

# VICTORIAN CERTIFICATE OF APPLIED LEARNING

## PERSONAL DEVELOPMENT SKILLS STRAND

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# VCAL Personal Development Skills Strand

## Purpose statement

The purpose of the VCAL Personal Development Skills Strand is to develop student knowledge, skills and attributes that lead to self-development and community engagement through:

- family, social, community and environmental responsibilities
- resilience, self-esteem and efficacy
- health and wellbeing
- valuing participation in a democratic society.

Curriculum selected for the Personal Development Skills Strand must be consistent with the strand purpose statement. Through aligning curriculum with the strand purpose statement, the learning program will provide opportunities for skill progression and experiences that are important for VCAL personal development outcomes. Personal development includes self-esteem and other qualities developed through valuing personal achievement and contributing to the community.

This may involve demonstrating leadership and teamwork skills, accepting responsibility for goal achievement and reflecting on knowledge and skills for decision making and problem solving.

The development of knowledge, skills and attributes in the Personal Development Skills Strand underpins the development of skills in the other three VCAL curriculum strands.

## Strand requirement

Students must successfully complete a minimum of one Personal Development Skills unit at the award level (or above) to meet the Personal Development Skills Strand requirement.

## Unit information

### Rationale

The Personal Development Skills units recognise learning that is valued in the community and develop the knowledge, skills and attributes identified in this strand. The units emphasise the importance of self and connection to the community through locally developed programs. Providers are encouraged to deliver programs that allow students to apply their learning through community based projects, both internally and externally.

### Aims

The Personal Development Skills units are designed to develop and improve:

- self-awareness and self-worth
- health and wellbeing
- social connectedness
- community and environmental awareness
- critical and creative thinking.

## Structure

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

- Personal Development Skills Unit 1 at each VCAL level focuses on self. This unit has five learning outcomes.
- Personal Development Skills Unit 2 at each VCAL level focuses on the community. This unit has five learning outcomes.

## Key terms

### Foundation level

- A **simple activity** means a single or basic grouping of activities, conducted under close supervision with access to high levels of direction and support. In Australian Qualifications Framework (AQF) terms, this is generally at Certificate I level.

### Intermediate level

- A **complex activity or project** involves work conducted under supervision and reasonably self-directed in regard to planning and work activities. In AQF terms this is generally at Certificate I or II level.

### Senior level

- A **complex, self-directed project** involves work conducted under supervision and self-directed in regard to planning and work activities. In AQF terms this is generally at Certificate II or III level.
- A **sustained presentation** means a presentation of between 8–10 minutes to a relevant audience and supported by appropriate technology.

## Satisfactory completion

In order to be credited with a Personal Development Skills unit, a student must demonstrate achievement in all the learning outcomes of the unit.

Wherever possible, all elements in 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 more learning outcomes in one VCAL unit cannot be used to demonstrate achievement in any other VCAL unit or VET unit of competency.

Examples of suitable assessment tasks can be found in the *Personal Development Skills Strand: Advice for Teachers*.

## **VCAL Personal Development Skills units**

### **Personal Development Skills Foundation Unit 1**

#### **Nominal duration**

100 hours – 1 credit

#### **Unit purpose**

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

- resilience, self-esteem and efficacy
- health and wellbeing
- family and social connectedness
- environmental awareness
- critical and creative thinking
- planning and organisational skills
- problem-solving and interpersonal skills.

#### **Learning outcome 1**

Plan, organise and carry out 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:
  - resilience, self-esteem and efficacy
  - health and wellbeing
  - family, social and/or environmental responsibilities
  - valuing participation in a democratic society
- 1.2 select resources appropriate to carrying out the plan
- 1.3 list success criteria for achievement of the activity
- 1.4 carry out the activity that involves a limited number of steps within a defined period of time
- 1.5 reflect upon own achievements and challenges of the activity.

## Learning outcome 2

Demonstrate knowledge specific to a simple activity.

