes.

The conditions related to the assessment of the learning outcomes may differ according to the particular learning environment, mode of delivery and subject content.

The learning outcomes for Personal Development Skills Foundation Units 1 and 2 are not sequential and students may do one or both units within a learning program.

To receive an 'S' in this unit, students must demonstrate achievement of all five learning outcomes through achievement of all elements within the learning outcomes.

All elements within each learning outcome must be met in the one assessment task. However, one or more tasks may be used to assess a number of 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.**

Further information is provided in Section 1 of this publication and in the *VCAL Unit Assessment Planning Guide* available at: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

## PERSONAL DEVELOPMENT SKILLS FOUNDATION UNIT 2 (PDS012)

### Nominal duration

100 hours – 1 Credit

### Unit purpose

The purpose of this unit is to focus on the development of knowledge, skills and attributes through participation in experiences of a practical nature within the community. The focus of the learning program for this unit includes:

- subject-specific knowledge applicable to one or more of the following: community engagement, social awareness, civic responsibility and active citizenship
- skills applicable to a relevant community, social or civic goal
- development of an understanding of social issues and civic responsibility
- introduction to problem-solving skills
- introduction to skills for planning, organising and working in teams.

The unit enables students to develop personal development skills through participation in locally developed curriculum and locally developed projects such as involvement with local radio and leadership activities linked to voluntary community roles or community service projects.

### Content summary

The learning outcomes of the VCAL Personal Development Skills units are general to enable maximum flexibility for content selection at the local level. Content of learning programs should link to one of the following curriculum contexts:

- Community engagement
- Social awareness
- Civic and civil responsibility
- Active citizenship.

Content will be selected for the achievement of the learning outcomes by the VCAL provider.

Locally developed programs must enable the achievement of the Personal Development Skills unit learning outcomes.

### Learning outcomes

There are five learning outcomes in this unit. Students must achieve all learning outcomes to be credited with this unit.

### Elements

The elements give information on the requirements for satisfying learning outcomes. The learning outcome is achieved when the student demonstrates achievement in all the elements. In this unit, all elements within each learning outcome must be met in the one assessment task. However, one or more tasks may be used to assess a number of learning outcomes.

## LEARNING OUTCOME 1

### Identify the rights and responsibilities of individuals in a community.

#### Elements

The elements are demonstrated when the student can:

- 1.1 Discuss what it means to be a member of a community.
- 1.2 List and describe characteristics of a diverse community.
- 1.3 Explore a social or cultural issue/s within a community.
- 1.4 Describe the importance of rights and responsibilities of individuals in a social context.

**LEARNING OUTCOME 2****Plan and organise a simple activity within a community.****Elements**

The elements are demonstrated when the student can:

- 2.1 Discuss and select a topical issue or event related to a community activity.
- 2.2 Plan an activity to address a community need.
- 2.3 Contribute to the completion of a community activity.
- 2.4 Identify strategies to minimise risks associated with the activity.
- 2.5 Reflect on their contribution to the activity.

**LEARNING OUTCOME 3****Communicate information about a social issue or community activity.****Elements**

The elements are demonstrated when the student can:

- 3.1 Identify sources of information regarding a social issue or community activity.
- 3.2 Collect and interpret information about a social issue or community activity.
- 3.3 Communicate information and/or findings to others regarding a social issue or community activity.
- 3.4 Reflect on the effectiveness of the communication of the social issue or community activity.

**LEARNING OUTCOME 4****Communicate effectively to resolve problems related to a social issue or community activity.****Elements**

The elements are demonstrated when the student can:

- 4.1 Identify challenges that may arise within a diverse community.
- 4.2 Participate in discussion that requires expression of an opinion to other/s.
- 4.3 Identify causes of communication breakdowns.
- 4.4 List problem-solving skills in an interpersonal exchange.

