

VCE VM and VPC Overview

5 March 2026



VICTORIAN CURRICULUM
AND ASSESSMENT AUTHORITY



Acknowledgement

The Victorian Curriculum and Assessment Authority proudly acknowledges and pays respect to Victoria's Aboriginal and Torres Strait Islander communities and their rich and enduring cultures.

We acknowledge Aboriginal and Torres Strait Islander people as Australia's first peoples and as the Traditional Owners and custodians of the lands and waters on which we rely. We pay respect to Elders past and present of the lands where we conduct our work and recognise their ongoing contributions as the first educators on the land now known as Victoria.

Agenda

1. Certificate background and purpose
2. Certificate requirements & suitability
 - Minimum requirements
 - VET & SWL
 - Student Achievement Profile
 - Special Provision policies
 - 2026 Audit Program
3. Curriculum and Applied Learning pedagogy
4. Additional Support

The Firth Review

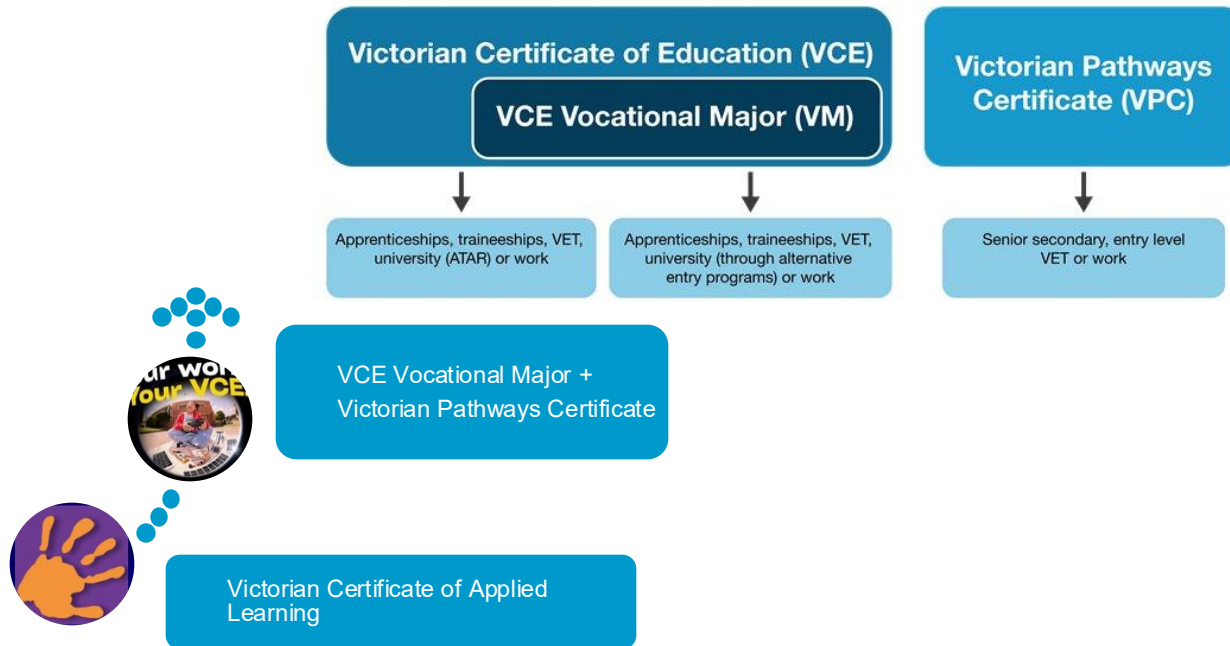
The Victorian Government commissioned a review into vocational and applied learning pathways in senior secondary schooling (the 'Firth Review') in November 2019 to make recommendations for reform with two key aims, to:

1. Ensure all Victorian secondary school students have access to high-quality vocational and applied learning options.
2. Look for ways to improve transitions for students between school, post-secondary education and work.

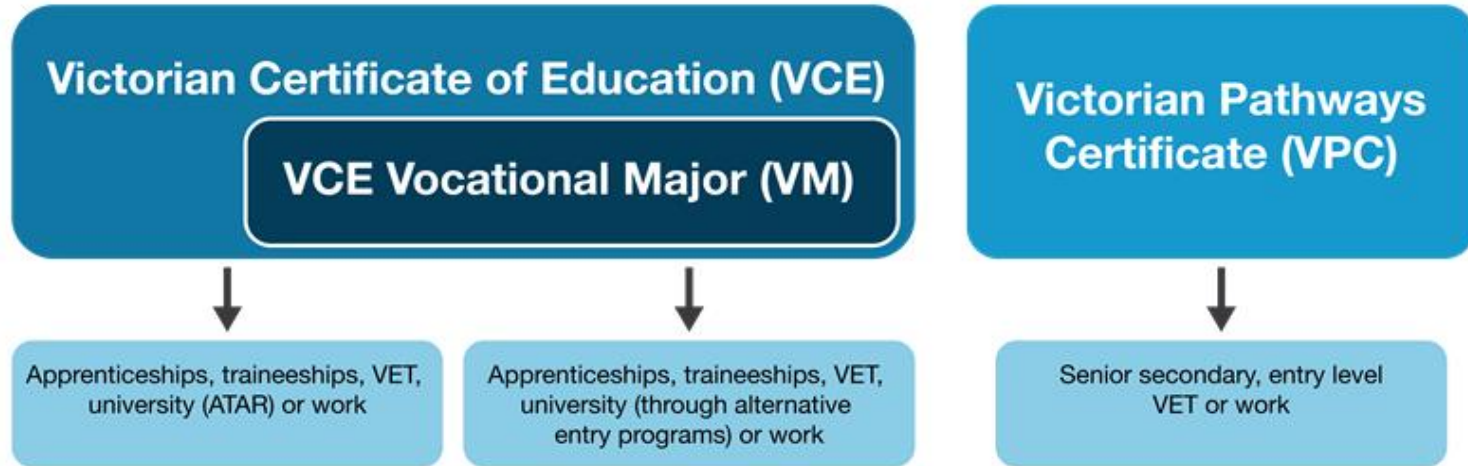
The Government accepted in-principle all 38 recommendations and committed to transforming the delivery of senior secondary education by:

