**[Joanne Binns]:** Good afternoon everyone. Welcome to our webinar on introducing the Victorian Pathway Certificate, or the VPC, in your setting. To sort of ease us into the session and give you a moment to just sort of pause and switch gears after a busy day of teaching, we have a quick Slido question for you, just to get a feeling as well for who's in the webinar room with us today. So we'll be asking you if you're currently offering the VPC, and there's a whole lot of options for you to choose from there. So that's our first question, and then after that, we'll be asking you to share how many students roughly you have, if you are indeed offering the VPC at the moment. So just take your time to jump in, there's quite a lot of options there, so it'll take a moment or two to sort of read through and choose the most appropriate one for you. So I'll just be quiet for a moment and give you some space to do that.

**[Anna Fee]:** Okay. Votes are coming thick and fast. Thanks everybody.

**[Joanne Binns]:** Yes, thank you.

**[Anna Fee]:** All right, we might move on to the next one. The second question. This is about how many students are in your classes. Can see lots of people typing all at once.

**[Joanne Binns]:** All right. It looks like maybe the ... oh, can you see that more people, I can't actually see, Anna.

**[Anna Fee]:** I'll leave this one open while you continue, so people can pop things in if they find it.

**[Joanne Binns]:** Okay. All right. So one of the things that I think that that first question hopefully highlights for us right off the bat, is that intended flexibility and the many different ways that the VPC could be part of your offerings at your school. So we'll move along here. So firstly, let me introduce myself. I am Jo Binns and I'm an education specialist in the senior secondary reform team here at the VCAA. I'll introduce the rest of the team in a moment, but would like to start by acknowledging the traditional custodians of the lands on which we meet today and pay my respects to elders past and present, for they hold the memories, traditions, and the cultures of the Aboriginal and Torres Strait Islander people across the nation.

If you would like or if you need close captions, you can click the CC button on WebEx and it will generate the captions as we speak to you today. You'll notice that the chat function is disabled in WebEx, but we do have the Q&A function running. If you have a particular question, you can put it into the Q&A section at any time, we have someone monitoring that who can respond directly to your questions, but we'll also have some time towards the end of the webinar today to respond more directly to your questions. So feel free to save up those questions throughout the webinar until then, and we can respond in question time.

The PowerPoint will be emailed following the webinar today, for anyone who registered for the session. So there's no need to feel pressure to be screenshotting everything or frantically copying everything down, unless that suits your learning style, you're very welcome to, of course. And we'll make sure all the links that come up in the slides are active in the document as well, so if there's any links here for you to click on later, we'll make sure that they're all working before we send that around. All right, so next I'd like to introduce to you the team that is here at the VCAA to support the implementation of the VPC and the VCE VM. So everyone's just going to go around and quickly introduce themselves, their role in the team, and give a very brief description of their background.

**[Christine Wotherspoon]:** Hey everyone, I'm Chris, I'm the VPC manager. Myself and the other VPC team members started at the VCAA in January. So I made the jump from teaching to the Department of Education back in 2019, where I've been working on different policies for schools, and then I moved over to the VCAA. And my teaching experience is in flexible learning, where I was a curriculum leader and seven to 10 and VCAL teacher at a community school. And next up we have, Mandy.

**[Mandy Holmes]:** Hi everyone, I'm Mandy. I'm the newest member of the senior secondary reform team, joining as an education specialist, and I'm really excited to be working in this environment and helping to implement these awesome programs. I've been teaching in senior secondary education, both in the UK and Australia for the past 22 years, and most recently, well, for the past five years, I've been VET VCAL coordinator in a large rural school in East Gippsland. Over to Anna.

**[Anna Fee]:** Thanks, Mandy. Hi everyone, I'm Anna. I'm the manager of the curriculum and assessment team in the senior secondary certificate reform division, over here at the VCAA. I came from mainstream schools at the end of 2021, so I've been here for a bit over a year. In the past, I delivered mainstream VCE and VCAL programs and have been really excited to work on these reforms. I'm going to hand over to Nicola.

**[Nicola Izatt]:** Hey, I'm Nicola. I've joined the team in January, like everybody else. My experience was originally a high school math teacher in Scotland for nine years, coming over to Australia, I've worked in numerous specialist schools throughout Melbourne, and most recently working in the NDIA. I'm going to pass you over to Laura now.