**LEARNING OUTCOME 5****Demonstrate teamwork skills or work effectively as a group/team member.****Elements**

The elements are demonstrated when the student can:

- 5.1 Contribute and participate in an activity involving a group/team.
- 5.2 Describe personal factors that contribute to group/team work.
- 5.3 Reflect on factors that influence group/team behaviour.
- 5.4 Discuss the effectiveness of group/team processes for achieving goals.

## ASSESSMENT

Assessment can occur at any time during the unit when the teacher/trainer is confident that the student is likely to be able to demonstrate achievement of the learning outcomes.

The conditions related to the assessment of the learning outcomes may differ according to the particular learning environment, mode of delivery and subject content.

The learning outcomes for Personal Development Skills Foundation Units 1 and 2 are not sequential and students may do one or both units within a learning program.

To receive an 'S' in this unit, students must demonstrate achievement of all five learning outcomes through achievement of all elements within the learning outcomes.

All elements within each learning outcome must be met in the one assessment task. However, one or more tasks may be used to assess a number of 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.**

Further information is provided in Section 1 of this publication and in the *VCAL Unit Assessment Planning Guide* available at: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

## PERSONAL DEVELOPMENT SKILLS INTERMEDIATE UNIT 1 (PDS021)

### Nominal duration

100 hours – 1 Credit

### Unit purpose

The purpose of this unit is to focus on the development of self, through the development of personal organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature. The focus of the learning program for this unit includes:

- subject-specific knowledge applicable to a relevant personal, social, health and wellbeing, educational and/or family project or activity
- skills applicable to a relevant personal, social, health and wellbeing, educational and/or family project or activity
- development of self-management skills
- development of leadership skills
- development of interpersonal skills.

### Content summary

The learning outcomes of the VCAL Personal Development Skills units are general to enable maximum flexibility for content selection at the local level. Content of learning programs should link to one of the following curriculum contexts:

- Personal development
- Health and wellbeing
- Education
- Family.

Content will be selected for the achievement of the learning outcomes by the VCAL provider.

Locally developed programs must enable the achievement of the Personal Development Skills unit learning outcomes.

### Learning outcomes

There are five learning outcomes in this unit. Students must achieve all learning outcomes to be credited with this unit.

### Elements

The elements give information on the requirements for satisfying learning outcomes. The learning outcome is achieved when the student demonstrates achievement in all the elements. In this unit, all elements within each learning outcome must be met in the one assessment task. However, one or more tasks may be used to assess a number of learning outcomes.

## LEARNING OUTCOME 1

### Plan and organise a complex project or activity.

#### Elements

The elements are demonstrated when the student can:

- 1.1 Plan, organise and carry out a project or activity in relation to one or more of the following: self, social, health and wellbeing, education and or family. The project or activity will involve a number of steps and processes.
- 1.2 Identify and use appropriate resources related to a project or activity.
- 1.3 Identify positive and negative factors that influence and impact individual behaviour and motivation in group situations.
- 1.4 Carry out the project or activity to completion.
- 1.5 Reflect upon the personal achievements and challenges of the project or activity.

**LEARNING OUTCOME 2****Demonstrate knowledge and skills in the context of a complex project or activity.****Elements**

The elements are demonstrated when the student can:

- 2.1 Identify the scope and requirements of the project or activity.
- 2.2 Establish a plan to achieve a learning goal with the assistance of a peer or adult mentor.
- 2.3 Contribute to the quality of outcomes within the project or activity.
- 2.4 Identify transferable knowledge and skills gained from the project or activity.
- 2.5 Self-evaluate performance and contribution to the project or activity.

**LEARNING OUTCOME 3****Demonstrate self-management skills for goal achievement in the context of a project or activity.****Elements**

The elements are demonstrated when the student can:

- 3.1 Use time management strategies to achieve goals.
- 3.2 Facilitate and implement processes and procedures for achieving a goal.
- 3.3 Identify and utilise personal skills, such as creativity, stress management, coping skills, resilience and conflict management.
- 3.4 Identify strategies to improve self-performance.
- 3.5 Reflect on their performance in achieving a goal.

