



# **Curriculum Planning Guide: Industry Specific Skills Strand and Work Related Skills Strand**

## **Accreditation Period 1 January 2014 to 31 December 2018**

ISBN 978-1-922082-41-1

Published by

Victorian Curriculum and Assessment Authority  
Level 1, 2 Lonsdale Street,  
Melbourne Victoria 3000

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# Section 1: Introduction

## VCAL QUALIFICATION INFORMATION

### QUALIFICATION TITLE

The Victorian Certificate of Applied Learning (VCAL) is accredited at three award levels:

- Victorian Certificate of Applied Learning (Foundation)
- Victorian Certificate of Applied Learning (Intermediate)
- Victorian Certificate of Applied Learning (Senior).

The three award levels provide flexible entry and exit points for a range of student abilities and interests and offer a clear progression for the development of knowledge, skills and attributes.

### Aims of the qualification

The VCAL aims to provide knowledge, skills and attributes to enable students to make informed choices regarding pathways to work and further education. Personal development, the utilisation of a student's particular interests and pathways for senior secondary students, in the context of applied learning, are underpinning principles of the VCAL. The VCAL acknowledges this within the development of knowledge and:

- employability skills that help prepare the individual for employment and for participation in the broader context of family, community and lifelong learning
- skills that assist the individual to make informed vocational choices within specific industry sectors and/or to facilitate pathways to further learning.

### Structure of the VCAL

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

- At Foundation level, students learn under close supervision with high levels of direction. Knowledge and employability skills development is supported by a strong emphasis on literacy and numeracy skills and preparatory learning.
- At Intermediate level, learning is reasonably autonomous in regard to planning and work activities but conducted under supervision. Knowledge and employability skills development leads to independent learning, confidence and a high level of transferable skills.
- At Senior level, learning is autonomous in regard to planning and work activities but conducted under supervision. Knowledge and employability skills development leads to a high level of interpersonal skills, independent action and achievement of tasks that require decision making and leadership.

It is important that a clear distinction is able to be made between the three VCAL levels.

Further information is available in the [VCAL Unit Assessment Planning Guide](#).



**Entry**

There are no prerequisites for entry to VCAL units.

**Nominal duration**

Each of the three award levels has a nominal duration of 1000 hours.

Within a school setting, a VCAL learning program would normally be based on a full-time load of scheduled and unscheduled learning (1000 hours). Attendance in a school setting is determined by the school regulations.

In other educational settings the nominal hours may vary, taking into consideration the specific needs of the student.

**QUALIFICATION DESIGN****Course requirements**

To be awarded the VCAL, students must successfully complete a learning program that contains a minimum of 10 credits.

The VCAL program must include:

- curriculum components to the value of at least one credit, each of which can be justified against the purpose statement for each of the four VCAL curriculum strands
- a minimum of two VCAL units
- one credit for numeracy
- curriculum components to the value of six credits at the level of the VCAL award (or above), of which one must be for literacy and one must be for a VCAL Personal Development Skills unit.

At the VCAL Intermediate and Senior levels, the learning program must also include accredited Vocational Education and Training (VET) curriculum components to the value of a minimum of one credit in the Industry Specific Skills Strand. One credit is awarded on successful completion of 90 nominal hours of accredited VET curriculum.

The VCAL program may also contain curriculum components drawn from Victorian Certificate of Education (VCE) units and Further Education (FE) accredited curriculum. One credit is awarded on successful completion of 90 nominal hours of accredited FE curriculum.

**VCAL curriculum strands**

Each VCAL award level contains four curriculum strands:

- Literacy and Numeracy Skills
- Industry Specific Skills
- Work Related Skills
- Personal Development Skills.

To ensure coherence in designing a VCAL learning program, selected curriculum components must closely align to the purpose statements of the appropriate curriculum strand. Information about VCAL curriculum strands is available in the relevant VCAL Curriculum Planning Guide.

**VCAL delivery principles**

The delivery of the VCAL is based on adult learning and youth development principles. These principles have been found to be relevant in providing successful programs for students seeking a pathway to further VET and/or employment. Delivery and teaching strategies for VCAL learning programs should include:

- curriculum content negotiated to build on the student's interests, abilities and strengths
- curriculum content that focuses on practical 'hands-on' opportunities for learning
- curriculum content and delivery strategies that encourage personal development and growth and include opportunities to integrate learning across the learning program
- both formal and informal recognition of student achievement and student contributions
- curriculum and delivery strategies that enable students to learn at their own pace
- curriculum and delivery strategies that enable students to learn in different ways according to different learning styles
- delivery and assessment that assists the individual in achieving positive educational outcomes
- curriculum that values and engages the contribution of young people

- curriculum that builds competence and resilience in individuals, including minimising risk factors and enhancing the promotion of protective behaviours of young people
- curriculum and delivery strategies that encourage civic and civil participation and promote active citizenship
- the development of partnership approaches to program planning and delivery that link young people with the broader community.

### **Delivery modes**

The VCAL allows for a range of delivery modes in a variety of settings. Delivery modes may include but are not limited to:

- applied learning linked to community, work or school activities
- classroom delivery based on whole class, small groups or individual activities
- flexible delivery such as distance learning and online learning.

Delivery settings may include schools, post-compulsory providers, community, workplace, sporting or simulated environments. Delivery must be consistent with the accredited curriculum, for example VCE or VCAL units or VET training packages.

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

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

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

Delivery can be full-time or part-time. Some students may choose to complete units over longer periods of time than the nominal hours.

Delivery and assessment must be in accordance with the requirements of the individual curriculum components selected for the study. For example, if selecting VCE units, the delivery and assessment must be consistent with the requirements of the Victorian Curriculum and Assessment Authority (VCAA) as set out in the official VCE study designs.

### **Educational and delivery practices**

The VCAL program is underpinned by the following curriculum principles:

- student-centred approaches and decision making regarding program design, delivery and evaluation
- opportunities for experiential learning and skill development through activities that are structured and sequential in their learning outcomes
- program design that has high relevance to personal strengths and experiences and that is responsive to diverse needs
- program delivery that builds resilience, confidence and self-worth
- learning environments that strengthen connections with the community
- program design that allows students to enter and exit learning programs at each level to pursue a range of pathway options.

The following practices should be considered when planning VCAL learning programs for students.

#### **Negotiating learning programs**

It is important that students are actively involved in negotiating and planning their individual learning program, in particular the VCAL units.

#### **Using flexible delivery modes**

When planning the VCAL learning program, teachers should determine the delivery modes most suited to students' needs and circumstances. Delivery of the VCAL can take place in classrooms, online, in community or workplace settings and may involve workplace or community contexts. VCAL providers will need to ensure that delivery modes for VET/FE units of competency/modules are consistent with any mandatory requirements specified in the relevant accredited curriculum document/training package.

#### **Adopting student-centred teaching practices**

Delivery should be based on student-centred experiential learning activities such as practical hands-on activities, role-plays, case studies, guest speakers and audio-visual presentations. Where possible, teachers should extend the learning experiences beyond the classroom through excursions and field trips and through other applied learning methods, for example integrating the classroom learning with another unit that has an applied or practical focus.

### **Integrating curriculum**

The teaching and learning program for the various VCAL units and VET/FE units of competency/modules that make up the learning program can be integrated. Providers of VCAL are encouraged to integrate the learning outcomes from a number of VCAL units where possible and practicable. The knowledge and skills development that lead to the learning outcomes in one unit, such as a VCAL unit, can be extended by including content drawn from a VET unit of competency/module. Record keeping for each curriculum component should reflect assessment of each learning outcome and/or unit of competency/module.

Programs can be designed to include a thematic or project-based approach. Planning for this includes learning experiences and assessment tasks that are based on integration of learning outcomes. This might include combining the learning outcomes from different curriculum components in the same or different VCAL curriculum strands to reflect the integration of skills and competencies in authentic contexts, such as social or work activities.

### **Teaching/learning strategies**

Strategies adopted should be appropriate to the learning situation and content. Examples of suitable strategies include:

- development of a learning environment where discussion, collaboration and critical reflection can occur
- time management strategies and activities that encourage planning, developing and working to timelines
- small and large group activities where students learn the importance of collaborative involvement
- undertaking out-of-class activities or investigations
- classroom activities
- oral presentations and feedback where students adapt and modify work according to feedback from audience and self-reflection
- listening to guest speakers and critically analysing content
- written essays, reports, reviews that relate to chosen field of study
- production of multimedia and/or web content
- undertaking research projects
- activities to build specific knowledge and technical vocabulary
- critical analysis activities such as questioning; identifying values; identifying missing and misleading information; identifying opinions and facts, what is inferred or implicit.

Other principles that underpin applied learning should also be used. Examples of these are:

- encouraging students to learn through interaction and cooperation – via discussion, asking questions, giving explanations and presentations, and working cooperatively with others
- using a range of materials and resources relevant to the chosen field of study – through out-of-class or classroom-based activities and investigations
- utilising students' backgrounds, interests, knowledge, skills and experiences and connecting these to chosen field of study
- making learning explicit
- developing existing skills and knowledge in chosen field of study
- ensuring that all students experience success and develop confidence through developing and acquiring skills and knowledge
- developing assessment strategies that are appropriate.

### **ASSESSMENT AND REPORTING**

The award of satisfactory achievement for a unit is based on a decision that the student has achieved the learning outcomes specified for the unit. The curriculum components in a VCAL learning program must be assessed in accordance with the requirements and guidelines outlined in the curriculum documents for the units and/or units of competency/modules delivered in the learning program; that is, assessment of:

- VCE units must be in accordance with VCAA requirements in study designs
- VCAL units be in accordance with the assessment and quality requirements of the VCAA
- VET and FE units of competency/modules must be in accordance with the VET accredited curriculum or training package qualification or accredited FE curriculum document and according to the standards of the Australian Quality Training Framework (AQTF).

**Students should be observed to demonstrate competence on more than one occasion and in different contexts to make sure that the assessment is consistent, reliable, fair and equitable.**

A range of assessment methods and task types may be used. These include:

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

Teachers must develop learning programs that provide opportunities for students to achieve the learning outcomes. A holistic approach to the development of skills through project-based activities that integrate the learning outcomes will ensure that students are able to identify and apply these skills within authentic social and working environments.

The VCAL provider coordinates the assessment and collection of results for all curriculum components within the VCAL learning program. The satisfactory completion of curriculum components must be in accordance with the assessment guidelines for the accredited curriculum.

Information about assessment processes and procedures for VCAL units can be found in the [VCAL Unit Assessment Planning Guide](#).

### **Assessment principles for VCAL learning programs**

Assessment within the VCAL should be based on the following principles:

- Assessment tasks/activities should be grounded in a relevant context and not be culturally biased.
- Students should have the opportunity to demonstrate achievement at their own pace.
- Students should be assessed across as wide a range of tasks/activities as possible, in order to increase reliability and validity of assessment. One-off assessment tasks/activities do not provide a reliable and valid measure of competence.
- Instructions for assessment tasks/activities should be clear and explicit. Students must know what is expected and the criteria by which satisfactory completion will be established.
- Time allowed to complete a task should be reasonable and specified and should allow for preparation and reflection as appropriate to the activity. Where the assessment task is linked to a project or activity, the assessment tasks/activities may take place over a number of weeks.
- Assessment tasks/activities should be open-ended and flexible to meet the specific needs of students.
- Assessment should include access to ICT where appropriate to the context of the activity or task.
- Assessment must be valid in terms of context and methods. Assessment must be reliable in showing consistent results over a number of occasions. Assessment must not unduly disadvantage any student and must provide flexibility in the range of methodologies that cater to the needs of individual students.

When assessing students with particular needs, the validity of assessment must be maintained. Flexibility in assessment strategies must be maintained to ensure alternative methods are utilised to allow the demonstration of achievement of learning outcomes without disadvantaging the student.

### Assessment of Integrated Programs

Where possible, assessment in the VCAL should focus on integrated projects/activities. In developing an integrated or holistic approach to VCAL delivery, a number of outcomes from one or more strands can be grouped into logical, assessable activities that take into account project-based or thematic activities.