**[Laura Elliott]:** Hi everyone, I'm Laura. I've been a VCAL teacher for about 14, 15 years, and most recently I've been in Headstart, but I've also been a student inclusion teacher and leader within a Catholic school, and I've also worked across a couple of TAFE settings. So looking forward to working with you all in the future.

**[Joanne Binns]:** Thanks everyone. And hopefully you can see from this vast array of different types of teaching and other backgrounds, that we have a lot of experience across a lot of different contexts on this team, and especially useful, we hope, in helping you in your context where you're teaching or potentially teaching the VPC.

Okay, so today, this is a brief overview of what we'll be looking at today, we'll be focusing on exploring the VPC obviously and making a few comparisons with the VCE VM, but the VM is not the focus for today's webinar. An overview is firstly looking at the structure and purpose of the VPC. We'll have a bit of a discussion about applied learning as a teaching and learning pedagogy, consideration for you and your students when it comes to VPC Pathways and also supports that we have at VCAA for you. We've tried to set up this webinar to have a few reflection and interaction points, so we'll continue to use Slido as a method to get some thinking and feedback from everyone as we go through. And we know some schools may be running combined VPC and VCE VM classes, and we covered this topic in a webinar on Tuesday this week.

So if you missed that, we have a few resources available and we'll be happy to share the slides and any other information with you. And you can let us know if you would like that or if you have any other questions, by contacting us at our email address. This is our shared inbox email address and the team that you've just met are the people that respond to your queries. So I'll just leave that there for a moment if you want to grab a quick screenshot of that, but obviously we'll send these slides around and it will be in there and we'll also show it again at the end of the webinar. So please do get in touch with your questions. All right, so this diagram shows the relationship between the different certificate options that are available to students in their senior secondary schooling. We can see the VCE and the VCE VM, which sits inside the VCE, and then we can see the VPC there as well.

The VCE VM is an [inaudible 00:09:53] that students will receive if they choose to undertake those mandatory requirements within their VCE program of study. And the VPC is a separate certificate for students who are not able or not ready to participate in the VCE. And you can see along the bottom, those pale blue boxes that show some of the pathways from each certificate, and I just want to point those out because this could be helpful thinking for you in discussing suitability with students and their families when making decisions about which certificate best meets the needs and goals of the student, or also if you are thinking about introducing the VPC, the kinds of students that the VPC would be of benefit to. So this leads us to the question of who is the VPC for? We've developed some suitability guidelines for the VPC and they're available on the VCAA website, but this slide really sort of encapsulates those suitability guidelines just all in one spot.

It can be hard sometimes to find things on a website, but if you're looking specifically for the suitability guidelines document, you can find it on the VPC curriculum page. So VPC enrollments would be suitable for students potentially who are re-engaging in school or have had a transient experience with school attendance. Perhaps they've had a history of school refusal or have additional wellbeing considerations. It might be that they've had a highly modified program during their F to 10 years, perhaps have a disability inclusion profile or are eligible for a program with students with disability. So you can see from these guidelines or get the sense from these guidelines that the VPC has really been designed for students who have experienced education barriers. One of the things that it's also important to be thinking about upfront is that this also means that for some students who are identified as being suitable for the VPC, you may want to be starting them in year 10 if you think that they'll require additional time to complete the certificate. And we'll talk about this a little more a few times throughout the webinar.

However, in saying that it's really not recommended for other students to start and complete the VPC in year 10 as a standalone program, it's not really meant to be a substitute for the year 10 program, and we have some advice about providing applied learning in year 10 available. So it is on our website, but as I've mentioned already, the website can be hard to find things on, so you're also very welcome to email us if you have questions about that. So you can really see from this though, the main takeaway is that there's a really wide variety of reasons as to why a VPC pathway could be the right fit for a particular student. So I'm going to hand you over to Nicola now, and she's going to dig a little bit further into the purpose of the VPC, which is also good information for considering how to match students up with the best pathway option for them. So thank you, Nicola.

