



# Themed VCAL 2010

## Guidelines

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# Themed VCAL 2010

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## Guidelines

Themed VCAL programs enable the development of partnerships with industry and industry training providers and prepare students for industry focused employment and further training. The Themed VCAL will continue to be available to providers for implementation in 2010.

All schools, TAFE Institutes and Adult and Community Education (ACE) organisations that are current VCAL providers or will be new providers in 2010 and wish to deliver a Themed VCAL program in 2010 **must** submit an application by the due date.

### This includes:

- **providers that currently deliver a Themed VCAL program and wish to continue to deliver the same and/or a new Themed VCAL program in 2010**
- **providers that wish to deliver a Themed VCAL program for the first time in 2010.**

No additional funding is provided for the implementation of Themed VCAL programs. Enrolments of students in Themed and non-themed VCAL will form the total provider enrolment for funding purposes.

### Purpose of these Guidelines

These guidelines have been prepared to inform education and training providers that wish to deliver Themed VCAL in 2010. This document details the various components of a Themed VCAL learning program, including requirements, selection of curriculum, delivery partnerships and timelines.

### Themed VCAL

The Themed VCAL program is for students seeking a range of experiences within a particular industry sector to inform choices for future pathways and to develop employability skills. A Themed VCAL will provide a learning program focus that is linked to priority areas in the labour market and/or to job opportunities. The program should assist students in choosing future pathways such as apprenticeships, VET qualifications or employment.

In a Themed VCAL learning program the emphasis is on the development of knowledge and employability skills for a range of employment options in the industry sector that provides the theme for the VCAL program. The choice of industry sector suitable for the development of such learning programs will depend on local and state labour markets and job opportunities. Providers have developed themed VCAL programs in the following industry sectors: manufacturing, land based industries, sport and recreation, tourism and environment, hospitality, media and

communications, automotive, furniture making, bricklaying, spa and beauty, children's services, electrotechnology and construction.

The Themed VCAL is for students in either Year 11 or 12 and can be developed at Intermediate and Senior VCAL level **only**. VCAL programs at Foundation level **cannot** be developed as Themed VCAL.

On successful completion of the Themed VCAL, enrolled students will receive a VCAL Certificate, issued by the Victorian Curriculum and Assessment Authority (VCAA) at the appropriate award level. Certificates will record achievement of the VCAL at the appropriate level and include an appellation reference to the theme, e.g. Victorian Certificate of Applied Learning, Intermediate, Sport and Recreation.

It is not intended that students will graduate as qualified in an occupational area, but that they will have gained highly relevant experience and employability skills for the particular industry sector. In addition, the Themed VCAL learning program will assist students to make informed choices for a broad range of occupations in the particular industry sector.

### **Themed VCAL Course Requirements**

To be awarded a Themed VCAL, a student must successfully complete an Intermediate or Senior VCAL learning program which is made up of a minimum of ten credits. The Themed VCAL program must include:

- curriculum components that can be justified against the purpose statement for each of the four VCAL curriculum strands
- Vocational Education and Training (VET) accredited curriculum or Training Package qualification or Further Education (FE) accredited curriculum (one credit is awarded on successful completion of 100 nominal hours of accredited curriculum).

The Themed VCAL learning program must also include:

- a minimum of two VCAL units
- one credit for numeracy
- curriculum components to the value of seven credits at the award level or above made up of:
  - one credit for literacy at the award level or above
  - one credit for a VCAL Personal Development Skills unit at the award level or above
  - a minimum of two credits in the Industry Specific Skills strand made up of accredited Vocational Education and Training curriculum components which are directly related to the industry theme designated in the learning program
  - a minimum of one credit for a VCAL Work Related Skills unit, which includes a structured work placement directly related to the industry theme designated in the learning program
  - two credits from the Personal Development Skills and/or Work Related Skills strands which are directly related to the industry theme designated in the learning program (not including the VCAL Work Related Skills unit above).

The Themed 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 100 nominal hours of accredited FE curriculum.

**Integration of the industry theme across all curriculum strands is strongly encouraged.**

### **Enrolling students in the Themed VCAL**

VCAL providers delivering the Themed VCAL will be required to enrol students in Themed VCAL through the Victorian Assessment Software System (VASS).

Students in a Themed VCAL must be enrolled in either the Intermediate or Senior level of VCAL with an additional industry theme specific appellation. This industry theme appellation will be included on the VASS enrolment screens and on the student's certificate of completion.

VCAL providers offering a themed VCAL program in 2010 must clearly demonstrate that the program they are delivering involves an area of industry/skill shortage. Strong links with industry and the education sectors must also be demonstrated.

### **Entry Requirements**

There are no formal entry requirements for Themed VCAL. Students can enter Themed VCAL at the appropriate level of Intermediate or Senior to suit their learning needs.

VCAL providers must ensure that the delivery of accredited VET/FE courses, modules or units other than VCE or VCAL:

- are on the Registered Training Organisation (RTO) Scope of Registration and, where appropriate, a partnership exists to auspice the delivery of these courses, modules or units
- adhere to pre-requisites and co-requisites of modules and units of competency as specified in the curriculum documentation or Training Package
- follow all requirements, as specified in the curriculum documentation or Training Package.