When designing assessment for an integrated project, there needs to be clearly identifiable assessment activities/tasks for each VCAL unit or VET unit of competency.

An assessment task/s used to demonstrate achievement of one or multiple learning outcomes in one VCAL unit cannot be used to demonstrate achievement in other VCAL unit learning outcomes or competency in a VET unit of competency. For example, an assessment task (within a broader project) used to demonstrate achievement of a number of learning outcomes within a Personal Development Skills unit, cannot be used to demonstrate achievement of learning outcomes in the VCAL Reading and Writing unit.

When an integrated project includes VET units of competency, separate evidence is required to demonstrate competency in the VET units.

Assessment of VCE units must be in accordance with VCE study designs and cannot be integrated with other assessment.

### Assessing students with disabilities

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

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

1. Flexibility in assessment. For example, if a person is unable to communicate by speaking, then an alternative means of communicating may be used to demonstrate achievement of unit learning outcomes normally demonstrated through the spoken word. Similarly, students who are deaf and use sign language to communicate may receive their instruction in sign language and sign their response; those with a physical disability may use a voice synthesiser or communication board. However, while flexibility in relation to assessment methods and assessment tools is encouraged to meet the specific needs of students, the validity and reliability of the assessment must not be compromised in any way.
2. Appropriate VCAL level. The VCAL has three levels:
  - Foundation – high level of teacher support
  - Intermediate – some teacher support but there is an expectation that students will demonstrate independent learning
  - Senior – students work as independent, self-directed learners.

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

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

### Satisfactory completion of VCAL units

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

Satisfactory completion of the VCAL units must be based on evidence that demonstrates that the student has achieved the learning outcomes. The curriculum for the VCAL unit will include learning activities that develop the student's knowledge and skills, as well as instance/s of assessment. When developing an assessment task/activity, teachers/trainers must ensure that it enables students to complete the learning outcome/s.

The elements further describe the learning outcome/s and are a guide to the requirements for satisfying the learning outcomes at the appropriate VCAL level. The learning outcome is achieved when the student demonstrates achievement in all the elements.

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

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

Validation of assessments for VET and FE units of competency/modules will be the responsibility of the relevant Registered Training Organisation (RTO) and will be in accordance with the requirements of the AQTF. These requirements will be set out in the accredited course document.

### Quality assurance of VCAL units

The quality assurance (QA) of VCAL units will ensure that there is a common understanding and consistency among teachers regarding assessment judgements and the design of assessment tools for the three VCAL levels. A shared understanding of learning outcomes, elements and assessment processes and practices will be fostered through the QA process. Information about this process is circulated to VCAL providers by the VCAA in Term 1 of the school year. Information about QA can be found at [www.vcaa.vic.edu.au/Pages/vcal/providers/quality/index.aspx](http://www.vcaa.vic.edu.au/Pages/vcal/providers/quality/index.aspx).

### RECOGNITION OF PRIOR LEARNING

Recognition of prior learning (RPL) is the acknowledgment of skills and knowledge obtained through any combination of formal or informal training, work experience or general life experience. RPL is a process to assess successful completion of VCAL learning outcomes through skills, knowledge and experience gained in other settings besides traditional school programs, for example through part-time work or voluntary involvement in a community organisation. RPL can only be applied to the VCAL Work Related Skills (all levels), VCAL Personal Development Skills (all levels) and VCAL Skills For Further Study – Senior units. Decisions regarding RPL for VCAL Work Related Skills, VCAL Personal Development Skills and VCAL Skills For Further Study – Senior units are the responsibility of the enrolling VCAL provider. Where students have been granted RPL, evidence that demonstrates successful completion of the entire unit learning outcomes must be completed and kept by the VCAL provider.

Information about RPL procedures and processes can be found in the [VCAL Unit Assessment Planning Guide](#).

### VCAL AND STRUCTURED WORKPLACE LEARNING

There is no formal on-the-job training or structured workplace learning requirement within the accredited units of the VCAL. However, if a VET unit of competency/module is used to meet one of the requirements of the VCAL, this VET unit of competency/module may require a structured workplace learning placement.

Structured workplace learning can be used to meet some or all of the learning outcomes of the Work Related Skills units. Schools will need to refer to information on structured workplace learning requirements on the following website: [www.education.vic.gov.au/school/teachers/teachingresources/careers/work/Pages/structuredlearning.aspx](http://www.education.vic.gov.au/school/teachers/teachingresources/careers/work/Pages/structuredlearning.aspx)

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

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

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

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

VCAL providers from the Technical and Further Education (TAFE) and Adult Community Education (ACE) sectors should refer to the [Structured Workplace Learning and Work Experience Arrangements Interim Guidelines for Non-school Providers](#).

**Department of Education and Early Childhood Development (DEECD) resources for school providers**

Work Experience and Structured Workplace Learning

[www.education.vic.gov.au/school/teachers/teachingresources/careers/work/Pages/default.aspx](http://www.education.vic.gov.au/school/teachers/teachingresources/careers/work/Pages/default.aspx)

Job Well Done – Online OHS program for secondary school students with disabilities or impairments undertaking work experience

[www.education.vic.gov.au/school/teachers/teachingresources/careers/work/Pages/welldone.aspx](http://www.education.vic.gov.au/school/teachers/teachingresources/careers/work/Pages/welldone.aspx)

**safe@work program**

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

[www.education.vic.gov.au/school/students/beyond/Pages/swguide.aspx](http://www.education.vic.gov.au/school/students/beyond/Pages/swguide.aspx)

**Other links**

Jobwatch Employment Rights Legal Centre: [www.jobwatch.org.au](http://www.jobwatch.org.au)

**RISK MANAGEMENT AND OCCUPATIONAL HEALTH AND SAFETY**

Consistent with the VCAL principle to ensure curriculum that builds competence and resilience in individuals, including minimising risk factors and enhancing the promotion of protective behaviour of young people, it is incumbent on VCAL providers to ensure that risks are identified, assessed and controlled effectively and to develop appropriate risk control strategies as part of project planning and implementation. VCAL providers should ensure student participation in the risk management process.

Risks include:

- occupational health and safety
- reputation risks (for example, actions by the student that impact negatively on the reputation of the student, the workplace or VCAL provider)
- relationship risks (for example, actions that impact on client or staff relationships)
- property damage and financial risks
- legal risks.

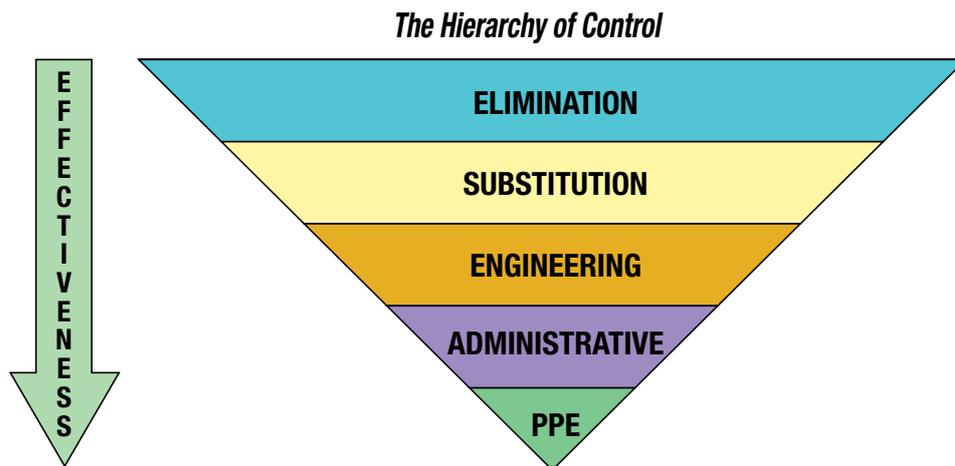
**Occupational Health and Safety (OHS)*****Legislative requirements***

The Victorian *Occupational Health and Safety Act 2004* requires that an employer 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.

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

***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. Projects and activities should be assessed prior to commencement to ensure that any potential physical or psychological OHS risks or hazards are identified and appropriate controls put in place to manage these. Risk controls should be based on the hierarchy of controls.



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 intolerable 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 DEECD's OHS management system provides relevant OHS procedures, forms and guidance, including a generic safe work procedure and risk management form for this purpose. These can be accessed at: [www.education.vic.gov.au/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 DEECD.

### **Duty of care**

The delivery of accredited curriculum within a school setting is governed by legislative and regulatory responsibilities.

Government schools that are VCAL providers must comply with all DEECD rules and regulations for schools. These include circulars sent to principals and school council presidents as well as the guidelines for delivery and implementation of curriculum as outlined in:

- the relevant Ministerial Order
- structured workplace learning manuals produced by the DEECD
- Education (Workplace Learning) Act
- the [School Policy and Advisory Guide](#).

Guidelines for schools for delivery and implementation of structured workplace learning are outlined in Ministerial Order 55. Further information on workplace learning arrangements is available at: [www.education.vic.gov.au/school/teachers/teachingresources/careers/work/pages/structuredlearning.aspx](http://www.education.vic.gov.au/school/teachers/teachingresources/careers/work/pages/structuredlearning.aspx)

### **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 2007

*Dangerous Goods Act 1985*

Dangerous Goods (Storage and Handling) Regulations 2012

*Accident Compensation Act 1985*

Accident Compensation Regulations 2001

*Workers Compensation Act 1958*

#### **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*

#### **Regulations**

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

Occupational Health and Safety Regulations 2007

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

DEECD OHS Management System

[www.education.vic.gov.au/school/principals/management/Pages/healthworksafe.aspx](http://www.education.vic.gov.au/school/principals/management/Pages/healthworksafe.aspx)

DEECD OHS Hazard Guides

[www.education.vic.gov.au/school/principals/management/Pages/hazardmgt.aspx](http://www.education.vic.gov.au/school/principals/management/Pages/hazardmgt.aspx)

WorkSafe and Return to Work

[www.education.vic.gov.au/school/principals/management/Pages/worksafereturntowork.aspx](http://www.education.vic.gov.au/school/principals/management/Pages/worksafereturntowork.aspx)

DEECD OHS Advisory Service 1300 074 715

[www.education.vic.gov.au/school/principals/management/Pages/ohsworksafecontacts.aspx](http://www.education.vic.gov.au/school/principals/management/Pages/ohsworksafecontacts.aspx)

### Useful web links

Legislation (where you can download copies of the legislation such as the OHS Act 2004)

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

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

[www.safeworkaustralia.gov.au](http://www.safeworkaustralia.gov.au)

### WorkSafe Victoria

General WorkSafe site

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

A site that is specifically designed for Health and Safety Representatives. Students and teachers can subscribe to the newsletters

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

A site that provides daily updates regarding OHS

[www.worksafenews.com.au/](http://www.worksafenews.com.au/)

WorkSafe Victoria videos of advertisements and other campaigns on YouTube

[www.youtube.com/user/worksafevictoria](http://www.youtube.com/user/worksafevictoria)

Facebook

[www.facebook.com/worksafevictoria](http://www.facebook.com/worksafevictoria)

Twitter

#WorkSafe\_Vic

Young Workers

[www.worksafe.vic.gov.au/safety-and-prevention/health-and-safety-topics/young-workers](http://www.worksafe.vic.gov.au/safety-and-prevention/health-and-safety-topics/young-workers)

Summary of the OHS Act 2004

[www.worksafe.vic.gov.au/forms-and-publications/forms-and-publications/occupational-health-and-safety-act-2004-summary](http://www.worksafe.vic.gov.au/forms-and-publications/forms-and-publications/occupational-health-and-safety-act-2004-summary)

Controlling OHS Hazards and Risks – a Workplace Handbook

[www.worksafe.vic.gov.au/forms-and-publications/forms-and-publications/controlling-ohs-hazards-and-risks-a-workplace-handbook](http://www.worksafe.vic.gov.au/forms-and-publications/forms-and-publications/controlling-ohs-hazards-and-risks-a-workplace-handbook)