**LEARNING OUTCOME 4****Describe leadership skills and responsibilities.****Elements**

The elements are demonstrated when the student can:

- 4.1 Describe the characteristics of people in leadership roles.
- 4.2 Distinguish between different leadership styles.
- 4.3 Identify methods for motivating others.
- 4.4 Identify interpersonal skills that are used by people in leadership roles.
- 4.5 Identify the responsibilities of a group leader.

**LEARNING OUTCOME 5****Demonstrate interpersonal skills to communicate ideas and information.****Elements**

The elements are demonstrated when the student can:

- 5.1 Identify characteristics of effective communication.
- 5.2 Identify and use strategies to avoid and/or resolve conflict.
- 5.3 Participate in discussions that require expression of an opinion to others.
- 5.4 Apply active listening skills to facilitate understanding.
- 5.5 Reflect on personal communication skills and identify areas for improvement.

## ASSESSMENT

Assessment can occur at any time during the unit when the teacher/trainer is confident that the student is likely to be able to demonstrate achievement of the learning outcomes.

The conditions related to the assessment of the learning outcomes may differ according to the particular learning environment, mode of delivery and subject content.

The learning outcomes for Personal Development Skills Intermediate Units 1 and 2 are not sequential and students may do one or both units within a learning program.

To receive an 'S' in this unit, students must demonstrate achievement of all five learning outcomes through achievement of all elements within the learning outcomes.

All elements within each learning outcome must be met in the one assessment task. However, one or more tasks may be used to assess a number of 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.**

Further information is provided in Section 1 of this publication and in the *VCAL Unit Assessment Planning Guide* available at: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

## PERSONAL DEVELOPMENT SKILLS INTERMEDIATE UNIT 2 (PDS022)

### Nominal duration

100 hours – 1 Credit

### Unit purpose

The purpose of this unit is to focus on the development of knowledge, skills and attributes through participation in experiences of a practical nature within the community. The focus of the learning program for this unit includes:

- subject-specific knowledge applicable to one or more of the following: community engagement, social awareness, civic and civil responsibility
- skills applicable to a relevant community, social or civic project or activity
- problem solving and comprehension skills
- presentation and research skills
- communication skills
- planning and organisation skills
- team work and group cohesion.

The unit enables students to develop personal development skills through participation in locally developed curriculum and locally developed projects such as involvement with local radio, leadership activities linked to voluntary community roles or community service projects.

### Content summary

The learning outcomes of the VCAL Personal Development Skills units are general to enable maximum flexibility for content selection at the local level. Content of learning programs should link to one of the following curriculum contexts:

- Community engagement
- Social awareness
- Civic and civil responsibility
- Active citizenship.

Content will be selected for the achievement of the learning outcomes by the VCAL provider.

Locally developed programs must enable the achievement of the Personal Development Skills unit learning outcomes.

### Learning outcomes

There are five learning outcomes in this unit. Students must achieve all learning outcomes to be credited with this unit.

### Elements

The elements give information on the requirements for satisfying learning outcomes. The learning outcome is achieved when the student demonstrates achievement in all the elements. In this unit, all elements within each learning outcome must be met in the one assessment task. However, one or more tasks may be used to assess a number of learning outcomes.

## LEARNING OUTCOME 1

### Research and analyse the roles of citizens/members in a community.

#### Elements

The elements are demonstrated when the student can:

- 1.1 Identify a range of research methods and appropriate protocols for collecting specified information regarding citizens/members in a community.
- 1.2 Research the roles of different community members.
- 1.3 Analyse how these roles have contributed to society.
- 1.4 Report on their findings using appropriate ICT.

**LEARNING OUTCOME 2****Plan and organise a complex community project or activity.****Elements**

The elements are demonstrated when the student can:

- 2.1 Identify a complex community issue that requires action.
- 2.2 Identify and evaluate a range of strategies to address the issue.
- 2.3 Actively participate in the completion of a community project or activity.
- 2.4 Implement strategies to minimise risks associated with the project or activity.
- 2.5 Evaluate their own and others' contribution to the project or activity.