**[Nicola Izatt]:** All right. We can see from our [inaudible 00:13:06] guidelines and the previous page, that there's not a homogeneous group of students that the VPC has been designed for. The VPC is designed to develop and extend pathways for young people, while providing flexibility for different cohorts. The heart of the certificate is to give learners skills, knowledge, values and capabilities to be active and informed citizens, create lifelong learners who are confident, caring, and creative individuals. My colleague Laura is going to talk about the requirements of the VPC, where you will hear that there is no one single pathway towards completing the VPC.

**[Laura Elliott]:**

Thanks, Nicola. So we're just going to look at the minimum requirements for a Victorian Pathway Certificate. So there's a minimum of 12 units within the pathway certificate. You've got two units of VPC or VCE VM literacy, two units of VPC or VCE VM numeracy, two units of VPC personal development skills and work-related skills. A student's program could also include VCE subjects, other VCE VM subjects, structured workplace learning or vocational education and training courses at a cert one level or above.

So here we've got an overview of the units from 2023 that's available. So we've currently got four VPC literacy subjects available, four VPC work related subjects available, and two VPC personal development skills and two VPC numeracy subjects available as well. Units three and four for both numeracy and PDS will be available for 2024 as well, totaling 12 units that are currently available in the straight curriculum that's been developed through the VCAA. The duration of each of these units is 100 nominal hours, and it must include 50 hours of scheduled classroom instruction. The VPC is designed to be delivered flexibly and to suit the needs of the circumstances of individual students. This can include face-to-face learning, but also consist of activities such as work experience, volunteering, community engagement, or sports leadership activities.

We're just going to pop this up briefly to talk about the contrast. So you've got the VCE vocational major, to a minimum of 16 units for the VCE vocational major, three units from VCE VM literacy or any other English, including a three, four sequence, three other units, three, four sequences, two units of the VCE VM numeracy or any VCE maths, two units of the VCE VM personal development skills and work-related skills, 180 nominal hours of VET, and it can include also VCE subjects, structured workplace and recognition and VET at a certificate two level or above. Thank you, Jo. I'll now pass over to Jo.

**[Joanne Binns]:** All right, so there are a few things to consider when helping students choose their pathway. From a school perspective, there are no entry requirements for the VPC studies, and the VPC has been designed to accommodate flexible entry and exit. Students are able to enter VPC studies really at any time that best suits their current lives, their learning needs, their abilities and their interests. Parameters for entry and exit in schools is determined by school regulations and enrollment guidelines. Flexible entry and exit points of non-school VPC providers are determined by the policies and regulations of that education provider in accordance with their VRQA registration requirements. So you can really see that the VPC has been designed for that flexibility, enabling the individual needs and capabilities of students to be recognized. And it's important to note that some students with additional learning needs may require additional resources to enable their successful completion of their learning program, and some students may require additional time to achieve those learning goals.

All right, so we have our next Slido interaction coming up. It's an open-ended question that you can respond to, and we'd like to ask for your thoughts to about and ideas about what some of the teaching practices might be that will be important for an applied learning setting. You may have a lot of experience in this already, but if you're new to applied learning, hopefully you've also got something from our previous slides that will help you think about your response to this question. So I'm just, as this is sort of a type your answer in question, we'll just wait for a minute or two to give people time to respond.

**[Anna Fee]:** We've got 11 people typing all at once.

**[Joanne Binns]:** Oh my goodness. Amazing.

**[Anna Fee]:** We'll give them a moment.

**[Joanne Binns]:** We need some elevator music or something to start playing over the top of this, while people do some thinking. So, yes.

**[Anna Fee]:** We're down to three people typing, so we might be ready to move on in just a second, they can finish off their answer. All right. No typers left, I'm going to close that off.

**[Joanne Binns]:** All right. Well, thank you all very much for your thinking that's been shared there. In the next slide, Nicola will talk further about our pillars of applied learning that the VCAA has developed and which you may be familiar with if you've come to any of our previous PL, we love the pillars of applied learning. But one of the things that I think from the pillars that's important to know is that when these were being developed, the starting place was talking to teachers first. So we can see from your responses that there's already great approaches to applied learning being carried out across the state. But yeah, we really started with those ideas and thinking from teachers about how they do great applied learning and then looked at the research that underpins and supports those practices, not the other way around. So we think this next document is really great at capturing what great applied learning teachers do, so I'll hand over to Nicola now and she'll explain a little further.