Consultation on Health and Safety

[www.worksafe.vic.gov.au/forms-and-publications/forms-and-publications/consultation-on-health-and-safety-a-handbook-for-workplaces](http://www.worksafe.vic.gov.au/forms-and-publications/forms-and-publications/consultation-on-health-and-safety-a-handbook-for-workplaces)

Employee Representation (explains HSRs)

[www.worksafe.vic.gov.au/forms-and-publications/forms-and-publications/employee-representation](http://www.worksafe.vic.gov.au/forms-and-publications/forms-and-publications/employee-representation)

Job Safety Analysis Worksheet

[www.worksafe.vic.gov.au/forms-and-publications/forms-and-publications/job-safety-analysis-worksheet-ja](http://www.worksafe.vic.gov.au/forms-and-publications/forms-and-publications/job-safety-analysis-worksheet-ja)

Workplace Bullying

[www.worksafe.vic.gov.au/forms-and-publications/forms-and-publications/preventing-and-responding-to-bullying-at-work](http://www.worksafe.vic.gov.au/forms-and-publications/forms-and-publications/preventing-and-responding-to-bullying-at-work)

Injury Hotspots (Statistics for use by teachers in class)

[www.worksafe.vic.gov.au/safety-and-prevention/injury-hotspots-statistics-and-solutions](http://www.worksafe.vic.gov.au/safety-and-prevention/injury-hotspots-statistics-and-solutions)

OHS in Schools – A practical guide for school leaders (for the teacher rather than the student)

[www.worksafe.vic.gov.au/forms-and-publications/forms-and-publications/ohs-in-schools-a-practical-guide-for-school-leaders](http://www.worksafe.vic.gov.au/forms-and-publications/forms-and-publications/ohs-in-schools-a-practical-guide-for-school-leaders)

A page about workplace inspections with videos of inspectors talking

[www.worksafe.vic.gov.au/safety-and-prevention/workplace-inspections/do-your-own-inspection](http://www.worksafe.vic.gov.au/safety-and-prevention/workplace-inspections/do-your-own-inspection)

Officewise – useful for those working in an office environment

[www.worksafe.vic.gov.au/forms-and-publications/forms-and-publications/officewise-a-guide-to-health-and-safety-in-the-office](http://www.worksafe.vic.gov.au/forms-and-publications/forms-and-publications/officewise-a-guide-to-health-and-safety-in-the-office)

JobWatch Employment Rights Legal Centre

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

Workplace Health and Safety Resource for Young Workers and Teachers

[www.safe-t1.net.au](http://www.safe-t1.net.au)



## Section 2: VCAL Industry Specific Skills Strand

### PURPOSE STATEMENT

The purpose of the Industry Specific Skills Strand is to enable the development of skills, knowledge and attributes related to one or more vocational contexts in preparation for progression to further learning or employment. While specific VET units can be curriculum components of this strand, the learning program should focus on vocational contexts in order for learners to make informed choices as to the pathway options available to them through the VCE, VET, FE and employment.

The Industry Specific Skills purpose statement gives guidance in selecting appropriate accredited curriculum.

There are no VCAL units within the Industry Specific Skills Strand. At Intermediate and Senior level of the VCAL, curriculum selected for this strand must be drawn from nationally recognised VET qualifications such as state accredited curriculum or Training Packages. At Foundation level, curriculum can be drawn from nationally recognised certificates or training package qualifications or a selected VCE unit that has a vocational focus, for example, VCE Product Design and Technology. Further information is provided in the current [VCE and VCAL Administrative Handbook](#).

The curriculum selected for the Industry Specific Skills Strand must, however, be consistent with the purpose statement of this strand. Through aligning curriculum with the purpose statement, the learning program will provide vocational skills development and experiences that are important for the vocational and employability outcomes of the VCAL.

Curriculum selected for the learning program should also provide a range of experiences within a particular industry sector to help students make informed decisions for future pathway choices and to promote the students' employability skills. It is not specifically intended that students will graduate as qualified in an occupational area, but that they will have gained highly relevant experience and developed employability skills for an industry sector.

Curriculum selected for this strand can include:

- selected VCE units such as Product Design and Technology units (in Foundation level only)
- VCE VET programs
- a combination of selected and completed VET modules/units of competency that are in total 90 nominal hours.

### Aims

Study in this strand is designed to:

- develop key knowledge and skills in a vocational context that assists the student in making informed choices regarding further learning and/or employment
- provide vocational experiences relevant to student interests and abilities
- provide pathways to further study into higher level VCAL, VCE or VET courses.

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

Students must successfully complete a minimum of one credit in the Industry Specific Skills Strand to meet the minimum VCAL course requirements. One credit will be given for the successful completion of accredited vocational education and training units of competency/modules that total 90 nominal hours. This could include, for example, three completed 30-hour units of competency/modules or one completed 90-hour unit of competency/module. If a student partially completes a VET unit of competency/module, for example, 90 hours of a 150-hour unit of competency, they will receive no credit towards the VCAL.

At Foundation level, students can gain a credit in the Industry Specific Skills Strand for selected VCE units. Further information is provided in the current *VCE and VCAL Administrative Handbook*.

**Assessment**

Delivery and assessment must be in accordance with the requirements of the individual curriculum components selected for the study. For example, if selecting a unit of competency from Certificate II in Hospitality, the unit must be delivered by an appropriately qualified person in accordance with the delivery and assessment requirements of the AQTF.

Guidance about meeting the formal requirements for the delivery and assessment of VET will be provided by the RTO that is delivering or auspicising the program.

VCE VET programs selected for inclusion in a VCAL learning program must be delivered and assessed in accordance with VCAA requirements. VCAL providers should refer to the relevant VCE VET program booklets and the current *VCE and VCAL Administrative Handbook* for further information.

Additional advice regarding the requirements for the delivery and assessment of VET qualifications can be found on the [Australian Skills Quality Authority](#) website and the [Victorian Registration and Qualifications Authority](#) website.

Further information is provided in Section 1 of this publication and the *VCAL Unit Assessment Planning Guide* available on the VCAA website.



## Section 3: VCAL Work Related Skills Strand

### PURPOSE STATEMENT

The purpose of the Work Related Skills Strand is to develop employability skills, knowledge and attributes valued within community and work environments as a preparation for employment. The development of employability skills within this strand provides learners with a capacity to consider and choose from the range of pathways. The development of Occupational Health and Safety (OHS) knowledge provides learners with the necessary preparation for the workplace.

#### Rationale

The Work Related Skills units have been developed to recognise learning that is valued within community and work environments as preparation for employment. Locally developed programs that use different social and work contexts to develop the interests and employability skills of young people can be selected for inclusion in the Work Related Skills units.

#### Aims

The Work Related Skills units are designed to:

- integrate learning about work skills with prior knowledge and experiences
- enhance the development of employability skills through work-related contexts
- develop critical thinking skills that apply to problem solving in work contexts
- develop planning and work-related organisational skills
- develop OHS awareness
- develop and apply transferable skills for work-related contexts.

Curriculum selected for this strand can include:

- VCAL units
- VCE units aligned to the Work Related Skills Strand
- VCE VET units
- selected accredited FE modules or certificates
- nationally accredited VET modules/units of competency.

The following two frameworks have informed the development of these VCAL units.

#### Employability Skills Framework

The Employability Skills Framework was developed in 2002 as part of a large national project, 'Employability Skills for the Future Project'. The project drew on and synthesised work conducted since the Mayer Key Competencies (1992) were developed and implemented. Employability skills contain key personal attributes and skills seen as being important for young people (entry-level employees) entering the workforce and for existing employees in a global and knowledge economy.

The Employability Skills Framework identifies a set of personal attributes and a set of employability skills that are both seen as equally important in contributing to overall employability. The mix and priority of these skills will vary across jobs.

**Employability Skills Framework**

<b>Personal attributes</b>	
<ul style="list-style-type: none"> <li>loyalty</li> <li>commitment</li> <li>honesty and integrity</li> <li>enthusiasm</li> <li>reliability</li> <li>personal presentation</li> <li>common sense</li> <li>positive self-esteem</li> <li>sense of humour</li> <li>balanced attitude to work and home life</li> <li>ability to deal with pressure</li> <li>motivation</li> <li>adaptability</li> </ul>	
<b>Key Skills</b>	
Communication	skills that contribute to productive and harmonious relations between employees and customers
Team work	skills that contribute to productive working relationships and outcomes
Problem-solving	skills that contribute to productive outcomes
Initiative and enterprise	skills that contribute to innovative outcomes
Planning and organising	skills that contribute to long-term and short-term strategic planning
Self-management	skills that contribute to employee satisfaction and growth
Learning	skills that contribute to ongoing improvement and expansion in employee and company operations and outcomes
Technology	skills that contribute to effective execution of tasks

The Employability Skills that are the basis of the Work Related Skills units are as follows:

<b>Skill</b>	<b>Element (facets of the skill that employers identified as important, noting that the mix and priority of these facets would vary from job to job)</b>
Communication that contributes to productive and harmonious relations between employees and customers	<ul style="list-style-type: none"> <li>Listening and understanding</li> <li>Speaking clearly and directly</li> <li>Writing to the needs of the audience</li> <li>Negotiating responsively</li> <li>Reading independently</li> <li>Empathising</li> <li>Using numeracy effectively</li> <li>Understanding the needs of internal and external customers</li> <li>Persuading effectively</li> <li>Establishing and using networks</li> <li>Being assertive</li> <li>Sharing information</li> <li>Speaking and writing in languages other than English</li> </ul>
Teamwork that contributes to productive working relationships and outcomes	<ul style="list-style-type: none"> <li>Working with people of different ages, gender, race, religion or political persuasion</li> <li>Working as an individual and as a member of a team</li> <li>Knowing how to define a role as part of a team</li> <li>Applying teamwork skills to a range of situations, e.g. futures planning, crisis problem solving</li> <li>Identifying the strengths of team members</li> <li>Coaching, mentoring and giving feedback</li> </ul>
Problem solving that contributes to productive outcomes	<ul style="list-style-type: none"> <li>Developing creative, innovative solutions</li> <li>Developing practical solutions</li> <li>Showing independence and initiative in identifying problems and solving them</li> <li>Solving problems in teams</li> <li>Applying a range of strategies to problem solving</li> <li>Using mathematics including budgeting and financial management to solve problems</li> <li>Applying problem-solving strategies across a range of areas</li> <li>Testing assumptions taking the context of data and circumstances into account</li> <li>Resolving customer concerns in relation to complex project issues</li> </ul>

Skill	Element (facets of the skill that employers identified as important, noting that the mix and priority of these facets would vary from job to job)
Initiative and enterprise that contribute to innovative outcomes	<ul style="list-style-type: none"> <li>• Adapting to new situations</li> <li>• Developing a strategic, creative, long-term vision</li> <li>• Being creative</li> <li>• Identifying opportunities not obvious to others</li> <li>• Translating ideas into action</li> <li>• Generating a range of options</li> <li>• Initiating innovative solutions</li> </ul>
Planning and organising that contribute to long-term and short-term strategic planning	<ul style="list-style-type: none"> <li>• Managing time and priorities – setting timelines, coordinating tasks for self and with others</li> <li>• Being resourceful</li> <li>• Taking initiative and making decisions</li> <li>• Adapting resource allocations to cope with contingencies</li> <li>• Establishing clear project goals and deliverables</li> <li>• Allocating people and other resources to tasks</li> <li>• Planning the use of resources including time management</li> <li>• Participating in continuous improvement and planning processes</li> <li>• Developing a vision and a proactive plan to accompany it</li> <li>• Predicting – weighing up risk, evaluating alternatives and applying evaluation criteria</li> <li>• Collecting, analysing and organising information</li> <li>• Understanding basic business systems and their relationships</li> </ul>
Self-management that contributes to employee satisfaction and growth	<ul style="list-style-type: none"> <li>• Having a personal vision and goals</li> <li>• Evaluating and monitoring own performance</li> <li>• Having knowledge and confidence in own ideas and vision</li> <li>• Articulating own ideas and vision</li> <li>• Taking responsibility</li> </ul>
Learning that contributes to ongoing improvement and expansion in employee and company operations and outcomes	<ul style="list-style-type: none"> <li>• Managing own learning</li> <li>• Contributing to the learning community at the workplace</li> <li>• Using a range of mediums to learn – mentoring, peer support, networking, information technology (IT), courses</li> <li>• Applying learning to ‘technical’ issues (e.g. learning about products) and ‘people’ issues (e.g. interpersonal and cultural aspects of work)</li> <li>• Having enthusiasm for ongoing learning</li> <li>• Being willing to learn in any setting – on and off the job</li> <li>• Being open to new ideas and techniques</li> <li>• Being prepared to invest time and effort in learning new skills</li> <li>• Acknowledging the need to learn in order to accommodate change</li> </ul>
Technology that contributes to effective execution of tasks	<ul style="list-style-type: none"> <li>• Having a range of basic IT skills</li> <li>• Applying IT as a management tool</li> <li>• Using IT to organise data</li> <li>• Being willing to learn new IT skills</li> <li>• Having the occupational health and safety knowledge to apply technology</li> <li>• Having the appropriate physical capacity</li> </ul>

Employability skills involve knowledge and understanding that needs to be applied and integrated to achieve a purpose or complete a task at different levels of complexity. Employability skills also reflect personal attributes valued by employers including motivation, adaptability, enthusiasm, relationship management and work ethics. Skills in occupational health and safety and environment are also considered essential work-related skills.