**LEARNING OUTCOME 3****Use a range of communication strategies to raise awareness of a complex social issue or community activity.****Elements**

The elements are demonstrated when the student can:

- 3.1 Plan an activity to promote awareness of a complex social or community issue.
- 3.2 Use a variety of communication strategies to deliver an awareness activity about a complex social or community issue.
- 3.3 Collect feedback on the effectiveness of the awareness activity.
- 3.4 Evaluate and report on the effectiveness of the awareness activity.

**LEARNING OUTCOME 4****Manage problems related to a complex social issue or community activity.****Elements**

The elements are demonstrated when the student can:

- 4.1 Identify complex challenges that may arise within a diverse community.
- 4.2 Identify and evaluate a range of strategies to manage the problem.
- 4.3 Demonstrate problem-solving skills related to a complex social issue or community activity.
- 4.4 Apply decision-making strategies to resolve the problem.

**LEARNING OUTCOME 5****Actively contribute to group cohesion to manage a complex social issue or community activity.****Elements**

The elements are demonstrated when the student can:

- 5.1 Develop a strategy to promote group cohesion.
- 5.2 Contribute and participate in an activity involving a group/team.
- 5.3 Describe personal factors that contribute to group/team work.
- 5.4 Reflect on factors that influence group/team behaviour.
- 5.5 Discuss the effectiveness of group/team processes for achieving goals.

## ASSESSMENT

Assessment can occur at any time during the unit when the teacher/trainer is confident that the student is likely to be able to demonstrate achievement of the learning outcomes.

The conditions related to the assessment of the learning outcomes may differ according to the particular learning environment, mode of delivery and subject content.

The learning outcomes for Personal Development Skills Intermediate Units 1 and 2 are not sequential and students may do one or both units within a learning program.

To receive an 'S' in this unit, students must demonstrate achievement of all five learning outcomes through achievement of all elements within the learning outcomes.

All elements within each learning outcome must be met in the one assessment task. However, one or more tasks may be used to assess a number of 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.**

Further information is provided in Section 1 of this publication and in the *VCAL Unit Assessment Planning Guide* available at: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

## PERSONAL DEVELOPMENT SKILLS SENIOR UNIT 1 (PDS031)

### Nominal duration

100 hours – 1 Credit

### Unit purpose

The purpose of this unit is to focus on the development of self through the development of personal organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature. The focus of the learning program for this unit includes:

- subject-specific knowledge applicable to a relevant personal, social and educational goal
- skills applicable to a relevant personal, social and educational goal
- understanding of cultural values and cultural awareness
- organisational skills
- leadership skills and decision-making skills for group or team work.

### Content summary

The learning outcomes of the VCAL Personal Development Skills units are general to enable maximum flexibility for content selection at the local level. Content of learning programs should link to one of the following curriculum contexts:

- Personal development
- Health and wellbeing
- Education
- Family.

Content will be selected for the achievement of the learning outcomes by the VCAL provider. When addressing Learning Outcome 2 providers could consider a range of cultures and socially diverse groups, including indigenous and non-indigenous and social cultures, for example rural and city cultures.

Locally developed programs must enable the achievement of the Personal Development Skills unit learning outcomes.

### Learning outcomes

There are five learning outcomes in this unit. Students must achieve all learning outcomes to be credited with this unit.

### Elements

The elements give information on the requirements for satisfying learning outcomes. The learning outcome is achieved when the student demonstrates achievement in all the elements. In this unit, all elements within each learning outcome must be met in the one assessment task. However, one or more tasks may be used to assess a number of learning outcomes.