**[Nicola Izatt]:** All right, so just as Jo was just saying, if you have done our PL, these will be really familiar to you, but if you haven't participated in our PL before, I mean these pillars will be very familiar to teachers and not be revolutionary. Depending on your setting, these applied learning principles and practices might be something that you are also very familiar with. We saw in our earlier slide of the suitability guidelines, the students might be undertaking the VPC for a variety of reasons. The pillars should be something you're considering all the time for your students. At the heart of it though is getting to know your students as learners, understanding their goals and motivations and the reasons for being in the VPC.

Pillars are something to consider even as you are working with students to choose their pathway and understanding their suitability for the VPC. This of course could look different if you are in a specialist setting where you may have a full cohort of students for whom the VPC is the best pathway. Applied learning is about nurturing and working with a student in a holistic manner, taking into account their personal strengths, interests, goals, previous experiences, and to ensure a flexible and independent approach to learning. At the center of this is using the pillars to understand and care for each of your students. Here's Anna, who's going to talk to you a bit more about assessment.

**[Anna Fee]:** Hi everyone. I'm not going to go into too much detail because I could talk about assessment all day, which will be very boring for everybody. But just to give you a bit of an overview, so for both the VPC and the VCE VM, the assessment is standards based, which basically just means that there is a clear standard that the student has to meet in order to pass a unit. So each learning goal within the VPC is the standard against which the students are assessed at the S or N, or pass or fail level. And to meet the standard, they just have to develop and demonstrate or develop their capacity and demonstrate the learning goals. So for example, this is a PDS unit one, module one learning goal on the screen, and it outlines what the students are required to do, which I've broken down a little bit more in the next slide here.

So you can see here that the requirement is that a student complete, so should be able to develop and demonstrate an understanding of self, through positive active reflection, user range of teamwork, communication, time management, and problem solving skills, and understand and apply those skills for setting and achieving personal goals. So that is the learning goal. And then when we look at breaking down the standard, you can see a little bit more detail. So we can see that animation there. So on completion of this module is when the standard needs to be achieved. Now that is set by you as the teacher or as by the schedule of your setting and school as well. So you decide when you're going to have that module completed, and that's when the student needs to be ticked off by you as completing the standard.

That highlighted lovely teal color there, that is the skills and knowledge that the students should demonstrate or apply to meet the standards. So they're showing an understanding of self, they're using teamwork, communication and time management skills, et cetera. Then we've got the applications below, which outline how the student should meet that standard. So they might do things like identify key, if I could speak, sorry, key influencers on the development of personal values, they might set goals and develop plans for achieving them, et cetera. These are their actions to demonstrate the standard. And finally, the yellow highlights there, they show the level of the standard the student needs to achieve. So the actions they need to take, the level that they're at. So for example, in unit one, module one of PDS, the level is about identifying, demonstrating, a little bit of analyzing, a little bit of practicing, a bit of understanding, but mostly using, developing and demonstrating. So that's the level of the standard the student has to meet.

Just another note on assessment for the VPC, for each module in each unit, there is an assessment table that looks something like this, which outlines a range of suggested assessment tasks that teachers can use for their VPC students. I really want to note under assessment tasks in that table, for every unit, it says that assessment could consist of but is not limited to a combination of these activities. This is really here to support teachers to think about the kind of assessment they might do with their classes. You don't need to include any of these things in your assessment practice because these are just suggestions. So if you look at your assessment plans and think, oh, I don't have any of those dot points, don't worry about that, you can do what is appropriate for the young people in front of you.

On the next slide, I just wanted to talk a little bit more about using assessment. As Nicola was talking about just a moment ago, with the pillars of applied learning, one of them is assessment practice that promotes success. Assessment methods are very much determined by the teacher or practitioner in the VPC classroom. And for young people undertaking the VPC, you should absolutely feel free to use the assessment methods that are best for the young people in front of you, that best fit the content that you are delivering, the context for those students, and that allows incremental indications of success. It's also really worth noting that every student in front of you in the VPC classroom and also actually in the VM classroom, can undertake different forms of assessment. You're not required to use exactly the same assessment for every student, as long as your assessments are equitable. You can also absolutely afford students as many opportunities as you think is appropriate to show success in their assessment.

