

VICTORIAN CERTIFICATE OF APPLIED LEARNING

SKILLS FOR FURTHER STUDY – SENIOR UNIT

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VCAL Skills for Further Study – Senior

Unit information

Nominal duration

100 hours – 1 credit

Purpose

The purpose of the Skills for Further Study – Senior unit is to enable students to develop knowledge, skills and attributes for further learning that will prepare and assist them to actively pursue diverse further education and training pathways.

Rationale

The Skills for Further Study – Senior unit is consistent with the aims of the VCAL and the development of knowledge, skills and attributes that assist students to make informed vocational choices and to facilitate pathways to further learning.

Aims

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

- strategies for learning
- time management
- research skills
- pathway planning
- preparation of a portfolio and/or application for further education and training
- oral presentations
- digital literacy.

Structure

The Skills for Further Study – Senior unit is a single unit at the Senior level of the VCAL. The unit contains six learning outcomes.

This unit will contribute to the VCAL as a general credit.

Satisfactory completion

To be credited with the Skills for Further Study – Senior unit, students must demonstrate achievement in all the learning outcomes of this unit.

Wherever possible, all elements within a learning outcome should be achieved in the one assessment task.

Assessment of learning outcomes

The purpose of assessment in the VCAL is to determine a student's achievement of a learning outcome by collecting evidence about their performance and making a judgement about whether they have met the requirements of that learning outcome. These requirements are clearly outlined in the elements of each learning outcome.

Teachers should use a variety of assessment tasks that provide a range of opportunities for students to demonstrate achievement of each learning outcome.

Evidence of achievement can include, but is not limited to, direct observation, written work, oral presentations, object production and project implementation.

Students must be observed to demonstrate achievement of a learning outcome on more than one occasion and in different contexts to ensure the assessment is valid, reliable, fair, flexible and equitable.

Where a learning outcome requires the completion of numerous assessment activities in a variety of contexts, these activities and their supporting evidence are able to demonstrate achievement of this learning outcome.

An assessment task used to demonstrate achievement of one or multiple learning outcomes in one VCAL unit cannot be used to demonstrate achievement in any other VCAL unit or Vocational Education and Training (VET) unit of competency.

Examples of suitable assessment tasks can be found in the *Skills for Further Study – Senior: Advice for Teachers*.

Learning outcomes

Learning outcome 1

Develop, implement and evaluate strategies that support further study.

Elements

The elements are demonstrated when the student can:

- 1.1 investigate and document a range of learning strategies and implement own preferred approach to study
- 1.2 organise own study schedule taking into account commitments and preferred learning strategies
- 1.3 identify and document personal strengths and challenges to pursuing further study
- 1.4 review and re-prioritise own study schedule as necessary.

Learning outcome 2

Demonstrate an appropriate range of research skills that support further study.

Elements

The elements are demonstrated when the student can:

- 2.1 demonstrate an understanding of how to find reliable information, such as the appropriate use of questioning, indexes, content pages, key words and search engines
- 2.2 identify valid forms of information, including source integrity and relevance
- 2.3 apply preferred reading and note taking strategies in order to extract and interpret relevant information
- 2.4 demonstrate an understanding of issues relating to the collection of data, including primary and secondary sources, intellectual property, copyright, plagiarism and collusion
- 2.5 apply appropriate citation to reference ideas and sourced information.

Learning outcome 3

Demonstrate a range of digital literacy skills to support further learning.

Elements

The elements are demonstrated when the student can:

- 3.1 navigate effectively and engage responsibly with an online platform to support further learning
- 3.2 create, organise and maintain digital storage to support further learning
- 3.3 discuss and critically evaluate the implications of an individual's digital footprint
- 3.4 analyse and apply a range of digital presentation skills and techniques to support further learning
- 3.5 create content to support further learning and review, as required.

Learning outcome 4

Develop a career action plan to inform further education and training.

Elements

The elements are demonstrated when the student can:

- 4.1 discuss and document future career or work directions with an appropriate person and identify required skills, knowledge and attributes
- 4.2 select, describe and compare courses for an identified further education and training pathway
- 4.3 compare information from appropriate sources for entry requirements in relation to an identified further education and training pathway
- 4.4 identify challenges to pursuing the desired plan and consider alternatives where necessary
- 4.5 critically evaluate progress, adjust priorities and take action, where necessary, to achieve the desired plan.