## LEARNING OUTCOME 1

### Plan and organise to completion a complex project in an autonomous manner.

#### Elements

The elements are demonstrated when the student can:

- 1.1 Complete a project in relation to one or more of the following: self, social, health and wellbeing, education and/or family. The project will involve complex requirements taking into account desired outcomes and needs of individuals and groups.
- 1.2 Research solutions relating to potential problems connected with the complex project, using appropriate methods.
- 1.3 Select resources to meet requirements for completion of the project.
- 1.4 Communicate effectively to audiences unfamiliar with concepts involved in the project.
- 1.5 Critically evaluate performance through self-reflection and feedback from a range of stakeholders.

**LEARNING OUTCOME 2****Demonstrate an awareness of social diversity within a complex project.****Elements**

The elements are demonstrated when the student can:

- 2.1 Demonstrate an understanding of social diversity.
- 2.2 Describe the benefits and challenges of a diverse society.
- 2.3 Apply knowledge of social diversity to planning a complex project.
- 2.4 Evaluate the effectiveness of strategies used to take account of social diversity within a complex project.

**LEARNING OUTCOME 3****Apply strategies to improve communication.****Elements**

The elements are demonstrated when the student can:

- 3.1 Investigate different methods of communication relevant to a complex project.
- 3.2 Demonstrate negotiation and networking skills within a complex project.
- 3.3 Demonstrate appropriate use of formal and informal communication.
- 3.4 Critically evaluate the role of ICT, including social media, as communication tools.
- 3.5 Develop a communication strategy for a complex project.

**LEARNING OUTCOME 4****Demonstrate leadership skills for group and team work.****Elements**

The elements are demonstrated when the student can:

- 4.1 Plan, scope and complete a project involving two or more people.
- 4.2 Demonstrate a leadership role in a project involving two or more people.
- 4.3 Critically evaluate own performance and outcomes obtained in relation to the leadership role within a complex project.

**LEARNING OUTCOME 5****Use decision-making skills in a group or team context.****Elements**

The elements are demonstrated when the student can:

- 5.1 Lead a structured meeting that has been convened to resolve an issue related to a community project.
- 5.2 Use decision-making techniques suitable for a team or group.
- 5.3 Contribute to effective group member behaviour to reach a decision.
- 5.4 Critically evaluate the effectiveness of decision-making within a team or group context.

## ASSESSMENT

Assessment can occur at any time during the unit when the teacher/trainer is confident that the student is likely to be able to demonstrate achievement of the learning outcomes.

The conditions related to the assessment of the learning outcomes may differ according to the particular learning environment, mode of delivery and subject content.

The learning outcomes for Personal Development Skills Senior Units 1 and 2 are not sequential and students may do one or both units within a learning program.

To receive an 'S' in this unit, students must demonstrate achievement of all five learning outcomes through achievement of all elements within the learning outcomes.

All elements within each learning outcome must be met in the one assessment task. However, one or more tasks may be used to assess a number of 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.**

Further information is provided in Section 1 of this publication and in the *VCAL Unit Assessment Planning Guide* available at: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

## PERSONAL DEVELOPMENT SKILLS SENIOR UNIT 2 (PDS032)

### Nominal duration

100 hours – 1 Credit

### Unit purpose

The purpose of this unit is to focus on the development of knowledge, skills and attributes through participation in experiences of a practical nature within the community. The focus of the learning program for this unit includes:

- subject-specific knowledge applicable to one or more of the following: community engagement, social awareness, civic and civil responsibility
- skills applicable to a relevant community, social or civic project or activity
- problem-solving and comprehension skills
- presentation and research skills
- communication skills
- research, planning and organisation skills
- team work and group cohesion.

The unit enables students to develop personal development skills through participation in locally developed curriculum and locally developed projects such as involvement with local radio, leadership activities linked to voluntary community roles or community service projects.

### Content summary

The learning outcomes of the VCAL Personal Development Skills units are general to enable maximum flexibility for content selection at the local level. Content of learning programs should link to one of the following curriculum contexts:

- Community engagement
- Social awareness
- Civic and civil responsibility
- Active citizenship.