Information on rules for implementation, for packaging units of competency, and other curriculum documents are available from National Training Information Service (NTIS) via the website <http://www.ntis.gov.au>.

Support for the implementation of modules and units can be obtained from Curriculum Maintenance Managers (CMMs). Contact details for CMMs are available on the Training Support Network website on <http://trainingsupport.skills.vic.gov.au/cmminf.cfm?menu=5>. CMMs are available to assist providers with information about non-endorsed components such as curriculum materials and assessment materials to achieve outcomes.

## Themed VCAL Learning Programs

Providers delivering a Themed VCAL learning program should ensure that they have access to appropriately qualified staff and curriculum expertise. In addition, these providers must have access to suitable resources that will enable the delivery of curriculum in the particular industry theme area. The development of industry and community organisation partnerships, which contribute to a learning program delivery in the particular industry theme area, is essential in ensuring the relevance and usefulness to the student, of the curriculum included in the learning program.

Learning programs must:

- develop pathways for the needs, aspirations and goals of the student
- be designed to enable students to complete the requirements of the chosen level of Themed VCAL within one year
- build on the student's current skills and aptitudes and include appropriate curriculum choices for particular needs or vocational goals
- incorporate appropriate partnerships for the development of curriculum and delivery approaches related to the industry theme.

In designing a Themed VCAL learning program providers will need to select curriculum components for VCAL study that can enable successful completion of a minimum of 10 credits. Students will be enrolled in full-year programs.

## Quality Assurance

Themed VCAL providers will take part in the VCAL quality assurance process for VCAL units. This process is managed by the VCAA. This ensures consistency and maintains appropriate standards in delivery of VCAL units.

VCAL providers must ensure that the delivery of VCE units and VCAL units complies with the assessment and quality requirements of the VCAA.

## Themed VCAL Course Approval

In order to ensure consistency of approach in Themed VCAL, the VCAA will approve learning programs through an application process. Providers who wish to deliver a Themed VCAL in 2010 should carefully read these guidelines, complete the attached application form, including the Learning Program Proforma, and forward these to the VCAA at the address indicated on the form at any time **before** the due date. It is critical that applications are submitted on time. **Themed VCAL programs cannot proceed until the formal approval process has been completed.** Providers who intend to deliver a previously approved Themed VCAL program in 2010 are still required to submit an application to deliver Themed VCAL in 2010.

The VCAA will respond to applications as they are received and providers will be notified by email of their approval to deliver a Themed VCAL program.

## **Pathways for Students**

The Themed VCAL is designed to develop and broaden the pathways available for young people. Educational providers delivering Themed VCAL must actively negotiate and facilitate the development of student pathways with local employers and other relevant education providers/organisations.

Transition support programs such as the Managed Individual Pathways initiative and other funding sources available have played an important part in the design and delivery of students' learning programs to enable successful transitions. These programs should be utilised, as appropriate, to complement Themed VCAL programs.

Providers submitting a Themed VCAL learning program at Intermediate level for 2010 will be required to indicate the Senior level VCAL program or other training/employment pathways that will be available to students in 2011.

## **Credentials**

The VCAA will issue the Themed Victorian Certificate of Applied Learning to students who have successfully completed the requirements of the Themed VCAL program.

The provider will determine successful completion of learning outcomes in the approved learning program and the level of the VCAL certificate to be awarded.

The student will receive:

- A VCAL certificate at Intermediate or Senior level which includes an appellation identifying the industry theme
- A Statement of Results.

Additional Statements of Attainment or certificates will be provided (by the RTO) for successful completion of VET or FE curriculum.

Students who begin the VCAL learning program but do not complete it will receive a Statement of Results at the completion of each year of study.

## **Partnerships**

The development and maintenance of effective local community partnerships is a major feature of all VCAL learning programs. With the Themed VCAL, strong education partnerships and networks must be established between secondary education providers, TAFE Institutes, Adult and Community Education providers, employers, and/or other community or industry groups to support the learning program design and rationale. These partnerships will be locally managed and will consider curriculum and access needs including cross-sectoral delivery, cross-sectoral professional development and sharing of resources. This will ensure that the learning is relevant to the participating students' vocational goals.

Applicants are advised to seek Local Learning and Employment Network (LLEN) support for their application. Discussion on the LLEN involvement in the Themed VCAL should be undertaken at the local level. Background information on the LLEN initiative is available from [www.llen.vic.gov.au](http://www.llen.vic.gov.au).

## Eligibility to deliver Themed VCAL

To be eligible to deliver a Themed VCAL program, the educational provider (or lead provider in a cluster application) must meet the following criteria:

- Recognition as a registered senior secondary provider and authorisation to deliver the VCAL.
- Registration for delivery of accredited VET or Further Education curriculum, or
- In partnership with an RTO that is registered to deliver these courses/modules/units (i.e. these courses/modules/units appear on their Scope of Registration).

## Timeline

Key dates are:

<b>September 2009</b>	Themed VCAL Guidelines and Application Form circulated to all VCAL providers
<b>27 November 2009</b>	Closing date for applications to deliver Themed VCAL and Themed VCAL Learning Program Proforma to be submitted to the VCAA