

MELBA COLLEGE

VCAL

Course Handbook



2019

Notes

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VCAL – VICTORIAN CERTIFICATE OF APPLIED LEARNING

VCAL has been developed in response to a need for a broader range of programs for students at Years 11 and 12. VCAL encourages a learning approach aimed at meeting the diverse needs of young people. It is designed to have relevance to personal strengths, interests and experiences, and to build resilience, confidence, self-worth and employability skills. It provides opportunities for experiential learning and skills development. It also encourages student decision making regarding future pathways to work and further education.

VCAL at Melba College is a course of study that provides a practical work-related experience and a qualification that is recognized by TAFE institutes and employers.

The course provides a pathway for students to move into the workplace whilst attending school with the view of obtaining an apprenticeship or traineeship and/or further training at TAFE or a job.

Aims of the Qualification

The VCAL qualification aims to provide skills, knowledge and develop attitudes to enable students to make informed choices regarding pathways to work and further education. The VCAL program pursues the development of knowledge and employability skills that help prepare the student for employment and for participation in the broader context of family, community and lifelong learning. The development of knowledge and skills is targeted for each student so that they are able to make informed vocational choices within the specific industry sector and/or to facilitate pathways to further learning.

VCAL Curriculum Strands

The VCAL program consists of four compulsory curriculum strands:

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

VCAL Award Levels

The VCAL has three award levels:

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

The three qualification levels provide flexible entry and exit points for a range of student abilities and interests and offer a clear progression for skills, knowledge and attitudinal development. In general, the level of the VCAL Certificate is determined by the Industry Specific Skills unit and Literacy unit selected.

Course Requirements at Melba College

To be awarded a VCAL Certificate, students must successfully complete a combination of curriculum components drawn from VCAL units, VCE units and VCE VET units or any other accredited Certificate at Level I or Level II. Together these components make up a learning program for the student which is designed to comply with the following credit requirements.

The Learning Program must:

- be made up of 10 credits
- include curriculum components, of which can be justified against the purpose statement for one of the four VCAL Curriculum strands
- contain curriculum components drawn from:
 - VCAL Units
 - VCE Units
 - VCE VET Units
 - VET accredited curriculum. (One credit is awarded on successful completion of 100 nominal hours of accredited curriculum)

The course must include:

- a minimum of two VCAL units in the Literacy and Numeracy Skills Strand, curriculum components to the value of one credit for literacy and one credit numeracy
- in each of the remaining three strands, curriculum to the value of at least one credit in each curriculum components to the value of six (6) credits at the level of the VCAL award, one of which one must be for literacy and one must be for a VCAL Personal Development Skills unit

THE VCAL PROGRAM:

Can be completed at a Foundation, Intermediate or Senior award level and comprises of units selected from each of the four strands:

1. Literacy and Numeracy Skills Strand

Literacy:

- VCAL Literacy Skills Reading and Writing
- VCAL Literacy Skills Oral Communication

OR

- VCE English Units 1-4

Numeracy:

- VCAL Numeracy Skills

OR

- VCE General Mathematics Unit 1 & 2 and VCE Further Mathematics Unit 3 & 4

2. Industry Specific Skills (ISS) Strand

A full course of Vocational Education and Training (VET) selected from:

- VET Courses offered by the school
For example - Certificate II in Business
- VET course offered by the TAFE Institutions
For example - Certificate II in Building and Construction
- An accredited Certificate offered by a Registered Training Organisation (RTO)
For example - Certificate II in Automotive

3. Personal Development Skills (PDS) Strand

- VCAL Personal Development Skills Unit 1
- VCAL Personal Development Skills Unit 2

4. Work Related Skills (WRS) Strand

- VCAL Work Related Skills Unit 1
- VCAL Work Related Skills Unit 2
- Plus any one of the following:
 - VCE Industry and Enterprises Units 1 & 2
 - VCE Product Design and Technology Units 1-4
 - VCE Food Studies Units 1-4
 - VCE Computing Unit 1-4
- At least 8 hours/week of either a structured work placement or part-time or casual employment.

The VCAL is designed to develop and extend pathways for students. If a student decides to move from VCAL into a VCE program, VCAL Literacy Skills- Reading and Writing and Oral Communication level may lead to VCE English and VCAL Numeracy Skills may lead to either VCE Unit 1 & 2 General or Unit 3 & 4 Further Mathematics.

It is therefore strongly recommended that VCE units are attempted as a first priority for these curriculum components. All other VCAL units are credited to your VCE requirements.