Content will be selected for the achievement of the learning outcomes by the VCAL provider.

Locally developed programs must enable the achievement of the Personal Development Skills unit learning outcomes.

### Learning outcomes

There are five learning outcomes in this unit. Students must achieve all learning outcomes to be credited with this unit.

### Elements

The elements give information on the requirements for satisfying learning outcomes. The learning outcome is achieved when the student demonstrates achievement in all the elements. In this unit, all elements within each learning outcome must be met in the one assessment task. However, one or more tasks may be used to assess a number of learning outcomes.

## LEARNING OUTCOME 1

### Research a community problem or issue that affects citizens/members in a community.

#### Elements

The elements are demonstrated when the student can:

- 1.1 Identify a range of research methods appropriate for collecting specified information regarding a community problem or issue.
- 1.2 Critically analyse a community problem or issue.
- 1.3 Research potential support or community groups that relate to the community problem or issue.
- 1.4 Report on their findings using appropriate information systems, including information and communications technology.

**LEARNING OUTCOME 2**

**Establish or build on an external partnership to address and/or promote awareness of a community problem or issue.**

**Elements**

The elements are demonstrated when the student can:

- 2.1 Identify appropriate external partnership opportunities relevant to a specific community problem or issue.
- 2.2 Identify, evaluate and implement a range of strategies to maintain a successful external partnership.
- 2.3 Develop objectives and goals of the external partnership arrangement.
- 2.4 Critically evaluate the effectiveness of the established external partnership.

**LEARNING OUTCOME 3**

**Plan, organise and complete a complex community project, utilising project management skills, in an autonomous manner.**

**Elements**

The elements are demonstrated when the student can:

- 3.1 Develop a project plan, including aims, timelines and measurable milestones, for a complex community project.
- 3.2 Identify internal and external factors that may impact on desired outcome/s, and plan for possible contingencies.
- 3.3 Organise, run and minute meetings relating to the project.
- 3.4 Actively participate in completion of the project.
- 3.5 Achieve milestones according to agreed timelines.

**LEARNING OUTCOME 4**

**Demonstrate effective teamwork skills in relation to a complex community project.**

**Elements**

The elements are demonstrated when the student can:

- 4.1 Use appropriate negotiation and decision making skills to reach desired outcomes.
- 4.2 Describe and implement conflict management skills.
- 4.3 Understand and demonstrate empathy towards other team members.
- 4.4 Critically reflect on their involvement in the team.

**LEARNING OUTCOME 5**

**Present and communicate ideas and information relating to the complex community project.**

**Elements**

The elements are demonstrated when the student can:

- 5.1 Select and prepare information to suit project purpose and an audience including community partners.
- 5.2 Use communication mediums appropriate to the nature and context of the potential user.
- 5.3 Use the processes of planning and editing to produce communication products.
- 5.4 Use language and tone appropriate to audience and purpose.
- 5.5 Deliver a sustained presentation (10–15 minutes) on the project.

## ASSESSMENT

Assessment can occur at any time during the unit when the teacher/trainer is confident that the student is likely to be able to demonstrate achievement of the learning outcomes.

The conditions related to the assessment of the learning outcomes may differ according to the particular learning environment, mode of delivery and subject content.

The learning outcomes for Personal Development Skills Senior Units 1 and 2 are not sequential and students may do one or both units within a learning program.

To receive an 'S' in this unit, students must demonstrate achievement of all five learning outcomes through achievement of all elements within the learning outcomes.

All elements within each learning outcome must be met in the one assessment task. However, one or more tasks may be used to assess a number of 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.**

Further information is provided in Section 1 of this publication and in the *VCAL Unit Assessment Planning Guide* available at: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

# Glossary

**Accredited course** A course that leads to an Australian Qualifications Framework (AQF) qualification or Statement of Attainment that is nationally recognised. Either a state or national authority responsible for accrediting courses against agreed principles of accreditation has endorsed the accredited course. In Victoria, the statutory authority is the Victorian Registration and Qualifications Authority (VRQA).