Employability skills do not replace subject knowledge. Rather, they help young people develop and transfer knowledge and skills within and between varieties of contexts. Employability skills focus on how to transform knowledge and skills from one situation in order to usefully reapply them in different contexts.

Skills in establishing and maintaining a working environment that is healthy and safe so far as is practicable are also considered essential work-related skills.

### Core Skills for Work Developmental Framework

The Core Skills for Work Developmental Framework describes a set of non-technical skills, knowledge and understandings that underpin successful participation in work. This set of non-technical skills, often referred to as generic or employability skills, contribute to work performance in combination with technical or discipline-specific skills and core language, literacy and numeracy skills (Core Skills for Work Framework 2012).

Further information is available at:

[www.innovation.gov.au/Skills/CoreSkillsForWorkFramework/Pages/default.aspx](http://www.innovation.gov.au/Skills/CoreSkillsForWorkFramework/Pages/default.aspx)

[www.ithacagroup.com.au/wp-content/uploads/2012/08/draft-core-skills-for-work-frxamework-for-working-sessions.pdf](http://www.ithacagroup.com.au/wp-content/uploads/2012/08/draft-core-skills-for-work-frxamework-for-working-sessions.pdf)

### VCAL WORK RELATED SKILLS UNITS

VCAL Work Related Skills units have been designed to provide learning outcomes against which locally developed programs can be mapped, at the same time meeting the purpose of the strand. The development of VCAL units for the Work Related Skills Strand recognises the importance of applying knowledge and skills within different social and work contexts.

The VCAL Work Related Skills units are:

- WRS011 Work Related Skills Unit 1 (Foundation)
- WRS012 Work Related Skills Unit 2 (Foundation)
- WRS021 Work Related Skills Unit 1 (Intermediate)
- WRS022 Work Related Skills Unit 2 (Intermediate)
- WRS031 Work Related Skills Unit 1 (Senior)
- WRS032 Work Related Skills Unit 2 (Senior)

### Structure

The Work Related Skills units are designed at three levels: Foundation, Intermediate and Senior. Two units exist at each level.

The Work Related Skills units at each level reflect the progression in skills, knowledge and attributes related to work. For example:

- at Foundation level, a ‘basic work-related activity’ means a single or basic grouping of activities at Certificate I level, conducted under close supervision with access to high levels of direction and support
- at Intermediate level, a ‘work-related activity’ involves work undertaken at Certificate I/II level conducted under supervision and reasonably autonomous in regard to planning and work activities
- at Senior level, a ‘complex work-related project’ involves work undertaken at Certificate II/III level, conducted under supervision and autonomous in regard to planning and work activities.

The requirements of the Work Related Skills Strand can be met in a number of ways, including VET/FE programs, School Based Apprenticeships and Traineeships (SBAT), VCAL Work Related Skills units and selected VCE units as outlined in the current [VCE and VCAL Administrative Handbook](#).

Providers may also use a number of work-related activities, for example, part-time work, structured workplace learning or on-the-job learning (as part of an SBAT), to meet some or all of the learning outcomes of the VCAL Work Related Skills units. However, they must ensure that students are able to demonstrate competence in all the learning outcomes of the VCAL Work Related Skills unit. Where the above work-related activities do not provide an opportunity for a student to demonstrate competence in all the learning outcomes, a combination of simulated or classroom activities can be used to meet the remaining learning outcomes.

### Unit information

#### ***Work Related Skills Unit 1***

Work Related Skills Unit 1 at each VCAL level is designed to achieve learning outcomes important for OHS and the development of career goals.

#### ***Work Related Skills Unit 2***

Work Related Skills Unit 2 at each VCAL level is designed to achieve learning outcomes important for work-related skills, employability skills and career goals.

**Entry**

There are no prerequisites for entry to VCAL units.

**Duration**

Each VCAL unit involves 100 nominal hours of scheduled and unscheduled learning.

**Monitoring for quality**

Guidelines and procedures for the review of VCAL will be consistent with policies and procedures of the VCAA. Quality assurance of VCAL units will be through a QA process.

**Delivery**

Delivery is based on applied learning linked to community, work or school activities. Delivery will be determined by curriculum developed for the achievement of the Work Related Skills Unit learning outcomes and can include structured workplace learning, part-time work, an SBAT and careers and enterprise education. VCAL providers will need to ensure that students will have opportunities to develop and demonstrate achievement of the VCAL unit learning outcomes during the learning program, e.g. the structured workplace learning arrangement.

**Assessment and reporting**

The assessment task can include one or more learning outcomes and must be designed to enable achievement of the learning outcomes at the appropriate award level. The appropriate level of VCAL units should be determined by the level of teacher support and the complexity of the literacy skills that the student would need to apply.

Where possible, assessment in the VCAL should focus on integrated projects/activities. In developing an integrated or holistic approach to VCAL delivery, a number of outcomes from one or more strands can be grouped into logical, assessable activities that take into account project-based or thematic activities.

When designing assessment for an integrated project, there needs to be clearly identifiable assessment activities/tasks for each VCAL unit or VET unit of competency.

An assessment task/s used to demonstrate achievement of one or multiple learning outcomes in one VCAL unit cannot be used to demonstrate achievement in other VCAL unit learning outcomes or competency in a VET unit of competency. For example, an assessment task (within a broader project) used to demonstrate achievement of a number of learning outcomes within a Personal Development Skills unit, cannot be used to demonstrate achievement of learning outcomes in the VCAL Reading and Writing unit.

All elements for each learning outcome must be met in the one assessment task/activity/project and may be assessed as one or with other learning outcomes. It is recommended that holistic assessment be used where appropriate through project-based activities in social settings and/or simulated work environments that integrate the learning outcomes.

Further information is provided in Section 1 of this publication and the [VCAL Unit Assessment Planning Guide](#).



## Section 4: Unit Information

### WORK RELATED SKILLS FOUNDATION UNIT 1

#### Nominal duration

100 hours

#### Unit purpose

The purpose of this unit is to focus on the development of basic/introductory knowledge and skills in order to provide the necessary OHS preparation for the workplace.

#### Content summary

The Work Related Skills units have been developed to recognise learning that is valued within community and work environments as preparation for employment. Locally developed programs that use different social and work contexts to develop interests and employability skills and an understanding of OHS can be selected for inclusion in this Work Related Skills unit.

Content will be selected for the achievement of the learning outcomes by the school or education provider. VCAL programs may include content from accredited and non-accredited curriculum, for example TAFE Taster programs. Teachers must ensure that these programs meet the learning outcomes of the Work Related Skills units.

#### Learning outcomes

Students must demonstrate competence in all six learning outcomes.

#### *Context of the Learning outcomes*

At Foundation level, a 'basic work-related activity' means a single or basic grouping of activities at Certificate I level conducted under close supervision with access to high levels of direction and support.

In this unit there is a focus on the development of knowledge regarding OHS in the workplace.

### LEARNING OUTCOME 1

**Learn about a selected workplace or industry setting.**

#### Elements

The elements are demonstrated when the student can:

- 1.1 explore a selected workplace or industry area using a minimum of three different information sources
- 1.2 identify different employment opportunities available within the selected workplace or industry
- 1.3 describe career opportunities in the selected workplace or industry
- 1.4 describe a career pathway within the selected workplace or industry, including appropriate skills, attributes and/or qualification requirements
- 1.5 describe basic conditions of employment.

**LEARNING OUTCOME 2****Identify OHS roles and responsibilities of persons within a workplace context.****Elements**

The elements are demonstrated when the student can:

- 2.1 identify the OHS roles and responsibilities of employers
- 2.2 identify the OHS roles and responsibilities of employees
- 2.3 identify the OHS roles and responsibilities of visitors and/or volunteers
- 2.4 identify the role of the health and safety representatives (HSRs).

**LEARNING OUTCOME 3****Identify OHS problems that may arise in the workplace.****Elements**

The elements are demonstrated when the student can:

- 3.1 discuss the importance of providing OHS information to employees in the workplace
- 3.2 identify and describe a basic work-related problem with OHS implications
- 3.3 identify and describe possible solutions to the OHS problem
- 3.4 describe the process undertaken to solve the problem to a relevant supervisor.

**LEARNING OUTCOME 4****Plan and organise a basic work-related activity that meets OHS procedures.****Elements**

The elements are demonstrated when the student can:

- 4.1 identify OHS information, signs and symbols used in a work environment
- 4.2 identify safety hazards and risks for a basic work-related activity
- 4.3 describe appropriate hazard control measures for the tasks
- 4.4 organise and complete a basic work-related activity that complies with OHS procedures
- 4.5 describe OHS procedures in a workplace context, including an emergency procedure and strategies to prevent injuries
- 4.6 complete a review of the work-related activity.

**LEARNING OUTCOME 5****Work in a team to complete a safe work procedure for a basic work-related activity.****Elements**

The elements are demonstrated when the student can:

- 5.1 identify and allocate roles and levels of responsibility in relation to the safe work procedure
- 5.2 work in a team to plan a safe procedure for a basic work-related activity
- 5.3 discuss the benefits of team work in developing and implementing safe work procedures
- 5.4 work with others, including the supervisor, to achieve objectives within agreed timeframes
- 5.5 review completed basic work-related activity to ensure planned outcomes have been achieved.

## LEARNING OUTCOME 6

**Use information and communications technology and other technology in relation to a basic work-related activity.**

### Elements

The elements are demonstrated when the student can:

- 6.1 identify what information and communications technology and other technology is required for a basic work-related activity
- 6.2 use appropriate information and communications technology and other technology for a basic work-related activity
- 6.3 understand the social and ethical considerations for the responsible use of information and communications technology and other technology within the basic work-related activity
- 6.4 review the effectiveness of information and communications technology and other technology in the basic work-related activity.

### ASSESSMENT

Assessment can occur at any time during the unit when the teacher/trainer is confident that the student is likely to be able to demonstrate successful performance. To receive an S in this unit, students must show competence in all six learning outcomes through satisfactory demonstration of all the elements.

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

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

When designing assessment for an integrated project, there needs to be clearly identifiable assessment activities/tasks for each VCAL unit or VET unit of competency.

An assessment task/s used to demonstrate achievement of one or multiple learning outcomes in one VCAL unit cannot be used to demonstrate achievement in other VCAL unit learning outcomes or competency in a VET unit of competency. For example, an assessment task (within a broader project) used to demonstrate achievement of a number of learning outcomes within a Personal Development Skills unit, cannot be used to demonstrate achievement of learning outcomes in the VCAL Reading and Writing unit.