Learning outcome 5

Prepare a portfolio and/or application for selected further education and training.

Elements

The elements are demonstrated when the student can:

- 5.1 identify and analyse selection criteria and/or special entry requirements for selected further education and training
- 5.2 select evidence appropriate to selection criteria and requirements for the selected further education and training
- 5.3 evaluate own pieces of work in proposed portfolio and/or application
- 5.4 plan and prepare a portfolio and/or application for entry into the selected further education and training.

Learning outcome 6

Plan and deliver a sustained oral presentation on further education and training to a relevant audience.

Elements

The elements are demonstrated when the student can:

- 6.1 plan a sustained oral presentation on issues, ideas or concepts related to further education and training
- 6.2 deliver the presentation to a relevant audience, using appropriate verbal and non-verbal features
- 6.3 use appropriate technology to support and enhance the presentation
- 6.4 respond to questions appropriately
- 6.5 evaluate the content and effectiveness of the presentation based on feedback.

Risk management and occupational health and safety (OHS)

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 hazards are identified, risks are 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:

- OHS
- 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.

Legislative requirements

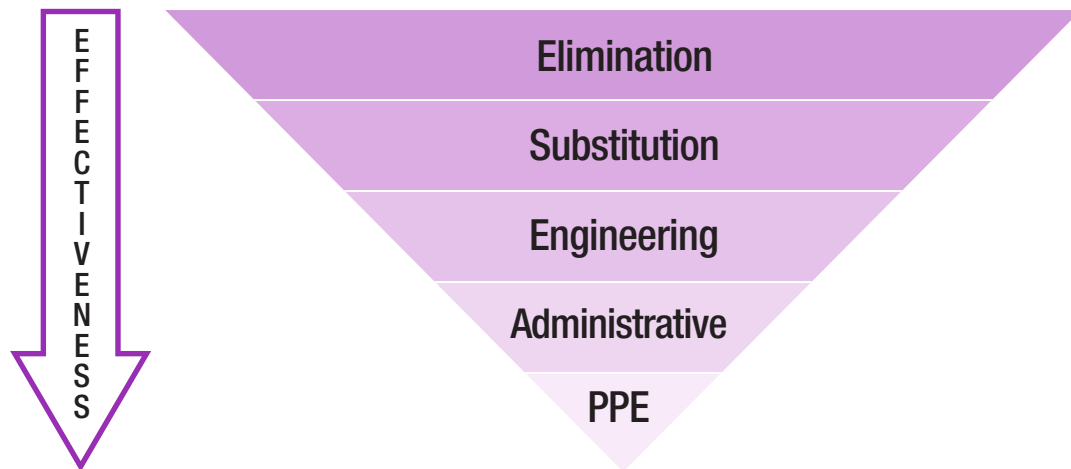
The Victorian *Occupational Health and Safety Act 2004* requires that an employer provides and maintains a working environment that is safe and without risks to the health of employees. Ministerial Order 55 of the *Education and Training Reform Act* also sets out OHS requirements in relation to structured 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.

Students will be undertaking project work in workplaces where there may be a range of OHS risks, therefore 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.

Risk assessment

If the project is to be conducted within a workplace, then the employer must have appropriate controls in place to mitigate OHS risk to a level that is acceptable to the school or VCAL coordinator. A written risk assessment should be completed for all projects and activities prior to commencement to identify any potential physical or psychological OHS risks or hazards and ensure appropriate controls are implemented. Risk controls should be based on the hierarchy of control.

The Hierarchy of Control



Elimination	Completely remove the hazard, e.g. removal of hazardous substance from the workplace.
Substitution	Change a work practice, substance or piece of equipment to provide a safer environment, e.g. substitute old, non-adjustable office chairs with ergonomic chairs to reduce the risk of injuries.
Engineering	Modify the design of the workplace or plant and/or environmental conditions, e.g. the use of a fume extraction system to remove fumes generated by hazardous substance use in laboratories.
Administrative	Develop procedures and systems to control the interaction between people and hazards, e.g. reducing the time of exposure to noise by requiring people to be remote from equipment during operation, providing manual handling training to persons so they are better able to identify/report/control/avoid hazards in the workplace.
Personal Protective Equipment (PPE)	Implement PPE to prevent physical contact between a person and a hazard, e.g. appropriate footwear, gloves, etc.