I really just wanted to demonstrate this again and also just make another point about VPC students and assessment. The requirement is that students need to meet the standard, but they can meet that standard in a real variety of ways. And as everybody on the webinar has already spoken about today, the kinds of young people that are undertaking the VPC is really varied. There's going to be a really wide range of students and abilities and interests and capacities and experience in education in front of you in a VPC classroom. And this curriculum really allows you to extend students who are ready for a challenge and support students who need that additional support, that time, that support to access the curriculum.

So if you want to talk more about that or explore ways to do that, we are very happy to help. But I really just want to point out that just as not every student needs to do the same assessment, not every student needs to be interacting with the curriculum in the same way either. There's a lot of flexibility there for you. Oh, I'm handing over to Chris now, to do another Slido, which I better turn on for everybody.

**[Christine Wotherspoon]:** Thanks, Anna. So our next Slido question, we would like everyone to please share your favorite activities or projects that are great for an applied learning context. This could be something that you've done at your current setting, in VCAL classes or seven to 10 classes, could be an idea from somewhere where you've worked previously or you've heard other schools mentioned at PD. It could also just be an idea that you'd like to float. One program I heard about recently was called Access at a Glance, where students go to local businesses and assess their accessibility, helps them get out and about and do their WRS goals. My favorite applied learning activity was a numeracy one, where we built and measured out little battery powered cars from scratch. So pop your answers in, that would be great. Got a couple in there, doing excursions, we love excursions, excursions out to local shopping centers to do literacy and numeracy activities are always great. A $20 boss program, I haven't heard of that one. That's cool.

**[Anna Fee]:** That's really popular ... sorry, I was just talking over you. The $20 boss, we heard a lot about on the road last year as well. I think you get, it's a NAB program I think, but schools also do their own version of it and you have to have a little entrepreneurship with a $20 funding.

**[Christine Wotherspoon]:** Ooh, it is cool.

**[Anna Fee]:** Super cute, yeah.

**[Christine Wotherspoon]:** We got fundraisers, garden beds, really good, passion projects is also great for PDS. These are looking good. So we will save all of these and send them out with the slides. And just wanted to sort of say to people that if you're just starting out, it's okay to sort of trial and error different projects to see what works. And also if you've inherited a program from someone else that's maybe long-established at a school, don't be afraid to make it your own. All right, thanks everyone. Couple more, letters to teachers who identify interest in reading topics and working with local aged care communities. That one's really great too, getting out in the local community. Cool. All right, we'll move on. Thank you.

**[Laura Elliott]:** Thanks, Chris. We thought we just quickly touched on the most straightforward way to achieve the VPC. So you've got the units that are listed in front of you, so you've got the four from VPC literacy, two from VPC numeracy, two from VPC personal development skills, and four from VPC work related skills. There are other non-compulsory educational opportunities which can add value to a student's program. So that can include VCAA VM units, VCE units, and 90 vocational hours of VET at a certificate one level or above, will add one credit to a student's program, along with structured workplace learning recognition.

In the coming months, we'll be sending out further information in the notice to schools, as we are developing additional units as well to support you in developing a robust curriculum for the learners within your classroom. Thank you, Jo. So we're spreading the VPC over a period of time. So if a student requires additional time to complete the VPC, their learning program could be spread across more than two years. It may be beneficial for a student to commence their VPC program in year 10 or part of their VPC program in year 10, or to add an additional year onto the end of their schooling, to give them every opportunity to achieve the 12 units and also the individualized program that each setting is equipping their young people with.

There's also flexibility in delivery of the VPC. So some settings may wish to integrate the subjects, the applied learning pedagogy, which we've spoken about, but it's really important to note that the VPC units are not sequenced like the VCE VM units are, and they can be delivered in any order. So we've heard of different settings, say for example, delivering PDS for a couple of weeks at the start of the year, to really get to know their students and to build those strong relationships, whereas other settings will be delivering in a different way, and that's totally up to you. Flexibility in delivery is so important in the development and delivery of all applied learning programs. Units that we've written here have been written at a cert one level and are designed to be taught in any way that you see fit. I'll now hand over to Anna to discuss transitioning from VCE VM to the VPC, as you might have some students in that category.