- lifting the quality and perception of vocational education
- helping more students access high-quality applied learning programs
- providing students with a vocational pathway that gives them the skills they need to move successfully into further training and jobs post-school.

Reform background



Senior Secondary Certificate Reform



Certificate Overview



Minimum of 16 units

3 units of VCE VM Literacy (or any VCE English) including a unit 3 and 4 sequence

2 units of VCE VM Numeracy (or any VCE Maths)

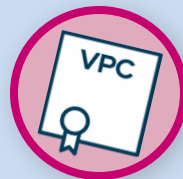
2 units of VCE VM PDS

2 units of VCE VM WRS

3 other unit 3 and 4 sequences

180 hrs nominal hours of VET

Can include additional VCE studies or VET at Certificate II level or above



Minimum of 12 units

2 units of VPC or VCE VM Literacy

2 units of VPC or VCE VM Numeracy

2 units of VPC PDS

2 units of VPC WRS

Can include additional VCE, SWLR or VET at Certificate I level or above

AQF level 1 criteria



Expanded Access to VCE VM PDS and WRS

Expanded Access – PDS and WRS

- Schools can offer 2 VCE Vocational Major (VM) studies, VCE VM Work Related Skills (WRS) and VCE VM Personal Development Skills (PDS), to all VCE students.
- These studies will give students the opportunity to benefit from the applied learning subjects regardless of the specific pathway chosen as part of their VCE.
- These studies are not assessed in the same way as mainstream VCE studies and will not produce a study score.

Within this integrated structure, schools and educational settings will be able to offer:

- the VCE VM as a distinct program where students undertake VCE VM studies and Vocational Education and Training (VET) studies to achieve their senior secondary certificate.
- VCE VM studies as stand-alone VCE studies available to students undertaking a mainstream VCE program.

Implementation in Schools

- Schools can decide how to schedule their VCE VM and VCE classes, including whether VCE and VCE VM students are scheduled into the same class or separate classes
- Students can start their VCE VM studies in year 10 for a range of reasons
 - Engagement – ready to start undertaking the VCE VM
 - Course counselling and careers support
- Schools need VCAA permission to deliver VCE VM studies – application process required

Enrolling in the VCE VM or VPC

Who is your learner?

Before selecting the right program for your students, it is crucial to first understand their individual abilities, aspirations and future pathways

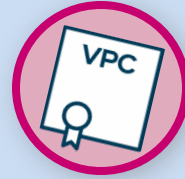
By gaining insight into their goals, you can better tailor their learning experience and ensure they choose the program that will most effectively support their success beyond school.

- VCE VM or VPC
- VET, SBAT, SWL/SWLR in VET
- VCE subjects

Who is your learner?



- Senior Secondary certification
- Appellation to the VCE
- Pathways into
 - TAFE (VET)
 - university (through non-ATAR pathways)
 - Traineeships
 - Work



- Foundation Secondary certification
- Foundation Secondary Certificate
- Pathways into
 - Entry level TAFE (VET)
 - Senior Secondary
 - Work

AQF level 1 criteria

Australian Qualifications Framework



VPC (AQF Level 1)

- qualifies individuals with basic functional knowledge and skills to undertake work, further learning and community involvement
- basic skills to participate in everyday life and further learning
- cognitive and communication skills to receive, pass on and recall information in a narrow range of areas
- demonstrate the application of knowledge and skills with some autonomy in defined contexts and within established parameters
- contexts that may include preparation for further learning, life activities and/or a variety of initial routine and predictable work-related activities including participation in a team or work group

VCE VM (AQF Senior Secondary)

- qualifies individuals with knowledge, skills and values for diverse pathways to further learning, work and effective participation in civic life
- literacy, numeracy and communication skills and use information communication technologies skills to present knowledge and ideas to others
- cognitive skills to access, record and act on information from varied sources appropriate to subject disciplines and to move across subject disciplines to develop new expertise
- demonstrate the application of knowledge and skills in contexts that include taking individual responsibility with some direction and some accountability for the quality of outcomes

Victorian Pathways Certificate

- Foundation Secondary Certificate
- Consider individual student needs and their intended pathway after school
- VPC enrolment should be considered on a case-by-case basis
- Possible pathways from the VPC include
 - Entry into apprenticeships and traineeships
 - Vocational Education and Training
 - Employment
 - Completion of the VCE or VCE VM

VPC may be suitable for students who:

- have had a highly modified program during their F–10 years
- are re-engaging into the school environment
- have had transient experiences with previous school enrolments
- meet the eligibility for the [Program for Students with Disabilities \(PSD\)](#) / [Disability Inclusion Profile](#)
- receive support from the top three levels of the Nationally Consistent Collection of Data (NCCD): extensive, substantial and supplementary)
- have additional or complex social and wellbeing needs that cannot be supported in the VCE or VCE VM through Special Provision supports.