VCAL Assessment

All VCAL Units are Competency Based. To be credited with a VCAL unit, a student must demonstrate competency in the Learning Outcomes required for that unit. A range of assessment methods are used. Any assessment given will take into account, and provide for recognition of prior learning. All competency based assessment methods must be flexible, valid, reliable and fair.

Assessment methods may include, but are not restricted to:

- students' self-assessment
- teacher observations/checklists
- reflective journals
- oral presentations
- written text
- physical demonstration of understanding
- discussion
- debates
- role plays
- folio of tasks
- photo journals
- performance of practical tasks
- awards for recognised programs

Assessment of satisfactory completion of the VCAL unit will be based on the evidence that demonstrates that the student has completed the learning outcome(s).

Students can easily monitor their assessment progress by accessing the 'Student Progress Rubric' on the college's student management system, Compass.

Folio of Evidence

A 'Folio of Evidence' must be submitted at the end of the year for verification of the evidence that demonstrates competency for each VCAL unit. **It is the student's responsibility to assemble and**

maintain this 'Folio of Evidence' for each VCAL unit, by keeping and filing all pieces of work when it is assessed and returned to the student.

Classroom teachers will create assessment checklists and rubrics to enable students to assemble and maintain their 'Folio of Evidence' for each VCAL unit.

A 'Folio of Evidence' should include:

- all assessment tasks
- all classroom learning activities
- photo journal of activities
- power-point presentations, posters
- school recognition of student participation, college newsletters, photographs
- community recognition, newspaper articles, photographs, club activities
- recreational/sporting club recognition, awards, activities, teams
- current school reports and awards
- VET - Statement of Attainment
- any other documentation that highlights personal development or work related activities.

ENROLMENT REQUIREMENTS AT MELBA COLLEGE

Before you can be enrolled for a VCAL Learning Program at Melba College, you must:

1. Submit a written application to the VCAL Coordinator, outlining your interests in VCAL and the Vocational Education Training you wish to pursue.
2. Attend an interview to discuss your application and your future pathway options in the work place.
3. Have suitable part-time or casual employment at the commencement of the program, or be actively pursuing this requirement.
4. Ensure that your employer understands the requirements of VCAL and your commitment to the program, and agrees for you to use the work-place as a source of information for your assignment work
5. Acknowledge that the assessment procedure for VCAL units is based on demonstrating competency in the Learning Outcomes required for each unit.

VCAL Progress at Melba College

The VCAL program spans the entire school year. The nature of the competency based assessment does not always fall into a clear semester length time frame. For some students, the VCAL program may be planned over three years or in some cases condensed into a short time frame provided all course requirements are met. To assist students to remain on task and assemble their 'Folio of Evidence' required for assessment, the VCAL program is segmented into cycles, arbitrarily one per semester. At the close of each cycle, students who are falling behind will be required to attend an interview with parents to discuss their progress.

CURRICULUM COMPONENTS

VCE Subject Units as outlined in the VCE Units 1 & 2 Handbook 2018.

VCAL –Literacy Skills Reading and Writing

In this unit you will develop the skills and knowledge to read and write a variety of texts. These will focus on everyday subject matter but will include some unfamiliar aspects or materials. You will use the writing process to produce texts that link several ideas or pieces of information. At the end of the unit you will have demonstrated that you can read, comprehend and write a range of texts within a variety of contexts.

Learning Outcomes

You must show competence in all eight learning outcomes.

1. Writing for Self Expression.
2. Writing for Practical Purposes.
3. Writing for Knowledge.
4. Writing for Public Debate.
5. Reading for Self Expression.
6. Reading for Practical Purposes.
7. Reading for Knowledge.
8. Reading for Public Debate.

Assessment Methods

You will be assessed by oral and written responses to the texts that you study. You will also be expected to submit written text for meaningful activities throughout the course. Teacher observations and comments will also be used as part of your assessment.

VCAL – Literacy Skills Oral Communication

In this unit you will focus on the purposes of communication; developing an understanding of how language will vary with audience and purpose. You will consider non-verbal communication and its importance and further develop your listening skills. At the end of the unit you will be able to use and respond to spoken language including some unfamiliar materials within a variety of contexts.

Learning Outcomes

You must show competence in all four learning outcomes.

1. Oracy for Self Expression.
2. Oracy for Knowledge.
3. Oracy for Practical Purposes.
4. Oracy for Exploring Issues and Problem Solving.

Assessment Methods

You will be assessed by teacher observation when interacting with others, video recording, self-evaluation and feedback from peers.