### Elements

The elements are demonstrated when the student can:

- 2.1 identify and demonstrate knowledge that will contribute to the achievement of a simple activity
- 2.2 access and gather information required to complete the activity
- 2.3 outline the steps required for completion of the activity
- 2.4 reflect on own performance and outcomes achieved.

## Learning outcome 3

Demonstrate skills specific to a simple activity.

### Elements

The elements are demonstrated when the student can:

- 3.1 identify and demonstrate personal and other skills that will contribute to the achievement of a simple activity
- 3.2 demonstrate the use of skills relevant to the activity
- 3.3 use appropriate equipment and materials to suit the conditions under which the activity will be undertaken
- 3.4 reflect on own skill development within the activity.

## Learning outcome 4

Solve a problem specific to a simple activity.

### Elements

The elements are demonstrated when the student can:

- 4.1 identify a problem related to a simple activity
- 4.2 explain possible solutions to the problem
- 4.3 contribute to the activity that is aimed at resolving the problem
- 4.4 reflect upon the effectiveness of the action taken to resolve the problem.

## Learning outcome 5

Demonstrate teamwork skills in a simple activity.

### Elements

The elements are demonstrated when the student can:

- 5.1 participate in a simple activity demonstrating teamwork skills
- 5.2 describe personal factors that contribute to team work
- 5.3 reflect on factors that influence team behaviour
- 5.4 discuss the effectiveness of team processes for achieving goals.

# Personal Development Skills Foundation Unit 2

## Nominal duration

100 hours – 1 credit

## Unit purpose

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

- community engagement
- social and environmental awareness
- participation in a democratic society
- social connectedness
- critical and creative thinking
- planning and organisational skills
- problem-solving and interpersonal skills.

## Learning outcome 1

Identify the roles of members of 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 describe the importance of rights and responsibilities of members of a community
- 1.3 identify and list the roles of different members of a community
- 1.4 discuss how a member of a community can have a positive impact on that community
- 1.5 identify the skills and personal attributes of an effective member of a community.

## Learning outcome 2

Plan and organise a simple activity concerning an environmental, cultural or social issue within a community .

### Elements

The elements are demonstrated when the student can:

- 2.1 discuss and select an environmental, cultural or social issue within a community
- 2.2 plan a simple activity to address the issue
- 2.3 identify the risks associated with the activity and implement strategies to minimise the risks identified
- 2.4 contribute to and participate in the planned activity
- 2.5 reflect on own contribution to the activity.



### Learning outcome 3

Communicate information about a simple environmental, cultural or social activity within a community.

#### Elements

The elements are demonstrated when the student can:

- 3.1 identify sources of information regarding a simple environmental, cultural or social activity within a community
- 3.2 collect and interpret information about the activity
- 3.3 communicate information and/or findings to others regarding the activity, using appropriate digital media technologies
- 3.4 reflect on the effectiveness of the communication of the activity.

### Learning outcome 4

Identify problems related to a simple environmental, cultural or social activity within a community.

#### Elements

The elements are demonstrated when the student can:

- 4.1 identify and list problems that may arise when dealing with a simple environmental, cultural or social activity within a community
- 4.2 discuss the causes of these problems
- 4.3 detail the impact these problems may have on the activity
- 4.4 identify a range of strategies to address the problems.

### Learning outcome 5

Demonstrate teamwork skills in a simple activity within a community.

#### Elements

The elements are demonstrated when the student can:

- 5.1 participate in a simple activity within a community demonstrating teamwork skills
- 5.2 describe personal factors that contribute to teamwork
- 5.3 reflect on factors that influence team behaviour
- 5.4 discuss the effectiveness of team processes for achieving goals.

# Personal Development Skills Intermediate Unit 1

## Nominal duration

100 hours – 1 credit

## Unit purpose

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

- resilience, self-esteem and efficacy
- health and wellbeing
- family and social connectedness
- environmental awareness
- critical and creative thinking
- planning and organisational skills
- problem solving and interpersonal skills
- collaborative skills
- leadership and decision making skills for group work or teamwork.