Victorian Pathways Certificate

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- VPC enrolment should be considered on a case-by-case basis
- Possible pathways from the VPC include
 - Entry into apprenticeships and traineeships
 - Vocational Education and Training
 - Employment
 - Completion of the VCE or VCE VM

- Consider individual student needs and intended pathways
- VPC enrolment should be considered on a case-by-case basis
- Partial VCE VM or VPC?

VCE Vocational Major

- Senior Secondary Certificate
- Appellation to the VCE
- Possible pathways from the VPC include
 - TAFE (VET)
 - University (through non-ATAR pathways)
 - Entry into apprenticeships and traineeships
 - Employment

- Consider individual student needs and intended pathways
- Access to VET
- Access to work placement
- Preparation for next steps after school

Transferring between Certificates

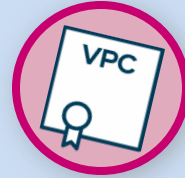
Transferring between certificates

VCE VM		VPC	
VCE VM Units	Contribute to VCE VM or VPC	VPC Units	Do not contribute to VCE VM
VET Units	Contribute to VCE VM (cert II or above) or VPC (any level)	VET Units (Cert II or above)	Contribute to VCE VM (cert II or above)
SWL-R Units	Contribute to VPC	SWL-R Units	Contribute to VCE VM

Transferring between certificates



- Minimum of 16 units
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AQF level 1 criteria

Student Achievement Profile summary

Student Achievement Profile summary

Holistic, strengths-based, summary of a student's achievements.

Opportunity to recognise more than their academic results or completed qualifications.

Formal recognition for students who remain engaged and connected to their senior secondary program but will not complete the VCE or VPC minimum requirements.

Schools and providers can use the % of students who receive the SAP and % of students who complete a senior secondary certificate, as metrics for reflection for broader awareness of student achievement and equitable cohort support.

Student Achievement Profile Summary

STUDENT ACHIEVEMENT PROFILE SUMMARY

James Citizen
1 Sample Street
Melbourne VIC 3000

Student Number: 29969073X
Date: 11/12/2023
Page: 1 of 2

James Citizen has achieved the following credits/units towards the Victorian Pathways Certificate. This Student Achievement Profile summarises key achievements during their foundation secondary program.

VCE UNITS	SATISFACTORILY COMPLETED
BUILDING AND CONSTRUCTION I	Unit 3 / Unit 4
PERSONAL DEVELOPMENT SKILLS	Unit 3
WORK RELATED SKILLS	Unit 3
STRUCTURED WORKPLACE LEARNING	Unit 1
BUSINESS (VET)	Unit 1

VPC UNITS SATISFACTORILY COMPLETED

LITERACY	Unit 1 / Unit 2
NUMERACY	Unit 1 / Unit 2
PERSONAL DEVELOPMENT SKILLS	Unit 2
WORK RELATED SKILLS	Unit 1

Vocational Education and Training
This student has completed 155 nominal hours of vocational education and training (VET) and has achieved 1 unit(s) of credit at Unit 1 and 2 level and 2 unit(s) at Unit 3 and 4 level towards their Victorian Pathways Certificate.

Workplace Learning
This student has completed x nominal hours in a School-based Apprenticeship or Traineeship in Certificate III Building and Construction and achieved 1 unit(s) of credit towards their Victorian Pathways Certificate.
This student has achieved 1 unit of credit in structured workplace learning towards their Victorian Pathways Certificate. This included completing a minimum of 80 hours of structured work placement.

Literacy and Numeracy Standards
This student has met the standards in Reading, Writing and Numeracy.

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Chair
VICTORIA State Government
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Units satisfactorily completed

Description of achievement in VET and SWL

Description of achievement in Literacy and Numeracy Standards

STUDENT ACHIEVEMENT PROFILE SUMMARY

James Citizen
1 Sample Street
Melbourne VIC 3000

Student Number: 29969073X
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Page: 2 of 2

Capabilities
During their senior secondary education, this student engaged in units which gave them the opportunity to develop knowledge, skills and understanding of the following capabilities:

- Communication
- Planning and organising
- Collaboration
- Problem solving
- Self-management
- Initiative and enterprise
- Digital literacy
- Self-regulated learning

END OF ACHIEVEMENT PROFILE

The student's numerical score is not a Victorian Pathways Certificate qualification and should be used in conjunction with the Victorian Pathways Certificate Statement of Results for a comprehensive understanding of this student's program of study and results. Detailed descriptors are available overseas.

David J. [Signature]
Chair
VICTORIA State Government
VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

Capabilities the student had the opportunity to develop through the units satisfactorily completed.

SAP summary requirements

There are eligibility requirements to ensure students receiving the Student Achievement Profile are genuinely exiting senior secondary education:

VCE students must have satisfactorily completed at least eight units but not have completed their VCE.

VPC students must have satisfactorily completed at least one unit but not have completed their VPC.