Further information is provided in Section 1 of this publication and the [VCAL Unit Assessment Planning Guide](#).

## WORK RELATED SKILLS FOUNDATION UNIT 2

### Nominal duration

100 hours

### Unit purpose

This unit provides a focus for the development of work-related and pre-vocational skills in the context of practical work-related experiences, through:

- integrating new learning about work skills with prior knowledge and experiences
- enhancing the development of employability skills through work-related contexts
- developing basic critical thinking skills that apply to problem solving in work situations
- developing basic planning and work-related organisational skills
- developing transferable skills for work-related contexts.

### **Content summary**

The Work Related Skills units have been developed to recognise learning that is valued within community and work environments as preparation for employment. Locally developed programs that use different social and work contexts to develop interests and employability skills can be selected for inclusion in the Work Related Skills units.

Content will be selected for the achievement of the learning outcomes by the school or educational provider. VCAL programs may include content from accredited and non-accredited curriculum, for example TAFE Taster programs. Teachers must ensure that these programs meet the learning outcomes of the Work Related Skills units.

Content can include a structured workplace learning placement and on-the-job learning/training but must enable the achievement of the Work Related Skills unit learning outcomes.

### **Learning outcomes**

Students must show competence in all six learning outcomes.

#### ***Context of the learning outcomes***

At Foundation level, a 'basic work-related activity' means a single or basic grouping of activities at Certificate I level conducted under close supervision with access to high levels of direction and support.

In this unit there is a strong focus on the development of employability skills.

### **LEARNING OUTCOME 1**

#### **Prepare for a basic work-related activity.**

##### **Elements**

The elements are demonstrated when the student can:

- 1.1 follow task guidelines for the collection, analysis and organisation of information about a basic work-related activity
- 1.2 organise and record information from appropriate sources
- 1.3 check information for completeness and accuracy.

### **LEARNING OUTCOME 2**

#### **Communicate basic work-related ideas and information.**

##### **Elements**

The elements are demonstrated when the student can:

- 2.1 participate in appropriate oral and written communication related to work
- 2.2 communicate clearly so that information is understood
- 2.3 check content and format for accuracy.

### **LEARNING OUTCOME 3**

#### **Plan, organise and manage a basic work-related activity.**

##### **Elements**

The elements are demonstrated when the student can:

- 3.1 establish steps for a basic work-related activity
- 3.2 organise and manage the basic work-related activity
- 3.3 review the effectiveness of the basic work-related activity.

**LEARNING OUTCOME 4**

**Identify and take measures to solve a problem relevant to a basic work-related activity.**

**Elements**

The elements are demonstrated when the student can:

- 4.1 identify a basic work-related problem
- 4.2 suggest solutions to solve the basic work-related problem
- 4.3 participate in the problem-solving process
- 4.4 review the problem-solving process.

**LEARNING OUTCOME 5**

**Work in a team to complete a basic work-related activity.**

**Elements**

The elements are demonstrated when the student can:

- 5.1 identify different roles within a team
- 5.2 work in a team to carry out a basic work-related activity within agreed timeframes
- 5.3 discuss the benefits of working in a team
- 5.4 review the effectiveness of the team.

**LEARNING OUTCOME 6**

**Use information and communications technology and other technology in relation to a basic work-related activity.**

**Elements**

The elements are demonstrated when the student can:

- 6.1 identify what information and communications technology and other technology is required for a basic work-related activity
- 6.2 use appropriate information and communications technology and other technology
- 6.3 understand the social and ethical considerations for the responsible use of information and communications technology and other technology within the basic work-related activity
- 6.4 review the effectiveness of information and communications technology and other technology in the basic work-related activity.

**ASSESSMENT**

Assessment can occur at any time during the unit when the teacher/trainer is confident that the student is likely to be able to demonstrate successful performance. To receive an 'S' in this unit, students must show competence in all six learning outcomes through satisfactory demonstration of all elements.

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

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

When designing assessment for an integrated project, there needs to be clearly identifiable assessment activities/tasks for each VCAL unit or VET unit of competency.

An assessment task/s used to demonstrate achievement of one or multiple learning outcomes in one VCAL unit cannot be used to demonstrate achievement in other VCAL unit learning outcomes or competency in a VET unit of competency. For example, an assessment task (within a broader project) used to demonstrate achievement of a number of learning outcomes within a Personal Development Skills unit, cannot be used to demonstrate achievement of learning outcomes in the VCAL Reading and Writing unit.

Further information is provided in Section 1 of this publication and the [VCAL Unit Assessment Planning Guide](#).

## WORK RELATED SKILLS INTERMEDIATE UNIT 1

### Nominal duration

100 hours

### Unit purpose

The purpose of this unit is to provide a focus for more complex development of appropriate skills and knowledge in order to provide the necessary OHS preparation for the workplace.

### Content summary

The Work Related Skills units have been developed to recognise learning that is valued within community and work environments as preparation for employment. Locally developed programs that use different social and work contexts to develop interests and employability skills can be selected for inclusion in the Work Related Skills units.

Content will be selected for the achievement of the learning outcomes by the school or educational provider. VCAL programs may include content from accredited and non-accredited curriculum, for example TAFE Taster programs. Teachers must ensure that these programs meet the learning outcomes of the Work Related Skills units.

### Learning outcomes

Students must show competence in all six learning outcomes.

#### *Context of the learning outcomes*

At Intermediate level, a 'work-related activity' involves work undertaken at Certificate I/II level conducted under supervision and reasonably autonomous in regard to planning and work activities.

In this unit there is a strong focus on the development of knowledge regarding OHS in the workplace.

### LEARNING OUTCOME 1

#### **Learn about conditions and entitlements of a specific industry.**

##### **Elements**

The elements are demonstrated when the student can:

- 1.1 research wage entitlements for an entry-level position
- 1.2 describe workplace conditions and employee entitlements
- 1.3 describe the purpose of workplace agreements
- 1.4 describe the role of organisations representing workers in the workplace.

### LEARNING OUTCOME 2

#### **Obtain and communicate information in response to a work-related OHS issue.**

##### **Elements**

The elements are demonstrated when the student can:

- 2.1 research information for a work-related OHS issue
- 2.2 describe the findings of the OHS research
- 2.3 communicate the results of the OHS findings
- 2.4 undertake a review process incorporating feedback.

**LEARNING OUTCOME 3****Develop knowledge and understanding of OHS in a work-related context.****Elements**

The elements are demonstrated when the student can:

- 3.1 research employee rights and responsibilities regarding OHS
- 3.2 identify correct processes for raising OHS issues
- 3.3 describe the role of the health and safety representative (HSR) in the workplace
- 3.4 research and identify safe operating procedures in the workplace.

**LEARNING OUTCOME 4****Identify workplace safety hazards.****Elements**

The elements are demonstrated when the student can:

- 4.1 identify common safety hazards in the workplace
- 4.2 develop a risk assessment plan
- 4.3 determine possible options to ensure OHS risks are controlled and procedures are understood and followed
- 4.4 communicate safety concern/s to supervisor and/or health and safety personnel.

**LEARNING OUTCOME 5****Work in a team to follow safe work procedures within a work-related activity.****Elements**

The elements are demonstrated when the student can:

- 5.1 develop a common set of goals to achieve a safe work environment
- 5.2 identify safe work procedures and tasks required by the team to achieve agreed goals
- 5.3 work with others to implement safe work procedures
- 5.4 undertake a review process incorporating feedback.

**LEARNING OUTCOME 6****Use information and communications technology and other technology in relation to a work-related activity.****Elements**

The elements are demonstrated when the student can:

- 6.1 identify what information and communications technology and other technology is required for a work-related activity
- 6.2 use a range of information and communications technology and other technology for a work-related activity
- 6.3 identify the social and ethical considerations for the responsible use of information and communications technology and other technology within the work-related activity
- 6.4 review the effectiveness of information and communications technology and other technology in the work-related activity.

**ASSESSMENT**

Assessment can occur at any time during the unit when the teacher/trainer is confident that the student is likely to be able to demonstrate successful performance. To receive an 'S' in this unit, students must show competence in all six learning outcomes through satisfactory demonstration of all elements.

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

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Further information is provided in Section 1 of this publication and the [VCAL Unit Assessment Planning Guide](#).

## WORK RELATED SKILLS INTERMEDIATE UNIT 2

### Nominal duration

100 hours

### Unit purpose

This unit provides a focus for the development of work-related and vocational skills in a context appropriate to the task through:

- integrating more complex learning about work-related skills with prior knowledge and experiences
- enhancing the development of employability skills at a more complex level in relevant work-related contexts
- developing more complex critical thinking skills that can be applied to work-related problem-solving situations
- developing more complex work-related planning and organisational skills that incorporate evaluation and review
- developing more complex work-related skills, which can be transferred to other work contexts.

### Content summary

The Work Related Skills units have been developed to recognise learning that is valued within community and work environments as preparation for employment. Locally developed programs that use different social and work contexts to develop interests and employability skills can be selected for inclusion in the Work Related Skills units.

Content will be selected for the achievement of the learning outcomes by the school or educational provider. VCAL programs may include content from accredited and non-accredited curriculum, for example TAFE Taster programs. Teachers must ensure that these programs meet the learning outcomes of the Work Related Skills units.

Content can include structured workplace learning and on-the-job learning/training but must enable the achievement of the Work Related Skills unit learning outcomes.

### Learning outcomes

Students must show competence in all six learning outcomes.

### Context of the learning outcomes

At Intermediate level, a 'work-related activity' involves work undertaken at Certificate I/II level conducted under supervision and reasonably autonomous in regard to planning and work activities.

In this unit there is a strong focus on the development of employability skills.

**LEARNING OUTCOME 1****Research information for a work-related activity.****Elements**

The elements are demonstrated when the student can:

- 1.1 identify and collect information required for the work-related activity
- 1.2 access and record information from a variety of sources
- 1.3 organise information relevant to the work-related activity
- 1.4 analyse information for relevance and accuracy.

**LEARNING OUTCOME 2****Communicate information and ideas for a work-related activity.****Elements**

The elements are demonstrated when the student can:

- 2.1 research a range of communication methods
- 2.2 select communication methods for intended audience/s
- 2.3 use appropriate language and format to communicate effectively
- 2.4 undertake a review process incorporating feedback.

**LEARNING OUTCOME 3****Plan, organise and manage a work-related activity.****Elements**

The elements are demonstrated when the student can:

- 3.1 develop a plan for a work-related activity
- 3.2 demonstrate self-management skills in the work-related activity
- 3.3 organise and manage priorities and resources for a work-related activity
- 3.4 seek feedback to evaluate performance related to a work-related activity.

**LEARNING OUTCOME 4****Identify and solve common work-related problems.****Elements**

The elements are demonstrated when the student can:

- 4.1 identify a range of commonly occurring problems in the workplace
- 4.2 develop appropriate strategies and processes to solve work-related problems
- 4.3 document and present potential solutions to relevant supervisor.

**LEARNING OUTCOME 5****Work in teams to undertake a work-related activity.****Elements**

The elements are demonstrated when the student can:

- 5.1 identify individual and team roles and responsibilities
- 5.2 manage own tasks within team activity
- 5.3 work in a team to complete a work-related activity
- 5.4 seek feedback and review completed activity.

## LEARNING OUTCOME 6

### Use information and communications technology and other technology in relation to a work-related activity.

#### Elements

The elements are demonstrated when the student can:

- 6.1 identify what information and communications technology and other technology is required for a work-related activity
- 6.2 use a range of information and communications technology and other technology for a work-related activity
- 6.3 identify the social and ethical considerations for the responsible use of information and communications technology and other technology within the work-related activity
- 6.4 review the use of information and communications technology and other technology in the work-related activity.