## Learning outcome 1

Plan, organise and carry out a complex activity or project.

### Elements

The elements are demonstrated when the student can:

- 1.1 plan, organise and carry out a complex activity or project in relation to one or more of the following
  - resilience, self-esteem and efficacy
  - health and wellbeing
  - family and social responsibilities
  - environmental responsibilities
  - valuing participation in a democratic society
- 1.2 identify and use appropriate resources related to the activity or project
- 1.3 identify positive or negative factors that influence individual behaviour and impact participation in the activity or project
- 1.4 reflect on own achievements and challenges of the activity or project.

## Learning outcome 2

Demonstrate knowledge and skills in the context of a complex activity or project.

### Elements

The elements are demonstrated when the student can:

- 2.1 establish the requirements of a complex activity or project
- 2.2 document a plan to achieve the activity or project with the assistance of a peer or adult mentor
- 2.3 identify, demonstrate and evaluate the knowledge and skills required for the activity or project
- 2.4 reflect on own performance within the activity or project.

## Learning outcome 3

Demonstrate self-management skills for goal achievement in the context of a complex activity or project.

### Elements

The elements are demonstrated when the student can:

- 3.1 identify and implement processes and procedures for achieving goals within the context of a complex activity or project
- 3.2 use time management strategies to achieve the goals
- 3.3 identify and demonstrate various personal skills including stress management, resilience and conflict management to achieve goals
- 3.4 reflect on own performance in achieving the goals
- 3.5 identify strategies to improve own performance in achieving the goals.

## Learning outcome 4

Demonstrate interpersonal skills to communicate ideas and information.

### Elements

The elements are demonstrated when the student can:

- 4.1 identify characteristics of effective communication
- 4.2 identify and demonstrate problem-solving strategies to avoid or resolve conflict
- 4.3 participate in discussions that require expression of an opinion to others
- 4.4 apply active listening skills for understanding
- 4.5 reflect and report on own interpersonal skills and identify areas for improvement.

## Learning outcome 5

Demonstrate leadership skills and responsibilities.

### Elements

The elements are demonstrated when the student can:

- 5.1 describe the characteristics and interpersonal skills of people in leadership roles
- 5.2 distinguish between different leadership styles
- 5.3 recognise individual leadership styles within a team
- 5.4 identify and demonstrate the skills required of an effective team leader
- 5.5 reflect on and evaluate own leadership skills within a team.

## Personal Development Skills Intermediate Unit 2

### Nominal duration

100 hours – 1 credit

### Unit purpose

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

- community engagement
- social and environmental awareness
- participation in a democratic society
- social connectedness
- critical and creative thinking
- planning and organisational skills
- problem-solving and interpersonal skills.

## Learning outcome 1

Research and analyse an environmental, cultural or social issue affecting members of a community.

### Elements

The elements are demonstrated when the student can:

- 1.1 research and explain an environmental, cultural or social issue within a community
- 1.2 research the roles of different community members affected by the issue
- 1.3 analyse how these roles have contributed to or impacted on the issue
- 1.4 report on findings, supported by the use of appropriate digital media technologies.

## Learning outcome 2

Plan and organise a complex activity or project concerning an environmental, cultural or social issue within a community.

### Elements

The elements are demonstrated when the student can:

- 2.1 identify and explore an environmental, cultural or social issue within a community that requires action
- 2.2 identify and evaluate a range of strategies to address the issue
- 2.3 select and justify a strategy to address the issue
- 2.4 actively participate in and contribute to planning and organising the activity or project to address the issue
- 2.5 reflect on own and others' contribution to the activity or project.

## Learning outcome 3

Use a range of communication strategies to raise awareness of an environmental, cultural or social issue within a community.

### Elements

The elements are demonstrated when the student can:

- 3.1 identify and evaluate a range of information sources regarding an environmental, cultural or social issue within a community
- 3.2 identify and use a variety of communication strategies to raise awareness of the issue
- 3.3 collect feedback on the effectiveness of the awareness-raising strategies
- 3.4 evaluate and report on the effectiveness of the awareness-raising activity, supported by the use of appropriate digital media technologies.