Special provision

Special provision for school-based assessment

- Students may be eligible for Special Provision if, at any time, they are adversely affected in a significant way by:
 - an acute or chronic illness (physical or psychological).
 - factors relating to personal circumstance.
 - an impairment or disability, including learning disorders.
- Special provision for school-based assessment is a school decision.

Reasonable adjustments

- Under the [Disability Standards for Education 2005](#), students with a disability are entitled to reasonable adjustments to enable them to participate in education on the same basis as other students.
- An adjustment is considered reasonable if it achieves its aim of making sure a student with a disability can take part in their education on the same basis as students without a disability. Teachers assessing students who have particular needs must maintain the validity and reliability of assessment.
- Flexible assessment methods in the VPC should be used to allow students to demonstrate the successful completion of learning goals without disadvantage.

Flexible Delivery

Flexible delivery

VPC

- Designed to be delivered flexibly to meet the needs of students who may learn at a different pace, need more time to complete units, or transition into the VCE VM during (*no formal flexible delivery application required*)
- Units designed as standalone and can be completed in any order
- Designed to accommodate flexible entry and exit points

VCE VM

- Extended delivery can be used to accommodate students who need more than 1 semester to meet Unit 3 or 4 outcomes
- Mid-year commencement
- Concurrent delivery

Note:

- *Can not be used to accelerate completion in less than 2 years*

Classroom instruction & attendance

Classroom instruction

- Each VPC and VCE VM unit requires 50 hours of scheduled instruction.

Attendance

- School regulations determine attendance in a school setting. A school policy and set of procedures related to VPC attendance should be published and made available to staff, students, and parents or guardians. There is no maximum time limit for completion of VPC units.
- The school sets minimum class time and attendance rules.
- Special provision can be granted where a student has been unable to complete all tasks because of illness or other special circumstances, the school may, upon application from the student, grant special provision for classroom learning

Student eligibility reports

When to read eligibility reports

- Term 1 and 3
- Prior to cut off dates published in VCE Critical Dates
- Must run anytime student receives an N or changes program/withdraws from unit
- To report as 'Eligible' a student needs to be enrolled in the minimum requirements (or more) for the certificate, with all units either un-resulted or resulted as "S"

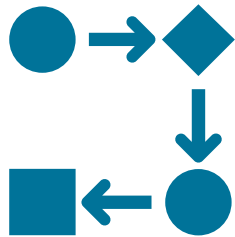
Past professional learning



[Eligibility Report Webinar](#)

VCE VM and VPC Audit

2026 VCAA audit program



- The VCAA audit program will be significantly revised in 2026. It will consist of 2 components:
 - Administrative audit
 - Subject-specific audit for VCE studies, including Vocational Major studies, and VCE VET scored programs, and VPC studies.
- The changes are intended to streamline the audit process and reduce the administrative burden of the audit on schools.

Administrative audit



The purpose of the VCE Administrative audit is to protect the integrity and quality of the VCE and VPC certificate by ensuring that providers understand and implement VCAA administrative requirements as stated in the VCE Administrative Handbook.

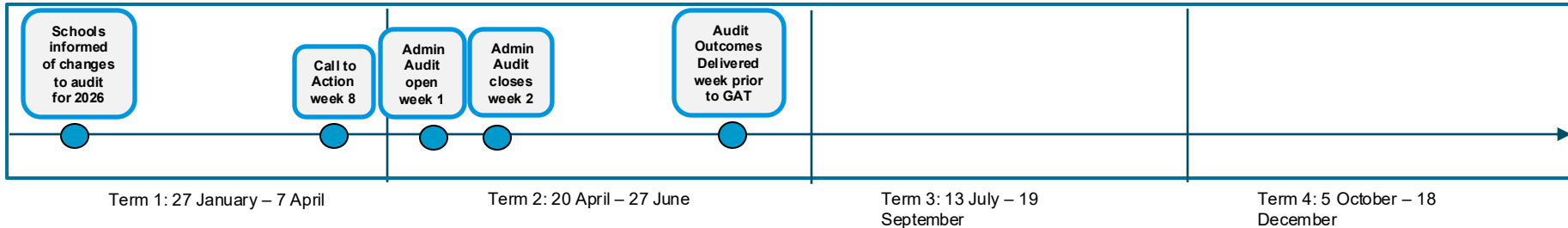
Administrative Audit: 2026 focus areas



1. Information provided to students about VCAA and school rules and processes for the VCE and VPC.
2. School documentation outlining school expectations about development, delivery, and security for School Based Assessments.
3. School policy for allowing students to redeem 'N' outcomes.