**Adult and Community Education (ACE)** A community-based organisation that may be an RTO or recognised VCE or VCAL provider.

**Assessment task** A task set by the teacher to assess students' achievements of unit or learning outcomes (see also Outcomes).

**Australian Qualifications Framework (AQF)** The national framework for all qualifications in post-compulsory education and training.

**Australian Quality Training Framework (AQTF)** A national regulatory framework to ensure the provision of a nationally consistent, high quality vocational education and training system.

**Award level** In the VCAL there are three award levels: Foundation, Intermediate and Senior.

**Civic and Civil Responsibility** Civic and Civil responsibility involves the development of knowledge, understanding and skills to practise citizenship in a democracy. Citizens need knowledge of political and legal systems in order to achieve civic understanding. They need to understand their rights and responsibilities as citizens, and democratic values and principles such as democratic decision making, representative and accountable government, freedom of speech, equality before the law, social justice and respect. They need to act with an understanding and commitment to Australia's democratic system of government, law and civic life.

**Credit – VCAL** In the VCAL, students are awarded one credit for completion of accredited curriculum in accordance with the course requirements for VCAL.

**Curriculum Planning Guide** – The VCAL Curriculum Planning Guide provides delivery and assessment advice for the VCAL curriculum strands. It specifies the purpose of the strand, provides guidance on selection of curriculum components for the strand and includes how the students' work is to be assessed.

**Elements** 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. When developing a task/s to meet a learning outcome/s teachers need to ensure that the task/s incorporate/s all the elements for that learning outcome/s.

**Employability skills** A subset of lifelong and work-related skills. These include key personal attributes and skills seen as being important for young people (entry-level employees) entering the workforce in a global and knowledge economy.

**Enterprise** Enterprise involves creating and maintaining a project, and need not necessarily involve profit making. It encourages the recognition of a significant and innovative opportunity, the appropriate management of risk-taking and the mobilisation of resources to enable the successful completion of a project.

**Further Education (FE)** Qualifications that provide training in adult literacy and basic education, access and preparatory education and English as a Second Language. Further Education certificates are accredited under the AQTF.

**Industry** Industry includes a broad range of business or social organisations involved in the same type of productive activity.



**Information and communications technology (ICT)** ICT is the hardware, such as a computer, digital camera and printer, and software, such as spreadsheets and web authoring, that enables data to be processed, stored and communicated.

**Learning Program (VCAL)** Curriculum selected for delivery by the VCAL provider to meet each student's interest and abilities and to meet minimum VCAL course requirements.

**Local Learning and Employment Networks (LLENs)** Networks established across Victoria to support young people's connections with local education and training organisations, employers and community groups.

**Mapping** In the VCAL, mapping refers to aligning the content of locally developed programs and activities to the learning outcomes of a VCAL unit.

**Module** A distinct component of the vocational training curriculum, comprising specified learning outcomes, assessment criteria and other information to support the delivery of training and conduct of assessment. Modules are identifiable as 'UoC' on VASS.

**Nominal hours** The scheduled hours required for the delivery and assessment of vocational training as determined by Skills Victoria.

**Occupational Health and Safety (OHS) Risk** The likelihood of injury or illness arising from exposure to any hazard at work.

**Outcomes** What a student must know and be able to do in order to satisfactorily complete a unit as specified in the VCE study design or VCAL unit.

**Quality assurance (QA)** The process to assure the quality of delivery and consistency in interpretation of learning outcomes and relevant levels. For example, assessment of VCAL units is subject to a QA process.

**Recognition of Prior Learning (RPL)** Recognition of prior learning (RPL) means recognition of current competencies held. An assessment may be conducted to determine the student's eligibility to be awarded a VCAL unit in the Work Related Skills or Personal Development Skills strands or Skills for Further Study – Senior Unit. The student needs to demonstrate that he/she has met the learning outcomes in the unit.