## Learning outcome 4

Analyse and apply problem solving skills related to an environmental, cultural or social issue within a community.

### Elements

The elements are demonstrated when the student can:

- 4.1 identify and analyse problems that may arise when dealing with an environmental, cultural or social issue within a community
- 4.2 identify and evaluate a range of strategies to address the problems
- 4.3 demonstrate problem-solving skills related to the identified problems
- 4.4 reflect on own performance in analysing and addressing problems related to the issue.

## Learning outcome 5

Actively contribute to group cohesion to manage a complex activity or project concerning an environmental, cultural or social issue within a community.

### Elements

The elements are demonstrated when the student can:

- 5.1 describe personal factors that contribute to group work or teamwork
- 5.2 develop and implement a strategy to promote group cohesion
- 5.3 contribute to and participate in a complex group activity or project concerning an environmental, cultural or social issue within a community
- 5.4 evaluate factors that influence group/team behaviour and impact on the achievement of the activity or project
- 5.5 reflect on own contribution to group cohesion in the activity or project.

## Personal Development Skills Senior Unit 1

### Nominal duration

100 hours – 1 credit

### Unit purpose

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

- resilience, self-esteem and efficacy
- health and wellbeing
- family and social connectedness
- environmental awareness
- critical and creative thinking
- self-directed planning and organisational skills
- problem-solving and interpersonal skills
- collaborative skills
- leadership and decision-making skills for group work and teamwork.

## Learning outcome 1

Plan, organise and carry out a complex, self-directed project.

### Elements

The elements are demonstrated when the student can:

- 1.1 plan, organise and carry out a complex, self-directed project in relation to one or more of the following:
  - resilience, self-esteem and efficacy
  - health and wellbeing
  - family and social responsibilities
  - environmental responsibilities
  - participation in a democratic society.
- 1.2 select and use resources to meet requirements for the completion of the project
- 1.3 develop solutions relating to potential problems connected with the project
- 1.4 communicate effectively to audiences unfamiliar with concepts involved in the project
- 1.5 critically evaluate own performance through self-reflection and feedback from stakeholders.

## Learning outcome 2

Evaluate the impact of environmental, cultural or social issues in a complex, self-directed project.

### Elements

The elements are demonstrated when the student can:

- 2.1 demonstrate an understanding of environmental, cultural or social community issues in a complex, self-directed project
- 2.2 identify and discuss the social and ethical considerations of digital media involvement with these issues
- 2.3 describe the benefits and challenges of environmental, cultural or social community responsibility
- 2.4 apply knowledge of environmental, cultural or social community issues to planning the project
- 2.5 evaluate the effectiveness of strategies used to consider these issues.

## Learning outcome 3

Implement decision-making skills in a complex, self-directed project.

### Elements

The elements are demonstrated when the student can:

- 3.1 lead a structured meeting that has been convened to resolve an issue related to a complex, self-directed project
- 3.2 implement decision-making techniques suitable for a team or group
- 3.3 contribute to effective group decision making
- 3.4 critically evaluate the effectiveness of decision making in the project.

## Learning outcome 4

Apply strategies to improve communication in a complex, self-directed project.

### Elements

The elements are demonstrated when the student can:

- 4.1 identify and evaluate different methods of communication relevant to a complex, self-directed project
- 4.2 research and discuss the place of digital media technologies as a communication strategy
- 4.3 develop and implement a communication strategy for the project
- 4.4 critically evaluate the effectiveness of the communication strategy.

## Learning outcome 5

Demonstrate leadership skills for group work and teamwork in a complex self-directed project.

### Elements

The elements are demonstrated when the student can:

- 5.1 research leadership skills necessary for effective group work and teamwork
- 5.2 develop and demonstrate effective leadership skills in the project
- 5.3 lead the project involving two or more people
- 5.4 critically evaluate own leadership in the project.