VCAL – Numeracy Skills

In this unit you will develop everyday numeracy skill to make sense of daily personal and public life. The maths includes measurement, shape, numbers, and graphs as applied to tasks which are a part of your everyday routine. This will extend to applications not yet encountered in the workplace or community. At the end of the unit you will be required to attempt a series of operations or tasks with confidence, be able to select the appropriate method or approach required, and be able to communicate the ideas both verbally and in written form. You will be able to perform straightforward calculations either manually and/or by using a calculator.

Learning Outcomes- Foundation and Intermediate

You must show competence in five out of the six learning outcomes.

1. Numeracy for Practical Purposes - Design
2. Numeracy for Practical Purposes - Measuring
3. Numeracy for Personal Organisation - Money and Time
4. Numeracy for Personal Organisation - Location
5. Numeracy for Interpreting Society - Data
6. Numeracy for Interpreting Society - Numerical Information

Learning Outcomes- Senior

You must show competence in five out of the six learning outcomes.

1. Numeracy for Practical Purposes - Design
2. Numeracy for Practical Purposes - Measuring
3. Numeracy for Personal Organisation - Location
4. Numeracy for Interpreting Society - Data
5. Numeracy for Interpreting Society - Numerical Information
6. Numeracy for Knowledge- Further Study in Maths (formulae)

Assessment Methods

You will be assessed by presenting a folio of evidence containing samples of your written work, investigations or problem solving tasks. These will include self-assessment sheets, reflections or journals entries, pictures, diagrams and models that have been constructed. The use of technology, eg. Excel and PowerPoint will be included.

VCAL - Work Related Skills

In this unit you will develop employability skills, knowledge and attitudes that are valued within the community and the work environment in preparation for your entry into employment. Employability skills are those that reflect personal attitudes valued by employers. These include motivation, adaptability, enthusiasm, relationship management and work ethics. You will undertake a course in occupational health and safety, a prerequisite for work placement.

Unit 1

You must show competence in all six learning outcomes.

Learning Outcomes – Foundation

1. Learn about a selected workplace or industry setting
2. Identify OHS roles and responsibilities of persons within a workplace context
3. Identify OHS problems that may arise in the workplace
4. Plan and organise a basic work-related activity that meets OHS procedures
5. Work in a team to complete a safe work procedure for a basic work-related activity
6. Use information and communications technology and other technology in relation to a basic work-related activity

Learning Outcomes – Intermediate

1. Learn about conditions and entitlements of a specific industry
2. Obtain and communicate information in response to a work-related OHS issue
3. Develop knowledge and understanding of OHS in a work-related context
4. Identify workplace safety hazards
5. Work in a team to follow safe work procedures within a work-related activity
6. Use information and communications technology and other technology in relation to a work-related activity

Learning Outcomes –Senior

1. Research information about a specific industry or workplace from a variety of sources
2. Communicate ideas and information about a range of OHS requirements in the workplace
3. Understand hazard identification, risk assessment and control of hazards and risks within the workplace
4. Demonstrate an understanding of the OHS issue-resolution process
5. Work in a team to follow safe work procedures within a complex work-related project.
6. Use information and communications technology in relation to a complex work-related project.
7. Use workplace technology and equipment in accordance with OHS guidelines in a complex work-related project

Unit 2

You must show competence in all six learning outcomes.

Learning Outcomes – Foundation

1. Prepare for a basic work-related activity
2. Communicate basic work-related ideas and information
3. Plan, organise and manage a basic work-related activity
4. Identify and take measures to solve a problem relevant to a basic work-related activity
5. Work in a team to complete a basic work-related activity
6. Use information and communications technology and other technology in relation to a basic work-related activity

Learning Outcomes – Intermediate

1. Research information for a work-related activity
2. Communicate information and ideas for a work-related activity
3. Plan, organise and manage a work-related activity
4. Identify and solve common work-related problems
5. Work in teams to undertake a work-related activity
6. Use information and communications technology and other technology in relation to a work-related activity

Learning Outcomes –Senior

1. Collect, analyse and evaluate information required for a complex work-related project
2. Communicate ideas and information in a work environment
3. Plan, organise and manage a complex work-related project
4. Identify and solve problems in the workplace
5. Work in teams to undertake a complex work-related project
6. Use information and communications technology in relation to a complex work-related project
7. Use workplace technology and equipment in a complex work-related project
8. Demonstrate initiative/enterprise in a work-related context

Assessment Methods

You will be assessed by presenting a folio of evidence containing samples of your written work, investigations or problem solving tasks. These will include self-assessment sheets, reflections or journal entries. You will also be assessed by the use of technology, e.g. Word, Excel and PowerPoint.