**[Anna Fee]:** Thank you. So there is the capacity to transfer between pathways, we just wanted to talk a little bit about the considerations for that. So the VPC has specific requirements around work related skills and personal development skills, which are that to complete the VPC certificate, a student does need to have at least two units each of WRS and PDS at VPC level, but those can be at any unit level. So for example, units one and two or three and four. This was really part of our work to ensure that the VPC was or continued to be and remained, I guess, kept its fidelity as a pathway really for students that needed that additional flexibility and support and weren't ready for the VCE or the VCE VM or other similar pathways, rather than something that was just a sort of soft option for students, so that's why those requirements are there.

They can include VCE, VCE VM and VET level studies as part of their pathway, but they need those, sorry, I'm just tripping all over my words, those VPC level PDS and WRS units. So if you were going to transfer a student from the VM to the VPC, you would need to make sure that they had time in their enrollment to complete two levels of those studies at VPC level. So for example, if you're going to transfer a student from the end of year 11 VM to VPC, that's fine, they'll have time in their year 12 year to complete those units. But if it were at another time in their enrollment, it's just really important to make sure you've done it in a time that provides them access to those units.

The other thing to note is the VASS administrative dates. So if you're moving a student who is a year 11 student or is enrolled in unit one and two units the of the VM into the VPC, that needs to happen before November of that year. Whereas if they're a unit three and four student, it needs to happen before May of that year. That's all in the VASS administrative dates, we can talk to you more specifically about that if you have questions about that. The other thing I'd note, if you are looking at students who have perhaps started in the vocational major and you're looking at whether it's appropriate to move them to the VPC, just to think about that while the VPC has a huge amount of flexibility and support for students, so does the VM, and students can be supported in a whole range of ways, including special provision and some adjustments and differentiation to their program and an extended enrollment, which are all things to consider as well.

We are more than happy to talk to you more specifically about your students and their circumstances, because we all know every student's circumstance is going to be different, but just some rules of thumb to keep in mind. And I am going to hand over to, well, it's another Slido and I'm so sorry team, I've forgotten who I'm handing this over to, but I'll open it up. The question is that we are looking for some suggestions about supports, what supports you'd like from us, resources and support. So I'm just opening that one up for you now.

**[Joanne Binns]:** Yes, I'll chat a little bit about that one. We always send around sort of feedback surveys at the end of our webinars and very few people give us responses to that, which is fine. I myself, as a teacher, was not a great survey responder, so I'm fully on that side of the responding to survey spectrum, but we really want to make sure that we're crowdsourcing from teachers some of the things that they really need help with from us. So we wanted to, even though a question like this is in the survey that I will also share with you later on today, we wanted to have a little point within the webinar when we've got a captive audience to respond to this question. So we'll just give you some questions, sorry, some responses are coming through now and I can see that some people are mentioning more exemplars. Yes, we do have some great exemplars and we'll share with you a little bit more, if you haven't seen that as a resource, we'll share with you in a few moments where you can find that information.

And we've also, I can see, let me see, some case studies of students transitioning across in other pathway options, integration of VPC into VCE VM, more examples of things. Yes, examples are always great. So we can certainly take some of these thoughts on board. Moderation, that's obviously going to be something that will be on a lot of people's minds as well. This is really great. It also helps us, even if these are things that we sort of already have or are thinking of developing, it helps us know that we're on the right track. So that's great. Some of the things that you are asking for here, we have at least some examples of those and we will start to share that in a few slides time. So thank you so much. I'm going to start moving on, but we might keep that up there for another minute or two as well.

This is just a quick bit of information or I guess to draw your attention to permissions. If you look on the left of the slide, we've got a screenshot from our website, where it says, information pertaining to the 2023 applications for VPC and VCE VM is currently under development. So please, if you know that you're in this situation that you're going to need to apply for permissions, you can look out for information about that coming in a notice to schools. If you have questions in the meantime though, you can get in touch with someone at that email address. And we've also provided the link to this particular page about permissions, so you can click on that later and sort of bookmark that and come back to it if you need to.