## Personal Development Skills Senior Unit 2

### Nominal duration

100 hours – 1 credit

### Unit purpose

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

- community engagement
- social and environmental awareness
- participation in a democratic society
- social connectedness
- critical and creative thinking
- planning and organisational skills
- problem-solving and interpersonal skills.



## Learning outcome 1

Research, analyse and evaluate an environmental, cultural or social issue that affects members of a community.

### Elements

The elements are demonstrated when the student can:

- 1.1 identify a range of research methods appropriate for collecting information regarding an environmental, cultural or social issue that affects members of a community
- 1.2 critically analyse the issue
- 1.3 research and analyse potential support for addressing the issue
- 1.4 evaluate and report on own findings, using appropriate digital media technologies.

## Learning outcome 2

Establish or build on an external partnership to address or promote awareness of an environmental, cultural or social issue in a community.

### Elements

The elements are demonstrated when the student can:

- 2.1 identify appropriate external partnership opportunities relevant to an environmental, cultural or social issue in a community
- 2.2 select an appropriate external partnership and justify own decision
- 2.3 develop objectives and goals for the selected external partnership arrangement
- 2.4 identify, evaluate and implement a range of strategies to maintain a successful external partnership
- 2.5 critically evaluate the effectiveness of the established external partnership.

## Learning outcome 3

Plan, organise and carry out a complex, self-directed project related to an environmental, cultural or social issue in a community.

### Elements

The elements are demonstrated when the student can:

- 3.1 develop a project plan, including aims, budget, timelines and measurable milestones, for a complex, self-directed project related to an environmental, cultural or social issue in a community
- 3.2 identify and evaluate internal and external factors that may impact on the desired project outcome/s, and plan for possible contingencies
- 3.3 organise, run and minute meetings related to the project using appropriate meeting protocols
- 3.4 actively participate in carrying out the project
- 3.5 critically evaluate own performance in the project.

## Learning outcome 4

Present and communicate ideas and information in a complex, self-directed project related to an environmental, cultural or social issue in a community.

### Elements

The elements are demonstrated when the student can:

- 4.1 select and prepare information to suit the project purpose and an audience, including community partners
- 4.2 use communication media appropriate to the nature and context of the potential audience
- 4.3 apply the processes of planning and editing to produce communication or marketing products
- 4.4 use appropriate language and tone for the audience and purpose
- 4.5 deliver a sustained presentation on the project using appropriate digital media technologies.

## Learning outcome 5

Demonstrate effective teamwork skills in a complex, self-directed project related to an environmental, cultural or social issue in a community.

### Elements

The elements are demonstrated when the student can:

- 5.1 apply appropriate negotiation and decision-making skills to reach desired outcomes in a complex, self-directed project related to an environmental, cultural or social issue in a community
- 5.2 describe and implement conflict resolution skills in relation to the project
- 5.3 understand and demonstrate compassion and empathy towards others in the project
- 5.4 critically reflect on own and team involvement in the project.