VCAL – Personal Development Skills

In this unit you will develop your self-esteem and personal qualities. The emphasis is on valuing personal achievement and contributions for the benefit of community to ensure your personal growth. This course of study will involve you in leadership, teamwork skills, accepting responsibility for goal attainment and reflecting on knowledge and skills for decision making and problem solving. You will be given credit for your involvement in other local curricula e.g. SES, CFA, Duke of Edinburgh Awards, Landcare Programs and Victorian Youth Development Program.

Unit 1

You must show competence in all five learning outcomes.

Learning Outcomes - Foundation

1. Plan and organise a simple activity
2. Demonstrate knowledge specific to a simple activity or goal
3. Demonstrate skills specific to a simple activity or goal
4. Solve problems specific to a simple activity or goal
5. Demonstrate teamwork skills

Learning Outcomes - Intermediate

1. Plan and organise a complex project or activity
2. Demonstrate knowledge and skills in the context of a complex project or activity
3. Demonstrate self-management skills for goal achievement in the context of a project or activity
4. Describe leadership skills and responsibilities
5. Demonstrate interpersonal skills to communicate ideas and information

Learning Outcomes - Senior

1. Plan and organise to completion a complex project in an autonomous manner
2. Demonstrate an awareness of social diversity within a complex project
3. Apply strategies to improve communication
4. Demonstrate leadership skills for group and team work
5. Use decision-making skills in a group or team context

Unit 2

You must show competence in all five learning outcomes.

Learning Outcomes – Foundation

1. Identify the rights and responsibilities of individuals in a community
2. Plan and organise a simple activity within a community
3. Communicate information about a social issue or community activity
4. Communicate effectively to resolve problems related to a social issue or community activity
5. Demonstrate teamwork skills or work effectively as a group/team member

Learning Outcomes – Intermediate

1. Research and analyse the roles of citizens/members in a community
2. Plan and organise a complex community project or activity
3. Use a range of communication strategies to raise awareness of a complex social issue or community activity
4. Manage problems related to a complex social issue or community activity
5. Actively contribute to group cohesion to manage a complex social issue or community activity

Learning Outcomes - Senior

1. Research a community problem or issue that affects citizens/members in a community.
2. Establish or build on an external partnership to address and/or promote awareness of a community problem or issue
3. Plan, organise and complete a complex community project, utilising project management skills, in an autonomous manner
4. Demonstrate effective teamwork skills in relation to a complex community project
5. Present and communicate ideas and information relating to the complex community project.

Assessment Methods

You will be assessed by presenting a folio of evidence that contains samples of the learning outcomes. This may include teacher observations, evidence accumulated through program participation, awards from recognised programs, self-assessment inventories, testimonial letters from mentors, reflective diaries, newspaper articles that document the community project and PowerPoint presentations.

Industry & Enterprise Unit 1 & 2

Unit 1: Workplace participation

This unit prepares students for effective workplace participation. An exploration of the importance of work-related skills is integral to this unit. Students develop work-related skills by actively exploring personal career goals and pathways. They observe industry and employment trends and analyse current and future work options. Students develop work-related skills that assist in dealing with issues commonly affecting participants in the workplace. Students examine the diverse contexts in which work takes place in Australian society by investigating a range of work settings. They investigate job tasks and processes in work settings, as well as entry-level requirements for work in selected industries. Students research work-related issues, and consider strategies to develop interpersonal skills and effective communication to deal with a selected issue. After completing the relevant occupational health and safety (OH&S) induction program, students demonstrate the practical application of their work-related skills by completing at least 35 hours of structured workplace learning.

Area of study

1. Contributing to the workforce
2. Developing work-related skills
3. Workplace effectiveness

Outcomes

1. On completion of this unit the student should be able to explain the importance to Australia of having a skilled workforce, investigate career pathways and analyse current and future work options
2. On completion of this unit the student should be able to explain entry-level requirements for obtaining work in two selected industries, discuss the importance of developing personal work-related skills, and conduct a self-assessment to gauge personal work performance.
3. On completion of this unit the student should be able to explain the OH&S requirements and one other work-related issue for a selected occupation in a specific workplace, and discuss ways in which work-related skills may be used to deal with that issue.