Also, while we are talking about some of that more admin-y stuff, this may not be relevant directly to you if you're just in charge of the VPC, but we want to keep spreading the word and the reminders that if you're a VCE VM school as well, and need to apply for flexible delivery, the deadline for that is approaching, and so that is on the 1st of April, and you can find more information about the policy at this link. You'll just need to scroll down to the right section, where it goes through all of those different flexible delivery of the VCE VM. So I know we're talking about the VPC today, but yeah, we're just trying to keep that on people's radars as well. So I'd like to hand back to Nicola, who's going to go through some more of the supports that are offered, and hopefully some of you'll be like, "Oh, that's just what I was asking for." So here is Nicola.

**[Nicola Izatt]:**

Thanks Jo. There is a vast amount of great resources on our website. However, for those of you that have rummaged through it, it is a bit like trying to win at Crystal Maze or win at the pokies. If you Google VCAA VPC curriculum, you should hit jackpot right away. And once you've done that, be sure and bookmark this. You will also be able to access the four curriculum designs from our website. So on this left-hand side of the page, you can see the four curriculum designs, and then when you click on a specific one, you then get further support materials. Just to say that these slides will be sent out, as Jo mentioned earlier, and I have actually put a link to this particular page on that one. So that link will take you to the VPC four curriculum designs. Thanks, Jo.

The support materials provided provides advice on how to approach the studies and assist teachers to develop the individual units in a program. A team of outstanding VCAL practitioners have been working tirelessly to develop these support documents. The support materials are broken into four sections for each study. The planning advice includes advice on developing a program, including integration of studies, authentication, discussion of employability skills and glossaries. There's also a range of detailed sample activities, advice on assessment and sample approaches to assessment. The teaching and learning advice includes detailed sample units of work that have been developed by experienced practitioners, which I'll talk about more in a moment. The assessment tile gives general assessment advice and links to relevant administrative handbooks and related documentation. The applied learning tile includes advice and approaching applied learning and integrating studies.

Under the teaching and learning advice tile, we have detailed sample units of work. There's at least one exemplar unit for each unit in the VCE VM and VPC studies. Further exemplar units will be added over the coming months as practitioners are able to develop them. There are also some exemplar units which show integration between the studies. The exemplar units are located with the support material and curriculum on the VCAA website. Each exemplar unit includes a week by week planner, a unit plan description, integrated unit suggestion, suggested resources and equipment that might be required and activity outlines. Next slide, please, Jo.

So in this slide, again, I've just taken a snapshot of how it looks in details. So on this slide, I have put in from units one of the numeracy exemplars. So again, you can see that in the left-hand part, it talks about the learning goals and applications. On the right-hand side, again, this is just a snapshot of the types of activities that you might do. Again, this one, there's quite a lot of detail added to one. Next slide, please, Jo. I'll just to go back on that other slide, again, I have put in the links. So we do have a number of supports available, including professional learning and communication resources for schools, including webinars like this one, workshop modules on our professional learning platform and other resources.

So again, for those of you that have had a chance to look at the VCAA website, there are a number of ways you can engage in professional learning. There are 10 on demand professional learning sessions available on our website. These are great, as you can go at your own pace, stop and start the videos and come back to revisit some points. Again, I have attached all important links to these pages. We will be running webinars throughout the year, with two coming up later in March, the first one, implementing the pillars of applied learning on 21st of March, and assessment practices that promote success in the VCE VM and VPC, which will be held on the 29th of March. You can also see that we have information about the VCE VM and VPC communities of practice, which my colleague Laura is going to talk more about now.

**[Laura Elliott]:** Thanks, Nicola. Mandy, who you would've met at the start, and I, are helping to facilitate the communities of practice within the VCAA, along with the amazing communities of practice leaders that we've been working with. So another support that we're providing is the actual communities of practice, and they're developed to assist with resource sharing and they are spread out throughout Victoria. There are 20 leaders across 17 regions that have been appointed, and these leaders will directly support the communities in their local area, with planning and implementation of both the VCE VM and the VPC, they'll also facilitate collaboration between teachers and also hopefully some resource sharing. If you wish to join the communities of practice, you are welcome just to email us and we'll get you in touch with your closest communities of practice leader.