**Registered Training Organisation (RTO)** An organisation that is approved by Skills Victoria and registered by the Victorian Registration and Qualifications Authority (VRQA) to deliver Vocational Education and Training (VET) and Further Education (FE) within a defined Scope of Registration.

**Risk** The chance of something happening that will have an impact on objectives.

**Risk assessment** The overall process of risk identification, risk analysis and risk evaluation.

**Risk Management Process** The systematic application of management policies, procedures and practices to the tasks of, establishing the context, identifying, analysing, estimating, evaluating, treating, monitoring and communicating risk.

**Satisfactory Completion –** The school or other VCAL provider decision that a student has demonstrated achievement of the outcomes for a VCAL unit. Students receive an S for the satisfactory completion of a unit. If they do not satisfactorily complete a unit, they receive an N for not yet complete. Students qualify for the VCAL when they achieve sufficient credits to satisfy the course requirements.

**School Based Apprenticeships (SBA)** Structured training arrangements, usually involving on and off the job training, for a person employed under an apprenticeship/traineeship training contract. These may include apprenticeships, part-time apprenticeships or traineeships.

**Scope of Registration** The defined scope for which a training organisation is registered that identifies the particular services and products that can be provided. An RTO may be registered to provide either training delivery and/or assessment services or products and issue AQF qualifications and Statement of Attainment. The scope of registration is further defined by AQF qualifications and/or endorsed units of competency.

**Semester** Half of the academic year. VCE and VCAL units are designed to be completed in one semester.

**Senior Secondary Qualification** The VCE and the VCAL are senior secondary qualifications designed to be completed in Years 11 and 12.

**Statement of Attainment** A record of recognised learning, that may contribute towards a qualification outcome, either as attainment of competencies within a training package, partial completion of a course leading to a qualification or completion of a nationally accredited short course that may accumulate towards a qualification through recognition processes.

**Strand** The VCAL contains four curriculum strands; literacy and numeracy skills, industry specific skills, work related skills and personal development skills.

**Technology** Refers to the equipment and processes used to enhance, maintain and modify the environment and resources in order to support human endeavour. It involves the purposeful application of knowledge, skills, equipment, materials, energy and data to create useful products.

**Training Package** A document that sets out the training framework determined by industry for an industry sector. National competency standards, assessment guidelines and national qualifications form the endorsed components of training packages. Assessment materials, learning strategies and professional development materials may support these as non-endorsed components.

**Training Plan** A program of training and assessment required under an Apprenticeship/Traineeship Training Contract.

**Unit of competency (UoC)** Unit of competency means the specification of knowledge and skills and the application of that knowledge and skills to the standard of performance expected in the workplace. The RTO assesses competence.

**Units – VCE** The components of a VCE study. There are usually four units in a VCE study, numbered 1, 2, 3 and 4.

**Units – VCAL** VCAL units contain accredited learning outcomes that enable content to be developed and/or planned at the local level.

**Victorian Assessment Software System (VASS)** The Internet-based system used by schools to register students and enter VCE and VCAL enrolments and results directly onto the VCAA central database.

**Victorian Certificate of Applied Learning (VCAL)** An accredited senior secondary school qualification undertaken by students in Years 11 and 12.

**VCAL learning program** A program of accredited curriculum that leads to the award of a VCAL Certificate.

**VCAL provider** A school or other organisation authorised to offer the VCAL.

**VCE/VCAL Certificate** The certificate awarded to students who meet the requirements for graduation of the VCAL and/or VCE.

**Vocational Education and Training (VET)** Nationally recognised vocational certificate. These certificates may be integrated within a VCE or VCAL program.

**VCE VET** VET certificates developed into full programs of study within the VCE and contributing to satisfactory completion of the VCE under the same recognition arrangements as for VCE studies.

**Workplace** A place, whether or not in a building or structure, where employees or self-employed persons work.

For further information visit the VCAA website  
[www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

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