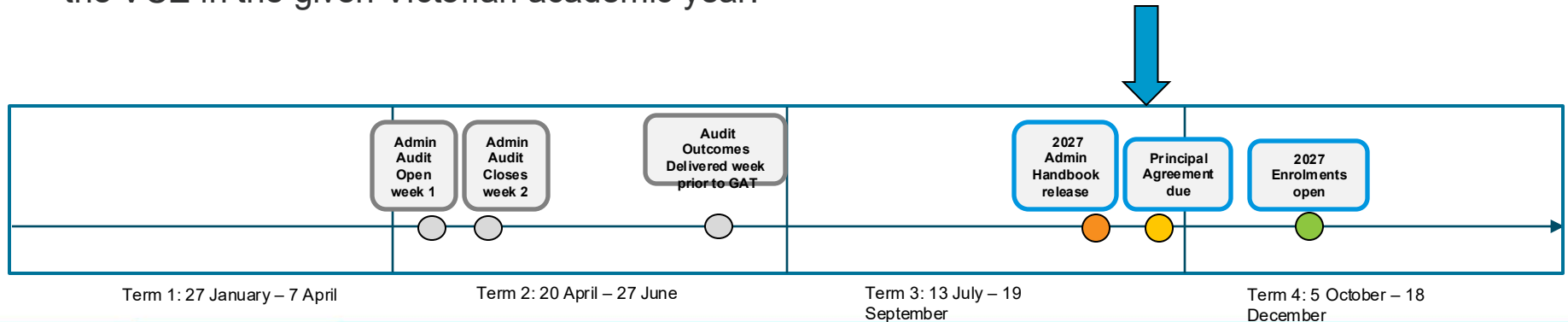
Administrative Audit: 2026 Key dates

- **Term 1, Week 8** - Schools informed by email that the VCE and VPC Administrative Audit will open in Term 2, Week 1. Detailed information will be provided about the evidence required for submissions.
- **Term 2, Week 1** - Administrative Audit opens - schools upload required evidence demonstrating compliance.
- **Term 2, Week 2** - Administrative Audit closes and submissions are reviewed.
- **Term 2, Week 8** (week prior to GAT) - Administrative Audit outcomes delivered to schools, including any rectifications that may be required prior to Unit 4 delivery.



Principal Agreement

- From 2026, VCE providers will be required to submit an 'Agreement to deliver the VCE or VPC' at the end of Term 3 each year.
- Similar to the 'Agreement to deliver VCE external assessments' that Principals submit annually in February.
- Principals will be required to sign an agreement that outlines their responsibilities when delivering the VCE in the given Victorian academic year.



Subject-specific audit 2026

- The second component will audit the delivery of VCE and VPC studies, including Vocational Major studies, VCE VET scored programs and VPC studies.
- One common process and one single submission date for all certificates in Term 4, 2026 (timing to be confirmed).
- The intention is to ensure schools have developed their curriculum and assessment documents for the academic year at the time of the audit.

Further information regarding the subject-specific stage of the audit program, including timing, will be provided to schools in Term 2, 2026.

Curriculum

Curriculum

- What students learn
- What students do
- What teachers do

- Scope of study
- Rationale
- Applied learning requirements
- Aims
- Structure
- Assessment and reporting
- Units

Support Materials

Literacy

[Literacy \(DOCX, 378-71 KB\)](#)

Details on areas of study, outcomes and assessment for Vocational Major Literacy Units 1-4 from 2023.

Support materials

Planning

- ▶ Developing a curriculum and assessment program
- ▶ Teaching and learning sample activities
- ▶ Sample approaches to developing assessment

Teaching and learning

- ▶ Unit 1 and 2
- ▶ Unit 3 and 4
- ▶ Integrated studies units

Assessment

- ▶ General assessment advice

Applied Learning

- ▶ Applied Learning
- ▶ Integrating Studies

Contact

Contact the [Curriculum Manager - Literacy](#).

Work Related Skills

[Work Related Skills Curriculum Design](#)

Details on areas of study, outcomes and assessment for Victorian Pathways Certificate Work Related Skills Units 1-4, 2023-2027.

Support materials

Planning

- ▶ Developing a curriculum and assessment program
- ▶ Teaching and learning sample activities
- ▶ Sample approaches to developing assessments

Teaching and learning

- ▶ Unit 1 and 2
- ▶ Unit 3 and 4
- ▶ Integrated studies units

Assessment

- ▶ General assessment advice

Applied Learning

- ▶ Applied Learning
- ▶ Integrating Studies

Contact

Contact the [Curriculum Manager - Work Related Skills](#).

New VPC Studies

VPC new studies

For delivery in **2026**:



For delivery in **2027**:

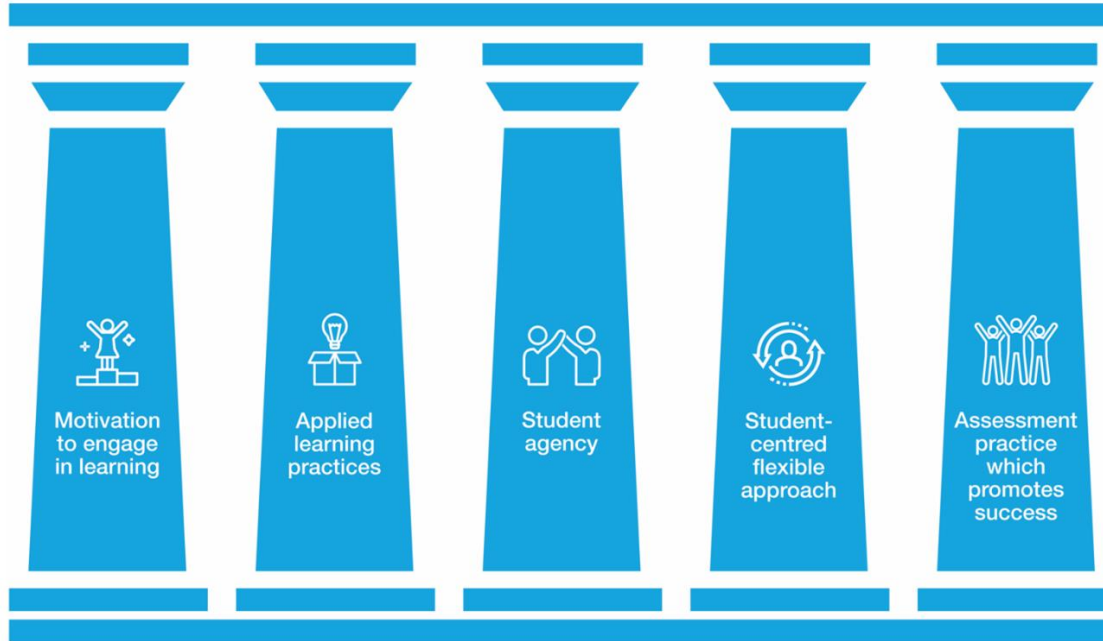
- VPC Humanities
- VPC Health & Movement
- VPC Science