Building on from the initial success of the communities of practice, we're now working to set up some additional communities of practice in specialist settings. So there will be a little bit more information coming out on that in the notice to schools and also through the local communities of practice leaders in the coming weeks. I'd just like to hand over to Anna now and she's going to talk about the question and answers, so feel free to pop some questions in the chat and we'll have a look there for you.

**[Anna Fee]:** Thanks, Laura. Perfect timing, I was just looking at some of these questions. I'm just going back to the top to see if there was anything from earlier that we wanted to answer. But as I'm doing this, if you've been holding out any questions now, pop them in the chat. If we don't have time to get to you or if it's a little bit too specific, we will get in contact with you after the webinar. So just to clarify, and this might be because I was talking really fast when I was talking about this, to achieve the VPC, students do need to get two units of PDS and WRS at VPC level. They obviously can undertake all their other studies at VPC level as well, but if they're going to have variety in their program, they can include other studies as long as they have the VPC level PDS and WRS and they have two units each of literacy and numeracy, but those can be from the VPC or the VM or even from the English and Maths group. But the PDS and WS absolutely need to be at the VPC level.

Sorry, excuse me while I do a bit of a scroll. There's a question about schools needing to get permission to teach the VPC. So like I think Jo mentioned earlier, there is more information coming on permissions and deadlines, but the arrangements remain that if a school already delivered foundation VCAL, they've been deemed to have permission to deliver the VPC. However, if a school did not have permission to deliver foundation VCAL, they will need to apply to deliver the VPC, and the details are forthcoming. Let me just look at these questions. It's a great question from Yarrabah School, I think I'm pronouncing that correctly, about students functioning at the A to D level and whether the VPC would be appropriate.

So this is a great question, it's also quite a complex question and is going to really depend on your cohort. The VPC has been designed at AQF level one, which is generally above the A to D level. What we would suggest though is that depending on those students enrollments, the flexibility available within the certificate does mean it can be used in a variety of ways. And one example is that some students might undertake one or two units or even some modules from within the units, if that was appropriate for them at a time. They may even approach the VPC over more than two years and really spend more time on achieving those modules. However, I do acknowledge and make the note that it isn't a replacement for A to D curriculum, it is at that AQF level one. We are also more than happy to get in touch to have that conversation in more depth about the specific students you're talking about here, so please feel free to let us know.

Then a question for due date to apply. Oh, yeah, sorry, I'm just looking at what that's connected to, so going back to permissions. There will be a due date to apply for permissions. I'm just looking at how many people we have in here. I'm just going to confidently say, because we're just waiting on a final approval for this, but it will be at the end of July. That's not announced officially yet, but that is coming soon. And all the information will be out in a notice to schools as soon as possible. So there is a due date, but it is a little bit down the road. And if you have more specific questions about that, please get in touch. That is really it, I'm just double checking that I haven't missed any questions. No, and no new ones coming through. So thank you so much for joining us. Jo, I think we can go to that last slide and I'll hand back over to you.

**[Joanne Binns]:** All right. So yes, thank you so much for joining us today. We really appreciate your responses to our Slido questions. If you do have a moment or two, we'd love to get some further feedback from you about our webinar today. You can fill out, I think it's maybe six questions max on the feedback survey, with the QR code there, we'd love to get more of your thoughts. And of course, here is our shared inbox email address one more time. Hopefully we have given you the confidence to approach us with your questions. If you have any about introducing the VPC in your setting, we wish you and your students all the very best if you're implementing the VPC this year. And if you're thinking about implementing, good luck with that process as well.

And yeah, I'm just going to sit quietly and awkwardly for a moment, we need that elevator music again, to just encourage you to scan that QR code. But in about 30 seconds, we will say goodbye. So can I sit here without talking for 30 seconds? I don't think so. See. Oh gosh, that was probably like 10 seconds, but it's probably enough time that if you were going to join the survey then you would have. So yes, thank you all very much. And yes, please be in touch with us as you need to. All right. Thank you.

[Copyright Victorian Curriculum and Assessment Authority](https://www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx) 2023