Assessment tasks

- A career investigation
- A career profile
- A work-related skills portfolio
- A self-assessment
- A workplace investigation
- A workplace learning report
- A multimedia presentation
- An essay
- A test

Unit 2: Being enterprising

In this unit students explore the development of enterprising behaviour, leadership and innovation in different workplace settings and in the context of significant issues faced by industry. Students develop their understanding of how enterprising and leadership behaviour is vital for success in a range of personal, social, community and work settings. All work settings exist within a wider industry context and ongoing workplace enterprise and innovation are pivotal to industry success. Students investigate the characteristics and qualities of successful entrepreneurs in different settings, and investigate the relationship between leadership behaviour and the development of an individual's work-related skills. As part of a wider industry investigation, students consider the characteristics of a selected industry and evaluate the extent to which enterprising behaviour is applied in selected work settings within this industry. They also explore the role of work-related skills in supporting innovation in this industry. Globalisation, technological change, environmental issues and other significant issues are having an impact on Australian industry. Students analyse the impact of one significant issue on an Australian industry and consider how the industry has responded in an enterprising way. After completing the relevant OH&S induction program, students demonstrate practical application of their developing work-related skills by completing at least 35 hours of structured workplace learning. In Unit 2 students are strongly encouraged to undertake one or more enterprise projects or activities as part of their 35 hours of structured workplace learning.

Area of study

1. Enterprising individuals and leadership
2. Enterprise and innovation in industry
3. Industry issues

Outcomes

1. On completion of this unit the student should be able to identify and discuss enterprising behaviour in individuals and explain the relationship between enterprising behaviour and leadership.
2. On completion of this unit the student should be able to explain what innovation is, describe the characteristics of a selected industry, evaluate the extent to which enterprising behaviour is applied in selected work settings within the selected industry, and explain the role of work-related skills in supporting innovation in the selected industry
3. On completion of this unit the student should be able to analyse the impact of two significant issues on an Australian industry within the last four years and discuss how the industry has responded to the issues in an enterprising way.

Assessment tasks

- An industry investigation and profile
- An interview and a personal profile
- A self-assessment
- A workplace investigation
- A workplace learning report
- A multimedia presentation
- A work-related skills profile
- An essay
- A test
- A case study

VCE Technology Units

For information on the VCE Technology Units students can complete in addition to their Work Related Skills Unit, please refer to the 2019 VCE Course Handbook.

Certificate II in Business

The Certificate II in Business is designed to be completed in one year as part of a VET program and is offered to the Year 12 students completing the VCAL program. Students need to complete the twelve units to receive the Certificate II in Business. The Certificate II in Business provides a pathway for further studies, work or apprenticeships in the Business industry. It provides knowledge and practical skills necessary to work effectively in a wide range of business and office environments.

The course outline includes the following elements:

BSBOHS201A	Participate in OHS processes
BSBIND201A	Work effectively in a business environment
BSBWOR202A	Organise and complete daily work activities
BSBCMM201A	Communicate in the workplace
BSBWOR203A	Work effectively with others
BSBWOR204A	Use business technology
BSBCUS201A	Deliver a service to customers
BSBINM201A	Process and maintain workplace information
BSBSUS201A	Participate in environmentally sustainable work practices
BSBINM202A	Handle mail
BSBITU201A	Produce simple work processed documents
BSBITU202A	Create and use spreadsheets

Melba College offers this Certificate II in Business in conjunction with the Australian Institute of Education and Training (AIET). The company provides all materials for supporting teachers in the school, student workbooks and assessment materials. The cost of this Certificate II in Business for VCAL students at Melba College in 2018 was \$125 (this is subject to change). This includes course fees, a student workbook and assessment tasks provided by AIET

OTHER SOURCES OF INFORMATION YOU MAY WISH TO ACCESS.

See Mrs Arambasic or Mrs Pearson for information about these:

☞ **Where to Now?** Guide to the VCE, VCAL and Apprenticeships & Traineeships (DEET)

- **VCAL** - The New Hands-on Option for Year 11 & 12 Students. (VQA)
- **VCAL** - 'Hands-on' Information for Business. (VQA)
- **VET in the VCE** Brochure (VCAA)

To find out more about VCAL

- www.vcaa.vic.edu.au
- www.jobsearch.gov.au
- www.australianapprenticeships.gov.au
- Use your networks.

To contact the Group/Registered Training Companies associated with the school

- Inner Eastern Group Training Company www.iegt.com.au
- Skills Plus www.skillsplus.com.au
- MEGT Ltd (Ringwood) www.megt.com.au