The school or VCAL coordinator should consult with the supervisor regarding risk controls, and where the risk level is considered unacceptable by the school, an alternative project or activity should be selected.

OHS induction and safe work procedures

The workplace should provide a site-specific OHS induction to the student, and training in documented safe work/operating procedures to ensure that those involved in, or exposed to, an activity or process are equipped to conduct work activities in accordance with OHS requirements. Students should be observed in following the safe work procedure and assessed as competent in the procedure. 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 of the steps or stages in sequential order
- 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 Department of Education and Training (DET) OHS management system provides relevant OHS procedures, forms and guidance, including a generic safe work procedure and risk management form for this purpose.

Guidelines for government schools are also provided in the *School Policy and Advisory Guide*.

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 DET.

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 DET 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 DET
- *Education (Workplace Learning) Act*
- the *School Policy and Advisory Guide*.

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 from the [DET website](#).

Resources

In Victoria, workplace OHS and WorkSafe are governed by the following Acts and regulations:

Occupational Health and Safety Act 2004

Occupational Health and Safety Regulations 2017

Dangerous Goods Act 1985

Dangerous Goods (Storage and Handling) Regulations 2012

Workplace Injury Rehabilitation and Compensation Act 2013

Acts

The Acts are linked to copies held at Victorian Law Today.

Occupational Health and Safety Act 2004

Dangerous Goods Act 1985

Equipment (Public Safety) Act 1994

Mines Act 1958

Workplace Injury Rehabilitation and Compensation Act 2013

Regulations

Regulations set out mandatory requirements under the Acts and are linked to copies held at Victorian Law Today.

Occupational Health and Safety Regulations 2017

Dangerous Goods (Explosives) Regulations 2011

Dangerous Goods (HCDG) Regulations 2005

Dangerous Goods (Storage and Handling) Regulations 2012

Dangerous Goods (Transport by Road or Rail) Regulations 2008

Equipment (Public Safety) Regulations 2007

Department of Education OHS resources

Useful web links

Legislation – where you can download copies of the legislation such as the OHS Act 2004.

Safe Work Australia – the federal body that looks at policy, gathers and collates OHS statistics.

WorkSafe Victoria – website that is specifically designed for Health and Safety Representatives. Students and teachers can subscribe to the newsletters

The Worksafe Victoria website also includes:

- daily updates regarding OHS
- videos of advertisements and other campaigns on YouTube
- Health and Safety topics for Young Workers
- Controlling OHS Hazards and Risks – A Workplace Handbook
- basic information about consultation on Health and Safety
- Employee Representation (explains HSRs)
- Safe Work Method Statement (SWMS)
- Workplace Bullying
- Injury Hotspots (various industries including education sector)
- OHS in Schools – A practical guide for school leaders (for the teacher rather than the student)
- A page about workplace inspections with videos of inspectors talking

Officewise – useful for those working in an office environment

Job Watch Employment Rights Legal Centre

Workplace Health and Safety Resource for Young Workers and Teachers

Recognition of prior learning

Students can use Recognition of Prior Learning (RPL) to meet some of the learning outcomes in the Skills for Further Study – Senior unit. Further information is provided in the *Skills for Further Study – Senior: Advice for Teachers*.

RPL is the acknowledgement of skills and knowledge obtained through any combination of formal or informal training, work experience or general life experience. It 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 VCAL Work Related Skills (all levels), VCAL Personal Development Skills (all levels) and VCAL Skills for Further Study – Senior units. Decisions regarding RPL are the responsibility of the enrolling VCAL provider.

Where students have been granted RPL, evidence that demonstrates successful completion of the entire unit's learning outcomes must be completed and kept by the VCAL provider.

Providers wanting to use RPL should contact the VCAL Unit at the VCAA.