**Interim names*

- Two unsequenced units per study
- Flexibility in delivery and assessment
- Increases engagement
- Develops life skills
- Leverages existing staff and resources
- Increased choice
- Support materials on their way!

Applied learning in the VCE VM and VPC

Pillars of applied learning (POAL)



POAL:

- Required by study design
- Provides guidance to ensure effective application of applied learning principles.
- Prompts for authentic and motivating learning experiences.
- Enables theoretical information to come to life in real-world contexts.
- Knowledge expands as students *take action* to learn, reflect, and plan how to do it better next time

Myth busters:

- You don't have to incorporate *all* pillars *all* the time.
- The pillars can be used effectively *within* the classroom.
- Not everything has to be *'hands on'* or *tactile* to be considered applied learning.



How does Applied Learning feel in a classroom?

Applied learning in action

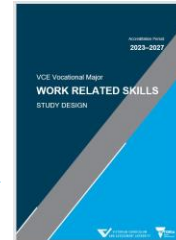
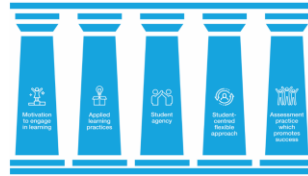
Motivation to engage in learning	Applied learning practices	Student agency	Student-centred flexible approach	Assessment practice which promotes success
<ul style="list-style-type: none">• Connect to student interests• Activities, incursions/excursions can be small or large scale	<ul style="list-style-type: none">• Application looks different• Engage the community at different levels• The classroom is a space for application	<ul style="list-style-type: none">• Start small• Student agency over elements of learning• Sometimes you know best• Not possible with some projects• Build up over time	<ul style="list-style-type: none">• You and your students will need to get to know one another• You don't need to be flexible with everything	<ul style="list-style-type: none">• Be strategic• Think about assessment as opportunities to collect evidence of student learning• Outcome + Blooms + AQF

Backward design

1. Identify desired results
2. Determine acceptable evidence
3. Plan learning experiences and instruction

REMINDERS:

- Reference the POAL! →
- Reference the study designs! →
- Incorporate minimum 50 hours p/unit →



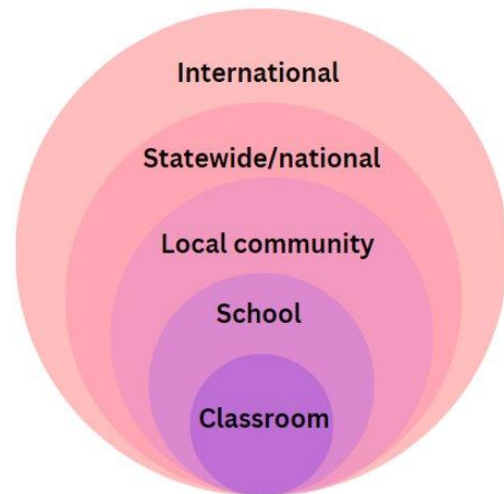
Source: *Understanding by design*, Wiggins, G. and McTighe, J. (2005)

Connecting with community

How will the learning connect students with communities and their own lives?

What community connections can you leverage?

Examples include real world objects and artefacts, authentic texts and scenarios, guest speakers, purposeful projects, workplace simulations etc.



Applied learning in practice - Literacy

VCE VM Literacy U1/O2: Understanding and creating digital texts

Apply an understanding of conventions of literacy and digital communication by responding to and creating a range of digital content, suitable for a community, workplace, or vocational context.

Applied example:

"Teach Your Stuff" - using a range of digital content

- Design and produce an instructional video for younger year levels
- Present on self-selected topics of interest
- Choose a skill to teach peers
- Raise awareness of a community issue

Applied learning in practice - Numeracy

VCE VM Numeracy U1/O1: Recreational numeracy, number and relationships

Develop number sense through meaningful application of numeracy practices to a range of contexts ...

Perform straightforward calculations both mentally, manually and using software tools and devices ...

Recognise, understand and represent simple patterns of relationship and change in mathematical terms ...

Applied example:

"Athletics carnival BBQ"

- Investigate product pricing
- Estimate how much food and drink required
- Calculate overall costs and proposed retail pricing
- Estimate staffing requirements and create a staffing roster
- Implement the BBQ and analyse estimated versus actual costs

Applied learning in practice - PDS

VCE VM PDS U1/O2: Healthy individuals

Plan and implement an individual or group activity to improve health and wellbeing, and evaluate the effectiveness of the activity ...