## **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**

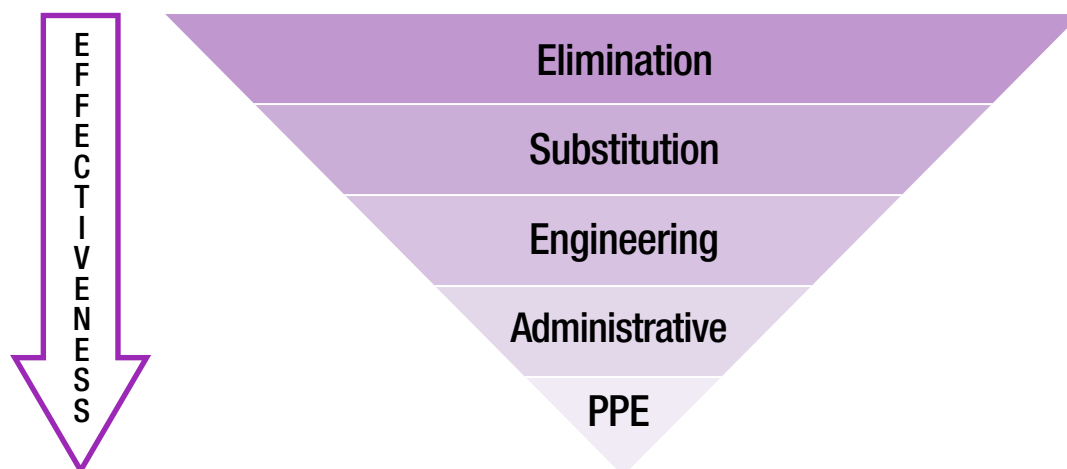
The Victorian *Occupational Health and Safety Act 2004* requires that an employer provides and maintains a working environment that is safe and without risks to the health of employees. Ministerial Order 55 of the Education and Training Reform Act also sets out OHS requirements in relation to structured 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. These can be accessed at: [www.education.vic.gov.au/school/principals/management/Pages/healthworksafe.aspx](http://www.education.vic.gov.au/school/principals/management/Pages/healthworksafe.aspx). 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 the 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

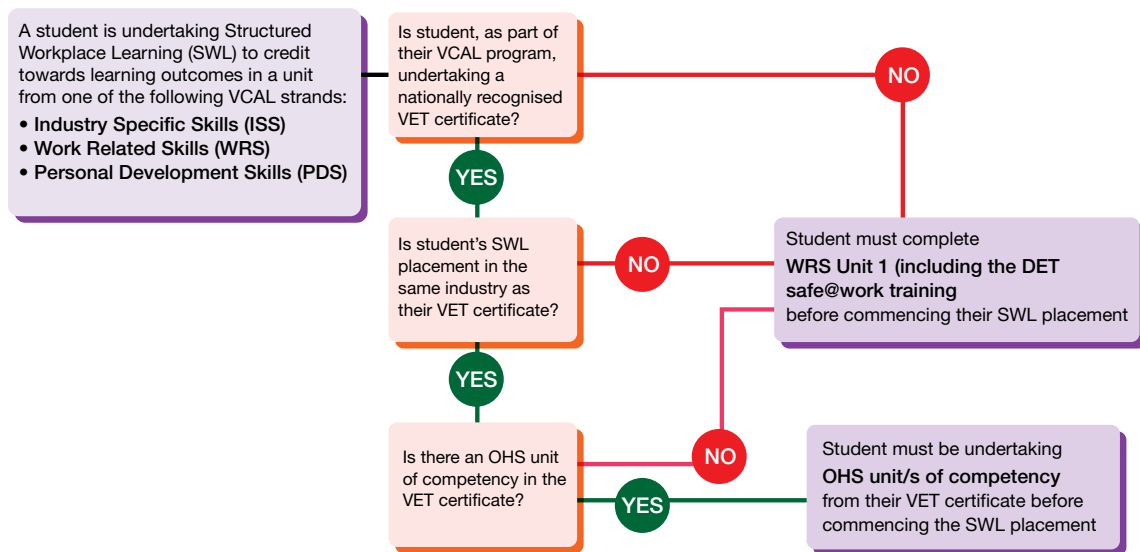
The Worksafe Victoria website also includes:

- 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 Personal Development Skills units. Further information is provided in *Personal Development Skills Strand: Advice for Teachers*.

RPL is the acknowledgement of skills and knowledge obtained through any combination of formal or informal training, work experience or life experience. It is a process to assess successful completion of VCAL learning outcomes through skills, knowledge and experience gained in settings other than traditional school programs, such as through part-time work or voluntary involvement in a community organisation.

RPL can only be applied to VCAL Work Related Skills units (all levels), VCAL Personal Development Skills units (all levels) and VCAL Skills for Further Study – Senior unit. Decisions regarding RPL are the responsibility of the enrolling VCAL provider.

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

Before granting RPL to a student, providers should contact the VCAL Unit at the VCAA for advice.