#### ASSESSMENT

Assessment can occur at any time during the unit when the teacher/trainer is confident that the student is likely to be able to demonstrate successful performance. To receive an 'S' in this unit, students must show competence in all six learning outcomes through satisfactory demonstration of all elements.

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

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

When designing assessment for an integrated project, there needs to be clearly identifiable assessment activities/tasks for each VCAL unit or VET unit of competency.

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Further information is provided in Section 1 of this publication and the [VCAL Unit Assessment Planning Guide](#).

## WORK RELATED SKILLS SENIOR UNIT 1

#### Nominal duration

100 hours

#### Unit purpose

The purpose of this unit is to provide a focus for complex development of appropriate skills and knowledge in order to provide the necessary OHS preparation for the workplace.

#### Content summary

The Work Related Skills units have been developed to recognise learning that is valued within community and work environments as preparation for employment. Locally developed programs that use different social and work contexts to develop interests and employability skills can be selected for inclusion in the Work Related Skills units.

Content will be selected for the achievement of the learning outcomes by the school or educational provider. VCAL programs may include content from accredited and non-accredited curriculum. Teachers must ensure that these programs meet the learning outcomes of the Work Related Skills units.

#### Learning outcomes

Students must show competence in all seven learning outcomes.

**Context of the learning outcomes**

At Senior level, a 'complex work-related project' involves work undertaken at Certificate II/III level conducted under supervision and autonomous in regard to planning and work activities.

In this unit there is a strong focus on the development of knowledge regarding OHS in the workplace.

**LEARNING OUTCOME 1**

**Research information about a specific industry or workplace from a variety of sources.**

**Elements**

The elements are demonstrated when the student can:

- 1.1 identify the purpose of the industry and the products or services
- 1.2 identify the customers and clients of the industry
- 1.3 outline the skills and processes involved in developing products or services
- 1.4 describe a range of career pathways in the workplace or industry.

**LEARNING OUTCOME 2**

**Communicate ideas and information about a range of OHS requirements in the workplace.**

**Elements**

The elements are demonstrated when the student can:

- 2.1 describe the role of appropriate workplace personnel (e.g. health and safety representative [HSR], manager/supervisor, OHS manager)
- 2.2 use appropriate channels of communication to convey OHS information in the workplace
- 2.3 use appropriate forms of communication to convey OHS information in the workplace
- 2.4 evaluate communication strategies, incorporating feedback.

**LEARNING OUTCOME 3**

**Understand hazard identification, risk assessment and control of hazards and risks within the workplace.**

**Elements**

The elements are demonstrated when the student can:

- 3.1 identify potential and/or existing workplace hazards
- 3.2 participate in risk-assessment process
- 3.3 demonstrate an understanding of hazard and risk control measures
- 3.4 develop and implement a detailed hazard management plan
- 3.5 evaluate the effectiveness of control measures within the workplace.

**LEARNING OUTCOME 4**

**Demonstrate an understanding of the OHS issue-resolution process.**

**Elements**

The elements are demonstrated when the student can:

- 4.1 identify the reporting options available to an employee in the workplace
- 4.2 identify all the key stakeholders in the issue-resolution process
- 4.3 identify the steps in the issue-resolution process
- 4.4 analyse the strengths and weaknesses of the issue-resolution process.

**LEARNING OUTCOME 5**

**Work in a team to follow safe work procedures within a complex work-related project.**

**Elements**

The elements are demonstrated when the student can:

- 5.1 negotiate work tasks and roles to ensure safe work procedures within the team
- 5.2 implement safe work practices within the complex team project
- 5.3 ensure that safe work practices are followed during the complex team project
- 5.4 evaluate the effectiveness of the safe work practices and identify areas for improvement.

**LEARNING OUTCOME 6**

**Use information and communications technology in relation to a complex work-related project.**

**Elements**

The elements are demonstrated when the student can:

- 6.1 identify what information and communications technology is required for a complex work-related project
- 6.2 use a range of appropriate information and communications technology for a complex work-related project
- 6.3 analyse the social and ethical implications for the responsible use of information and communications technology within the complex work-related project
- 6.4 review the use of information and communications technology in the complex work-related project.

**LEARNING OUTCOME 7**

**Use workplace technology and equipment in accordance with OHS guidelines in a complex work-related project.**

**Elements**

The elements are demonstrated when the student can:

- 7.1 define the purpose and objectives for the use of technology and equipment in a complex work-related project
- 7.2 identify OHS considerations for the responsible use of technology and equipment
- 7.3 use technology and equipment in a safe manner, consistent with OHS guidelines and legislation
- 7.4 identify potential hazards and risks for the use of technology and equipment in a complex work-related project
- 7.5 evaluate environmental and ethical considerations for the responsible use of technology and equipment.

**ASSESSMENT**

Assessment can occur at any time during the unit when the teacher/trainer is confident that the student is likely to be able to demonstrate successful performance. To receive an 'S' in this unit, students must show competence in all seven learning outcomes through satisfactory demonstration of all elements.

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

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

When designing assessment for an integrated project, there needs to be clearly identifiable assessment activities/tasks for each VCAL unit or VET unit of competency.

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Further information is provided in Section 1 of this publication and the [VCAL Unit Assessment Planning Guide](#).

## WORK RELATED SKILLS SENIOR UNIT 2

### Nominal duration

100 hours

### Unit purpose

This unit provides a focus for more complex development of work-related and vocational skills in a workplace context or appropriate simulation. The overall aims of the unit include:

- integrating learning of increasing complexity of work-related skills with prior knowledge and experiences about work
- further enhancing the development of employability skills through increasingly complex work-related activity
- developing increasingly complex critical-thinking skills that apply to problem-solving situations in the work context
- developing planning and organisational skills that incorporate evaluation and review
- applying increasingly complex transferable skills to work-related contexts.

### Content summary

The Work Related Skills units have been developed to recognise learning that is valued within community and work environments as preparation for employment. Locally developed programs that use different social and work contexts to develop interests and employability skills can be selected for inclusion in the Work Related Skills units.

Content will be selected for the achievement of the learning outcomes by the school or educational provider. VCAL programs may include content from accredited and non-accredited curriculum. Teachers must ensure that these programs meet the learning outcomes of the Work Related Skills units.

Content can include structured workplace learning and on-the-job learning/training but must enable the achievement of the Work Related Skills unit learning outcomes.

### Learning outcomes

Students must show competence in all eight learning outcomes.

#### *Context of the learning outcomes*

At Senior level, a 'complex work-related project' involves work undertaken at Certificate II/III level, conducted under supervision and autonomous in regard to planning and work activities.

In this unit there is a strong focus on the development of employability skills.

### LEARNING OUTCOME 1

**Collect, analyse and evaluate information required for a complex work-related project.**

#### Elements

The elements are demonstrated when the student can:

- 1.1 establish the information needs in the context of a complex work-related project
- 1.2 investigate workplace information sources to identify and collect the most relevant information for the complex work-related project
- 1.3 evaluate the accuracy, relevance, reliability and validity of the information.

### LEARNING OUTCOME 2

**Communicate ideas and information in a work environment.**

#### Elements

The elements are demonstrated when the student can:

- 2.1 select and use methods of communication appropriate to the work environment
- 2.2 evaluate the communication method using feedback
- 2.3 adapt communication methods in response to feedback.

**LEARNING OUTCOME 3****Plan, organise and manage a complex work-related project.****Elements**

The elements are demonstrated when the student can:

- 3.1 identify and incorporate workplace goals into the planning, organisation and managing of own work
- 3.2 develop a quality-assurance process for the complex work-related project
- 3.3 undertake the complex work-related project
- 3.4 evaluate the complex work-related project.

**LEARNING OUTCOME 4****Identify and solve problems in the workplace.****Elements**

The elements are demonstrated when the student can:

- 4.1 anticipate problems and the conditions under which they might arise
- 4.2 understand protocols required to address the problems
- 4.3 adapt processes to address the problems
- 4.4 establish and use criteria for judging the effectiveness of the problem-solving process.

**LEARNING OUTCOME 5****Work in teams to undertake a complex work-related project.****Elements**

The elements are demonstrated when the student can:

- 5.1 define purpose and objectives of teams in a work environment
- 5.2 develop a work-related plan incorporating roles, procedures and timeframes for a complex work-related project
- 5.3 work effectively as a team member, taking into account different skills and attributes of team members and the goals of the organisation
- 5.4 negotiate with others to define and monitor work-related objectives and, where necessary, redefine.

**LEARNING OUTCOME 6****Use information and communications technology in relation to a complex work-related project.****Elements**

The elements are demonstrated when the student can:

- 6.1 identify what information and communications technology is required for a complex work-related project
- 6.2 use appropriate information and communications technology
- 6.3 analyse the social and ethical implications for the responsible use of information and communications technology
- 6.4 review the use of information and communications technology in the complex work-related project.

**LEARNING OUTCOME 7**

**Use workplace technology and equipment in a complex work-related project.**

**Elements**

The elements are demonstrated when the student can:

- 7.1 define the purpose and objectives for the use of technology and equipment in a complex work-related project
- 7.2 use technology and equipment in a complex work-related project, consistent with safe operating procedures (SOPs)
- 7.3 analyse the environmental and ethical implications for the responsible use of technology and equipment
- 7.4 apply technology and equipment to enhance workplace practices
- 7.5 evaluate new technology and equipment introduced into the workplace.

**LEARNING OUTCOME 8**

**Demonstrate initiative/enterprise in a work-related context.**

**Elements**

The elements are demonstrated when the student can:

- 8.1 identify an opportunity for innovation
- 8.2 describe a possible innovation to a relevant audience
- 8.3 review the feasibility of the innovation.

**ASSESSMENT**

Assessment can occur at any time during the unit when the teacher/trainer is confident that the student is likely to be able to demonstrate successful performance. To receive an 'S' in this unit, students must show competence in all eight learning outcomes through satisfactory demonstration of all elements.

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

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When designing assessment for an integrated project, there needs to be clearly identifiable assessment activities/tasks for each VCAL unit or VET unit of competency.

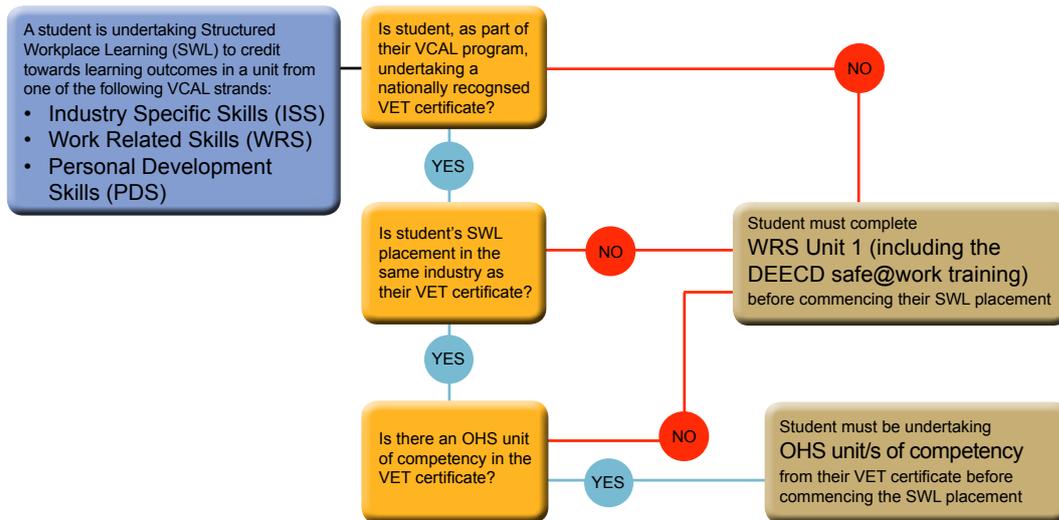
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# Appendix 1

## VCAL AND STRUCTURED WORKPLACE LEARNING (SWL)

For VCAL Foundation, Intermediate and Senior certificate levels:



# Appendix 2

FOUNDATION	INTERMEDIATE	SENIOR
<p><b>Unit 1</b></p> <p><b>Learning outcome 1</b> Learn about a selected workplace or industry setting.</p> <p><b>Elements</b> The elements are demonstrated when the student can:</p> <ol style="list-style-type: none"> <li>1.1 explore a selected workplace or industry area using a minimum of three different information sources</li> <li>1.2 identify different employment opportunities available within the selected workplace or industry</li> <li>1.3 describe career opportunities in the selected workplace or industry</li> <li>1.4 describe a career pathway within the selected workplace or industry, including appropriate skills, attributes and/or qualification requirements</li> <li>1.5 describe basic conditions of employment.</li> </ol> <p><b>Learning outcome 2</b> Identify OHS roles and responsibilities of persons within a workplace context.</p> <p><b>Elements</b> The elements are demonstrated when the student can:</p> <ol style="list-style-type: none"> <li>2.1 identify the OHS roles and responsibilities of employers</li> <li>2.2 identify the OHS roles and responsibilities of employees</li> <li>2.3 identify the OHS roles and responsibilities of visitors and/or volunteers</li> <li>2.4 identify the role of the health and safety representatives (HSRs).</li> </ol>	<p><b>Unit 1</b></p> <p><b>Learning outcome 1</b> Learn about conditions and entitlements of a specific industry.</p> <p><b>Elements</b> The elements are demonstrated when the student can:</p> <ol style="list-style-type: none"> <li>1.1 research wage entitlements for an entry-level position</li> <li>1.2 describe workplace conditions and employee entitlements</li> <li>1.3 describe the purpose of workplace agreements</li> <li>1.4 describe the role of organisations representing workers in the workplace.</li> </ol> <p><b>Learning outcome 2</b> Obtain and communicate information in response to a work-related OHS issue.</p> <p><b>Elements</b> The elements are demonstrated when the student can:</p> <ol style="list-style-type: none"> <li>2.1 research information for a work-related OHS issue</li> <li>2.2 describe the findings of the OHS research</li> <li>2.3 communicate the results of the OHS findings</li> <li>2.4 undertake a review process incorporating feedback.</li> </ol>	<p><b>Unit 1</b></p> <p><b>Learning outcome 1</b> Research information about a specific industry or workplace from a variety of sources.</p> <p><b>Elements</b> The elements are demonstrated when the student can:</p> <ol style="list-style-type: none"> <li>1.1 identify the purpose of the industry and the products or services</li> <li>1.2 identify the customers and clients of the industry</li> <li>1.3 outline the skills and processes involved in developing products or services</li> <li>1.4 describe a range of career pathways in the workplace or industry.</li> </ol> <p><b>Learning outcome 2</b> Communicate ideas and information about a range of OHS requirements in the workplace.</p> <p><b>Elements</b> The elements are demonstrated when the student can:</p> <ol style="list-style-type: none"> <li>2.1 describe the role of appropriate workplace personnel (e.g. health and safety representative [HSR], manager/supervisor, OHS Manager)</li> <li>2.2 use appropriate channels of communication to convey OHS information in the workplace</li> <li>2.3 use appropriate forms of communication to convey OHS information in the workplace</li> <li>2.4 evaluate communication strategies, incorporating feedback.</li> </ol>

FOUNDATION		INTERMEDIATE		SENIOR	
<p><b>Unit 1</b></p> <p><b>Learning outcome 3</b></p> <p>Identify OHS problems that may arise in the workplace.</p> <p><b>Elements</b></p> <p>The elements are demonstrated when the student can:</p> <p>3.1 discuss the importance of providing OHS information to employees in the workplace</p> <p>3.2 identify and describe a basic work-related problem with OHS implications</p> <p>3.3 identify and describe possible solutions to the OHS problem</p> <p>3.4 describe the process undertaken to solve the problem to a relevant supervisor.</p>		<p><b>Unit 1</b></p> <p><b>Learning outcome 3</b></p> <p>Develop knowledge and understanding of OHS in a work-related context.</p> <p><b>Elements</b></p> <p>The elements are demonstrated when the student can:</p> <p>3.1 research employee rights and responsibilities regarding OHS</p> <p>3.2 identify correct processes for raising OHS issues</p> <p>3.3 describe the role of the health and safety representative (HSR) in the workplace</p> <p>3.4 research and identify safe operating procedures in the workplace.</p>		<p><b>Unit 1</b></p> <p><b>Learning outcome 3</b></p> <p>Understand hazard identification, risk assessment and control of hazards and risks within the workplace.</p> <p><b>Elements</b></p> <p>The elements are demonstrated when the student can:</p> <p>3.1 identify potential and/or existing workplace hazards</p> <p>3.2 participate in risk-assessment process</p> <p>3.3 demonstrate an understanding of hazard and risk control measures</p> <p>3.4 develop and implement a detailed hazard management plan</p> <p>3.5 evaluate the effectiveness of control measures within the workplace.</p>	
<p><b>Learning outcome 4</b></p> <p>Plan and organise a basic work-related activity that meets OHS procedures.</p> <p><b>Elements</b></p> <p>The elements are demonstrated when the student can:</p> <p>4.1 identify OHS information, signs and symbols used in a work environment</p> <p>4.2 identify safety hazards and risks for a basic work-related activity</p> <p>4.3 describe appropriate hazard control measures for the tasks</p> <p>4.4 organise and complete a basic work-related activity that complies with OHS procedures</p> <p>4.5 describe OHS procedures in a workplace context, including an emergency procedure and strategies to prevent injuries</p> <p>4.6 complete a review of the work-related activity.</p>		<p><b>Learning outcome 4</b></p> <p>Identify workplace safety hazards.</p> <p><b>Elements</b></p> <p>The elements are demonstrated when the student can:</p> <p>4.1 identify common safety hazards in the workplace</p> <p>4.2 develop a risk assessment plan</p> <p>4.3 determine possible options to ensure OHS risks are controlled and procedures are understood and followed</p> <p>4.4 communicate safety concern/s to supervisor and/or health and safety personnel.</p>		<p><b>Learning outcome 4</b></p> <p>Demonstrate an understanding of the OHS issue-resolution process.</p> <p><b>Elements</b></p> <p>The elements are demonstrated when the student can:</p> <p>4.1 identify the reporting options available to an employee in the workplace</p> <p>4.2 identify all the key stakeholders in the issue-resolution process</p> <p>4.3 identify the steps in the issue-resolution process</p> <p>4.4 analyse the strengths and weaknesses of the issue-resolution process.</p>	

FOUNDATION	INTERMEDIATE	SENIOR
<p><b>Unit 1</b></p> <p><b>Learning outcome 5</b> Work in a team to complete a safe work procedure for a basic work-related activity.</p> <p><b>Elements</b> The elements are demonstrated when the student can:</p> <p>5.1 identify and allocate roles and levels of responsibility in relation to the safe work procedure</p> <p>5.2 work in a team to plan a safe procedure for a basic work-related activity</p> <p>5.3 discuss the benefits of team work in developing and implementing safe work procedures</p> <p>5.4 work with others, including the supervisor, to achieve objectives within agreed timeframes</p> <p>5.5 review completed basic work-related activity to ensure planned outcomes have been achieved.</p> <p><b>Learning outcome 6</b> Use information and communications technology and other technology in relation to a basic work-related activity.</p> <p><b>Elements</b> The elements are demonstrated when the student can:</p> <p>6.1 identify what information and communications technology and other technology is required for a basic work-related activity</p> <p>6.2 use appropriate information and communications technology and other technology for a basic work-related activity</p> <p>6.3 understand the social and ethical considerations for the responsible use of information and communications technology and other technology within the basic work-related activity</p> <p>6.4 review the effectiveness of information and communications technology and other technology in the basic work-related activity.</p>	<p><b>Unit 1</b></p> <p><b>Learning outcome 5</b> Work in a team to follow safe work procedures within a work-related activity.</p> <p><b>Elements</b> The elements are demonstrated when the student can:</p> <p>5.1 develop a common set of goals to achieve a safe work environment</p> <p>5.2 identify safe work procedures and tasks required by the team to achieve agreed goals</p> <p>5.3 work with others to implement safe work procedures</p> <p>5.4 undertake a review process incorporating feedback.</p> <p><b>Learning outcome 6</b> Use information and communications technology and other technology in relation to a work-related activity.</p> <p><b>Elements</b> The elements are demonstrated when the student can:</p> <p>6.1 identify what information and communications technology and other technology is required for a work-related activity</p> <p>6.2 use a range of information and communications technology and other technology for a work-related activity</p> <p>6.3 identify the social and ethical considerations for the responsible use of information and communications technology and other technology within the work-related activity</p> <p>6.4 review the effectiveness of information and communications technology and other technology in the work-related activity.</p>	<p><b>Unit 1</b></p> <p><b>Learning outcome 5</b> Work in a team to follow safe work procedures within a complex work-related project.</p> <p><b>Elements</b> The elements are demonstrated when the student can:</p> <p>5.1 negotiate work tasks and roles to ensure safe work procedures within the team</p> <p>5.2 implement safe work practices within the complex team project</p> <p>5.3 ensure that safe work practices are followed during the complex team project</p> <p>5.4 evaluate the effectiveness of the safe work practices and identify areas for improvement.</p> <p><b>Learning outcome 6</b> Use information and communications technology in relation to a complex work-related project.</p> <p><b>Elements</b> The elements are demonstrated when the student can:</p> <p>6.1 identify what information and communications technology is required for a complex work-related project</p> <p>6.2 use a range of appropriate information and communications technology for a complex work-related project</p> <p>6.3 analyse the social and ethical implications for the responsible use of information and communications technology within the complex work-related project</p> <p>6.4 review the use of information and communications technology in the complex work-related project.</p>

FOUNDATION		INTERMEDIATE		SENIOR	
Unit 1		Unit 1		Unit 1	
				<b>Learning outcome 7</b> Use workplace technology and equipment in accordance with OHS guidelines in a complex work-related project.	
				<b>Elements</b> The elements are demonstrated when the student can: 7.1 define the purpose and objectives for the use of technology and equipment in a complex work-related project 7.2 identify OHS considerations for the responsible use of technology and equipment 7.3 use technology and equipment in a safe manner, consistent with OHS guidelines and legislation 7.4 identify potential hazards and risks for the use of technology and equipment in a complex work-related project 7.5 evaluate environmental and ethical considerations for the responsible use of technology and equipment.	
FOUNDATION		INTERMEDIATE		SENIOR	
Unit 2		Unit 2		Unit 2	
				<b>Learning outcome 1</b> Collect, analyse and evaluate information required for a complex work-related project.	
				<b>Elements</b> The elements are demonstrated when the student can: 1.1 establish the information needs in the context of a complex work-related project 1.2 investigate workplace information sources to identify and collect the most relevant information for the complex work-related project 1.3 evaluate the accuracy, relevance, reliability and validity of the information.	
				<b>Learning outcome 1</b> Research information for a work-related activity.	
				<b>Elements</b> The elements are demonstrated when the student can: 1.1 identify and collect information required for the work-related activity 1.2 access and record information from a variety of sources 1.3 organise information relevant to the work-related activity 1.4 analyse information for relevance and accuracy.	
				<b>Learning outcome 1</b> Prepare for a basic work-related activity.	
				<b>Elements</b> The elements are demonstrated when the student can: 1.1 follow task guidelines for the collection, analysis and organisation of information about a basic work-related activity 1.2 organise and record information from appropriate sources 1.3 check information for completeness and accuracy	