Applied example:

"Cooking for self-care"

- Students design sugar-free recipes suitable for the canteen to sell for recess snacks
- Recipes are developed and tested at least twice – working with a peer or small group to obtain feedback/refine recipe
- Canteen manager votes on 'best' recipe and class then cooks this recipe for sale at canteen

Applied learning in practice - WRS

VCE VM WRS U2/O2: Workplace skills and capabilities

Demonstrate knowledge of the recruitment and interview process, and of the essential and technical skills required by broader industry groups

Applied example:

"Mock interviews"

- Students apply for a fictional role using a cover letter and resume
- Then act as interviewers and interviewees on interview panels (rotating)
- Use of behavioural questioning and interview scoring
- Option to invite local businesspeople to take part in panels
- Consideration of professional attire and portfolios
- Class votes on successful candidate

Standards

VCE VM & VPC Standards

VCE VM & VPC – standards based

Outcome/Learning Goal in study/curriculum design is the standard students must meet



Evidence of learning - standards

- Important to understand what an *S* looks like – what do students need to be able to do, and to what standard? Standards based on Blooms Taxonomy.
- A key indicator of the level of achievement of the standard are the active verbs at the start of each statement, based on the hierarchy of knowledge in Bloom's Taxonomy.

Example: VCE VM (U4/AoS2)

On completion of this unit the student should be able to **communicate** personal skills and attributes, **evaluate** evidence and **analyse** presentation skills for future enhancement relevant to employment or study.

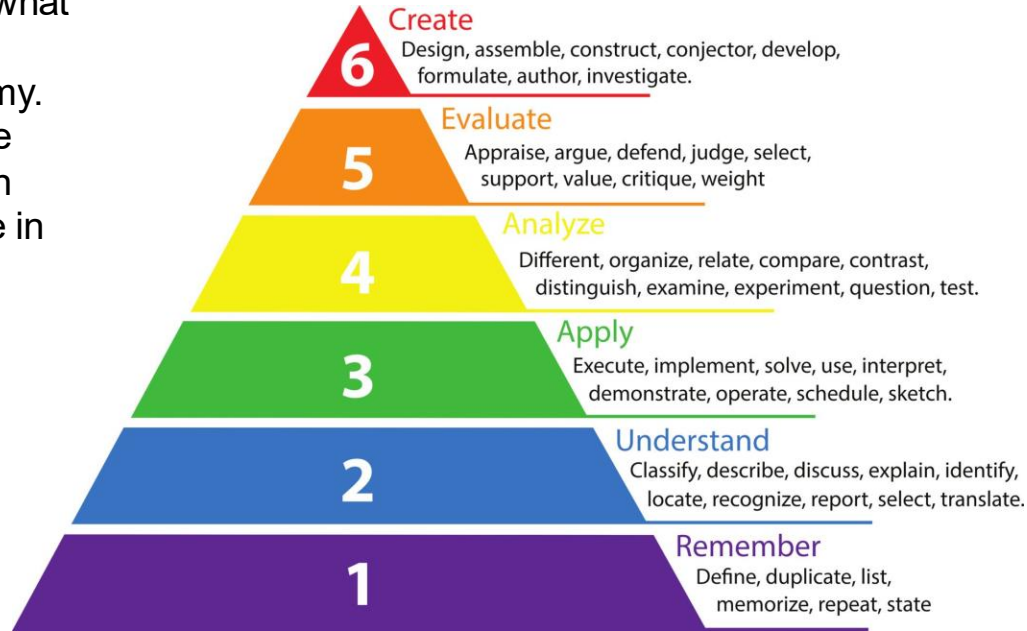


Image source: [Simply Psychology \(2025\)](#)

Meeting the standard

VCE VM WRS Unit 3 Outcome 2

On **completion** of this unit the student should be able to **outline** *the National Employment Standards and methods for determining pay and conditions, explain the characteristics of workplace bullying, discrimination and sexual harassment, and outline the processes and legal consequences for breaches and analyse the personal ramifications that may follow.*

AQF 3 and 4: Students at this level will apply knowledge and skills in contexts that include taking individual responsibility with some direction and some accountability for the quality of outcomes.

WHEN will the standard be achieved

WHAT *skills and knowledge the student should demonstrate to meet the standard*

ACTIVE VERBS



The **LEVEL** to which the student must demonstrate the standard

Meeting the standard

Learning Goal 1.1

On **completion** of this module the student should be able to:

- **develop and demonstrate** an understanding of self through positive, active reflection
- **use** a range of teamwork, communication, time management and problem-solving skills
- **understand and apply** the skills required for setting and achieving personal goals.

AQF 1 Students at this level will apply knowledge and skills to demonstrate autonomy in highly structured and stable contexts and within narrow parameters

WHEN will the standard be achieved

WHAT skills and knowledge the student should demonstrate to meet the standard

ACTIVE VERBS

The **LEVEL** to which the student must demonstrate the standard

Key Knowledge and Skills (VCE VM) and Applications (VPC)

- Further details the standard (VCE VM outcome – or VPC Learning Goal)
- Students should have the opportunity to access, learn about and demonstrate the Key Knowledge and Key Skills or Applications throughout the delivery of the unit
- Students do not have to be assessed individually on each Key Knowledge and Key Skill or Application

Assessment

Assessment – collecting evidence

- Evidence of learning needs to be collected by the classroom teacher.
- Decision for S/N based on evidence.
- Evidence can be anything that the student produces, including written work, visuals, videos/recordings, observations by the teacher.
- Assessment is school-based.