FOUNDATION	INTERMEDIATE	SENIOR
Unit 2	Unit 2	Unit 2
<p><b>Learning outcome 2</b> Communicate basic work-related ideas and information.</p> <p><b>Elements</b> The elements are demonstrated when the student can:</p> <ol style="list-style-type: none"> <li>2.1 participate in appropriate oral and written communication related to work</li> <li>2.2 communicate clearly so that information is understood</li> <li>2.3 check content and format for accuracy.</li> </ol>	<p><b>Learning outcome 2</b> Communicate information and ideas for a work-related activity.</p> <p><b>Elements</b> The elements are demonstrated when the student can:</p> <ol style="list-style-type: none"> <li>2.1 research a range of communication methods</li> <li>2.2 select communication methods for intended audience/s</li> <li>2.3 use appropriate language and format to communicate effectively</li> <li>2.4 undertake a review process incorporating feedback.</li> </ol>	<p><b>Learning outcome 2</b> Communicate ideas and information in a work environment.</p> <p><b>Elements</b> The elements are demonstrated when the student can:</p> <ol style="list-style-type: none"> <li>2.1 select and use methods of communication appropriate to the work environment</li> <li>2.2 evaluate the communication method using feedback</li> <li>2.3 adapt communication methods in response to feedback.</li> </ol>
<p><b>Learning outcome 3</b> Plan, organise and manage a basic work-related activity.</p> <p><b>Elements</b> The elements are demonstrated when the student can:</p> <ol style="list-style-type: none"> <li>3.1 establish steps for a basic work-related activity</li> <li>3.2 organise and manage the basic work-related activity</li> <li>3.3 review the effectiveness of the basic work-related activity.</li> </ol>	<p><b>Learning outcome 3</b> Plan, organise and manage a work-related activity.</p> <p><b>Elements</b> The elements are demonstrated when the student can:</p> <ol style="list-style-type: none"> <li>3.1 develop a plan for a work-related activity</li> <li>3.2 demonstrate self-management skills in the work-related activity</li> <li>3.3 organise and manage priorities and resources for a work-related activity</li> <li>3.4 seek feedback to evaluate performance related to a work-related activity.</li> </ol>	<p><b>Learning outcome 3</b> Plan, organise and manage a complex work-related project.</p> <p><b>Elements</b> The elements are demonstrated when the student can:</p> <ol style="list-style-type: none"> <li>3.1 identify and incorporate workplace goals into the planning, organisation and managing of own work</li> <li>3.2 develop a quality-assurance process for the complex work-related project</li> <li>3.3 undertake the complex work-related project</li> <li>3.4 evaluate the complex work-related project.</li> </ol>

FOUNDATION	INTERMEDIATE	SENIOR
<b>Unit 2</b>	<b>Unit 2</b>	<b>Unit 2</b>
<p><b>Learning outcome 4</b> Identify and take measures to solve a problem relevant to a basic work-related activity.</p> <p><b>Elements</b> The elements are demonstrated when the student can:</p> <ul style="list-style-type: none"> <li>4.1 identify a basic work-related problem</li> <li>4.2 suggest solutions to solve the basic work-related problem</li> <li>4.3 participate in the problem-solving process</li> <li>4.4 review the problem-solving process.</li> </ul>	<p><b>Learning outcome 4</b> Identify and solve common work-related problems.</p> <p><b>Elements</b> The elements are demonstrated when the student can:</p> <ul style="list-style-type: none"> <li>4.1 identify a range of commonly occurring problems in the workplace</li> <li>4.2 develop appropriate strategies and processes to solve work-related problems</li> <li>4.3 document and present potential solutions to relevant supervisor.</li> </ul>	<p><b>Learning outcome 4</b> Identify and solve problems in the workplace.</p> <p><b>Elements</b> The elements are demonstrated when the student can:</p> <ul style="list-style-type: none"> <li>4.1 anticipate problems and the conditions under which they might arise</li> <li>4.2 understand protocols required to address the problems</li> <li>4.3 adapt processes to address the problems</li> <li>4.4 establish and use criteria for judging the effectiveness of the problem-solving process.</li> </ul>
<p><b>Learning outcome 5</b> Work in a team to complete a basic work-related activity.</p> <p><b>Elements</b> The elements are demonstrated when the student can:</p> <ul style="list-style-type: none"> <li>5.1 identify different roles within a team</li> <li>5.2 work in a team to carry out a basic work-related activity within agreed timeframes</li> <li>5.3 discuss the benefits of working in a team</li> <li>5.4 review the effectiveness of the team.</li> </ul>	<p><b>Learning outcome 5</b> Work in teams to undertake a work-related activity.</p> <p><b>Elements</b> The elements are demonstrated when the student can:</p> <ul style="list-style-type: none"> <li>5.1 identify individual and team roles and responsibilities</li> <li>5.2 manage own tasks within team activity</li> <li>5.3 work in a team to complete a work-related activity</li> <li>5.4 seek feedback and review completed activity.</li> </ul>	<p><b>Learning outcome 5</b> Work in teams to undertake a complex work-related project.</p> <p><b>Elements</b> The elements are demonstrated when the student can:</p> <ul style="list-style-type: none"> <li>5.1 define purpose and objectives of teams in a work environment</li> <li>5.2 develop a work-related plan incorporating roles, procedures and timeframes for a complex work-related project</li> <li>5.3 work effectively as a team member, taking into account different skills and attributes of team members and the goals of the organisation</li> <li>5.4 negotiate with others to define and monitor work-related objectives and, where necessary, redefine.</li> </ul>

FOUNDATION	INTERMEDIATE	SENIOR
<p><b>Unit 2</b></p> <p><b>Learning outcome 6</b> Use information and communications technology and other technology in relation to a basic work-related activity.</p> <p><b>Elements</b> The elements are demonstrated when the student can: 6.1 identify what information and communications technology and other technology is required for a basic work-related activity 6.2 use appropriate information and communications technology and other technology 6.3 understand the social and ethical considerations for the responsible use of information and communications technology and other technology within the basic work-related activity 6.4 review the effectiveness of information and communications technology and other technology in the basic work-related activity.</p>	<p><b>Unit 2</b></p> <p><b>Learning outcome 6</b> Use information and communications technology and other technology in relation to a work-related activity.</p> <p><b>Elements</b> The elements are demonstrated when the student can: 6.1 identify what information and communications technology and other technology is required for a work-related activity 6.2 use a range of information and communications technology and other technology for a work-related activity 6.3 identify the social and ethical considerations for the responsible use of information and communications technology and other technology within the work-related activity 6.4 review the use of information and communications technology and other technology in the work-related activity.</p>	<p><b>Unit 2</b></p> <p><b>Learning outcome 6</b> Use information and communications technology in relation to a complex work-related project.</p> <p><b>Elements</b> The elements are demonstrated when the student can: 6.1 identify what information and communications technology is required for a complex work-related project 6.2 use appropriate information and communications technology 6.3 analyse the social and ethical implications for the responsible use of information and communications technology 6.4 review the use of information and communications technology in the complex work-related project.</p>
		<p><b>Learning outcome 7</b> Use workplace technology and equipment in a complex work-related project.</p> <p><b>Elements</b> The elements are demonstrated when the student can: 7.1 define the purpose and objectives for the use of technology and equipment in a complex work-related project 7.2 use technology and equipment in a complex work-related project, consistent with safe operating procedures (SOPs) 7.3 analyse the environmental and ethical implications for the responsible use of technology and equipment 7.4 apply technology and equipment to enhance workplace practices 7.5 evaluate new technology and equipment introduced into the workplace.</p>
		<p><b>Learning outcome 8</b> Demonstrate initiative/enterprise in a work-related context.</p> <p><b>Elements</b> The elements are demonstrated when the student can: 8.1 identify an opportunity for innovation 8.2 describe a possible innovation to a relevant audience 8.3 review the feasibility of the innovation.</p>



## Glossary

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

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

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

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

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

**Australian Skills Quality Authority (ASQA)** The national regulator for Australia's vocational education and training sector.

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

**Consistent** The evidence has been collected over time to ensure that there is a consistent demonstration of competencies in the learning outcomes.

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

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

**Designated Work Group (DWG)** A grouping of employees who share similar workplace OHS concerns and conditions.

**Elements** Elements are provided to further describe the learning outcomes and are intended as a guide for teachers to ensure consistency in the way learning outcomes are interpreted and assessed. When developing a task or tasks to meet a learning outcome, teachers need to ensure that the task incorporates all the elements for that learning outcome.

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

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

**Fair** The assessment requirements are understood by the student, take into account the characteristics of the person being assessed and will not disadvantage any person.

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

**Hazard** The potential to cause harm such as injury or illness.

**Hazard identification** The process of identifying all situations or events that could give rise to injury or illness. It generally involves consideration of the type of injury or illness possible and the situations and events that could create potential for the injury or illness.

**Health and safety representative (HSR)** A voluntary position that is elected by the members of the DWG to represent the OHS interests of the members of the DWG.

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

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

**Key competencies** Generic competencies that are essential for effective participation in the workplace. Generally, key competencies refer to the Mayer Key Competencies.

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

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

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

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

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

**Occupational health and safety risk** The likelihood of injury or illness arising from exposure to any hazard at work.

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

**Part-time apprenticeship and traineeship** Students who undertake an apprenticeship or traineeship that is not integrated into their learning program and study timetable will be undertaking part-time apprenticeships or traineeships.

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

**Recognition of prior learning (RPL)** Recognition of prior learning (RPL) is the acknowledgment of skills and knowledge obtained through any combination of formal or informal training, work experience or general life experience. An assessment may be conducted to determine the student's eligibility to be awarded a VCAL unit in the VCAL Work Related Skills (all levels), VCAL Personal Development Skills (all levels) and VCAL Skills For Further Study – Senior units. The student needs to demonstrate that they have met the learning outcomes in the unit.

**Registered training organisation (RTO)** An organisation that is approved by the Higher Education and Skills Group and registered by the VRQA to deliver Vocational Education and Training (VET) and Further Education (FE) within a defined Scope of Registration.

**Reliable** The assessment tool and process will produce consistent outcomes when applied by a range of assessors in a range of contexts.

**Risk** The likelihood of harm arising from exposure to any hazards and the consequences of that harm.

**Risk assessment** This process determines whether there are any risks associated with the identified hazards. This generally involves consideration of the nature of exposure to the hazards, including the frequency and level of exposure, pattern of exposure (continuous or intermittent) and adequacy of any existing risk control measures.

**Risk control** This process determines and implements appropriate measures to control risk. Factors that are assessed as posing an increased risk are required by legislation to be controlled so far as is 'reasonably practicable'. 'Reasonably practicable' in this case means you need to consider:

- the likelihood of the hazard or risk eventuating
- the degree of harm that would result if the hazard or risk eventuated
- what the person concerned knows, or ought reasonably to know, about the hazard or risk and any ways of eliminating or reducing the hazard or risk
- the availability and suitability of ways to eliminate or reduce the hazard or risk
- the cost of eliminating or reducing the hazard or risk.

The objective of the *Occupational Health and Safety Act 2004* is the elimination at source of risks to the health, safety and welfare of persons at work.

If risks cannot be eliminated, occupational health and safety legislation requires that they be reduced as far as is reasonably practicable.

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

**Safe Operating Procedure (SOP)** Written instructions for tasks that outline the preferred and safest method of performing that task in a standardised manner.

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

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

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

**School-based apprenticeship and traineeship (SBAT)** An SBAT offers students enrolled in the Victorian Certificate of Education (VCE) or the Victorian Certificate of Applied Learning (VCAL) the option of combining part-time employment, school and training. The program is undertaken under a training contract with an employer, has a training plan signed by the school and formally registered with the Higher Education and Skills Group and leads to a nationally recognised qualification at Certificate II, III or IV level. It also includes paid work under some form of industrial agreement that endorses part-time apprenticeships, such as a Federal Industrial Award, Australian Workplace Agreement (AWA) or Collective Agreement.

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

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

**Statement of Results** The document issued by the VCAA showing the results a student achieved in the VCE and/or VCAL, and whether they have graduated.

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

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

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

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

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

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

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

**Valid** The task is consistent with the unit purpose statement and learning outcomes and the work is at the appropriate level.

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

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

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

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

**VCE VET** VET certificates developed into full programs of study within the VCE/VCAL and contributing to satisfactory completion of the VCE/VCAL.

**Vocational Education and Training (VET)** Nationally recognised vocational certificates. These certificates may form part of a VCE or VCAL program.

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

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

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