Assessment – collecting evidence

- Assessment tools are used to collect evidence to make a judgement as to whether the outcomes have been met.
- An assessment tool is a method to collect evidence on the standard reached by students and can be a task or a teacher observation using a checklist.

- ✓ Rubrics
- ✓ Checklists
- ✓ Peer assessment
- ✓ Role play
- ✓ Mock interviews
- ✓ Oral presentations
- ✓ Self or peer recorded video or vodcast
- ✓ Online portfolios

What Does Assessment *Look Like* in:

VCE	VCE VM	VPC
Scored assessments	No scored assessment	No scored assessment
Students ranked by a study score	No ranking/study score	No ranking/study score
External assessments	School-based assessment only	School-based assessment only
Statistical moderation	Mode of assessment mostly at the discretion of teacher/the school (see assessment tables)	Mode of assessment at the discretion of teacher/the school
Exams and timed assessments are used for most subjects		
Purpose		

Assessment and Flexibility

- Students need to meet the outcomes/learning goals
- Students can do this in a variety of ways



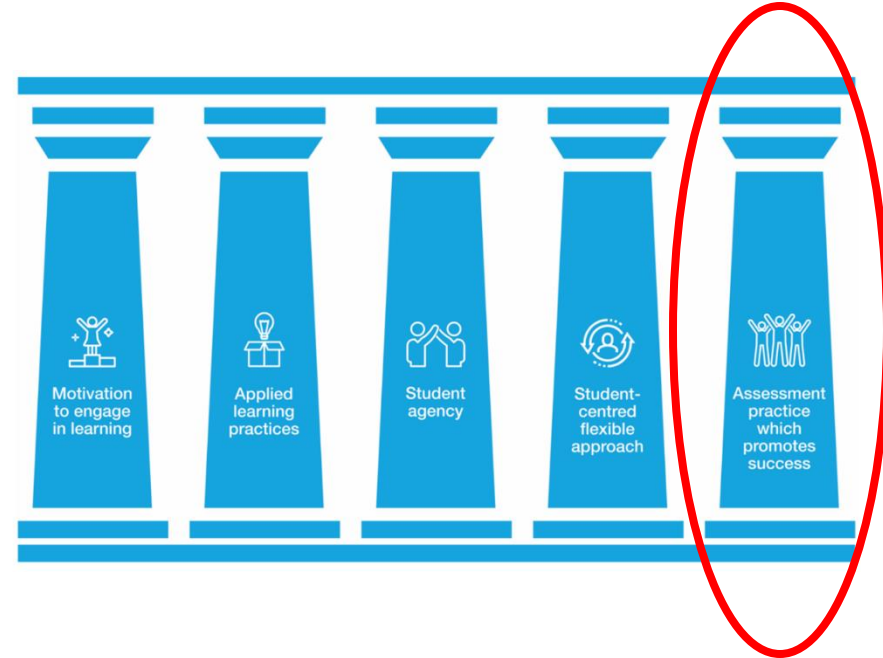
Extend students who are ready for a challenge

Support students who need more time, support, access

Applied Learning - Assessment

Assessment practices that promote success:

- Use the assessment method that best fits the content and context and allows for incremental indications of success
- Afford students multiple opportunities for success and assessment
- There may be multiple methods of assessment occurring at the same time
- Students can negotiate their own methods of assessment, where appropriate



VCE VM assessment requirements

Outcome	Assessment tasks
<p>Outcome 1</p> <p>Identify and discuss likely employment growth areas using credible data and apply findings to develop strategies to improve future career prospects.</p>	<p>Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 1 should be selected from the following:</p> <ul style="list-style-type: none">• a record of data analysis• a research task <p>Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning</p> <ul style="list-style-type: none">• job outlook, web scavenger hunt• participation/discussion/questions during incursions by industry• participation/discussion/questions during industry visits• participation in career speed-interviews• a reflection and collection of resources during career expos visits• reflection and participation in industry immersion activities• a case study• a video, podcast or oral presentation• a response to structured questions• creation of a graph/chart.

VPC assessment requirements

Learning goals	Assessment tasks
<p>Module 1 Goal 1.1 On completion of this module the student should be able to:</p> <ul style="list-style-type: none">• develop and demonstrate an understanding of self through positive, active reflection• use a range of teamwork, communication, time management and problem-solving skills• understand and apply the skills required for setting and achieving personal goals.	<p>Assessment could consist of, but is not limited to, a combination of the following activities where students should apply and demonstrate learning:</p> <ul style="list-style-type: none">• a skills audit• a reflective journal• a case study• reflection/ analysis of guest speakers presentation• a video, podcast or oral presentation• a response to structured questions• develop structured questions to interview community group/ members• a visual, oral, pictorial, digital presentation• an evaluation of a team activity• reflection/ analysis of visit/s community project/ organisation• a reflective journal of participation in practical tasks• chair meeting/ take minutes
<p>Module 2 Goal 1.2 On completion of this module the student should be able to:</p> <ul style="list-style-type: none">• describe the principles of health and wellbeing and the key indicators of self-care• explain how personal attributes can be enhanced through experience in teamwork, communication, time management and problem-solving• create tools and/or strategies for practicing self-care• discuss the concepts of equity and access for young adults, describing the features of respectful, positive relationships and the concept of sexual coercion and consent• practise the strategies for building skills in online safety, personal assertiveness and effective self-expression.	

Further resources and support

Professional learning



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