

SUBJECT SELECTION HANDBOOK

# SENIOR

VCE VM & VPC 2024

WERRIBEE SECONDARY COLLEGE

*Live Worthily*





## OUR MOTTO

Live worthily.

## OUR VISION

Werribee Secondary College is a leader in international education in the Victorian state education system. We implement the best quality educational practices evident throughout Australia and internationally. The Werribee Secondary College community “lives worthily”.

We are adaptable life-long learners, who are confident, creative and resilient individuals, empowered to shape the world in which we live.

## OUR MISSION

At Werribee Secondary College we strive for success in all the chosen endeavours of our students. We nurture the values of respect and responsibility. We **respect** and are **responsible** for embracing our identity and that of others; taking care of our local and global communities, and valuing the right to learn.

### We respect and are responsible for our:

- Learning** *I respect my own right to learn and that of others, and I recognise my responsibility to become a lifelong learner.*
- Identity** *I respect the diverse cultures, religions, languages, beliefs, genders, sexual orientation and the specific needs of those around me. I respect my own role within this community and take responsibility to show respect for both myself and others.*
- Community** *I respect the local and global communities within which I live. I understand my responsibility in protecting these communities to ensure a safe and sustainable future in which everyone feels they belong.*



Dear Student and Parents,

This is an exciting time for students as they approach the end of their secondary schooling and plan for their life after Werribee Secondary College.

There are many options for both parents and students to consider in choosing the right pathway. Our students have the choice of three certificates:

- **International Baccalaureate Diploma Programme (IBDP)**
- **Victorian Certificate of Education (VCE)**
- **Victorian Certificate of Education (VCE) (VM & VPC) Vocational Major and Victorian Pathways Certificate**

We encourage families to discuss the pathway that is best. We ask that you consider the following when making pathway decisions:

- **What your child enjoys**
- **What he/she would like to do in the future**
- **What they are good at**

Students have been involved in a number of information sessions about each of the certificates and will also be completing information sessions about individual subjects over the coming weeks. We hope that this will allow students to make informed decisions about the certificate they would prefer to undertake over the next couple of years. All students have the choice of which pathway is best to meet their goals. They will go through a course counselling process where they can discuss the direction they wish to pursue in the future.

Students will be given advice about Vocational Education and Training (VET), prerequisites, subjects and ATAR's. There are many areas that are taken into account by the Middle and Senior School's when supporting the student as they make realistic pathway choices. These include, but are not limited to the areas mentioned above and the following:

- **Academic progress in Year 10**
- **Work and study habits**
- **Goals**
- **Prerequisites required for tertiary courses**

The transition from Middle School to Senior School and from Year 11 to Year 12, can be an anxious time for both students and parents. We encourage students and parents to actively communicate with a member of the Senior School office should any issues or concerns arise, so that we can provide a source of support and guidance for students in their attempt to maximize their learning outcomes and achieve their preferred pathway.

The Senior School office is not the only place students and parents can get support, they can also speak with the wellbeing team, IB Coordinator and the careers office. You will find all the staff very approachable and happy to help.

We look forward to working with you.

**- Senior School Team**



## SENIOR SECONDARY CERTIFICATE REFORM: COMMENCING 2024

Victoria is moving to a new integrated senior secondary certificate that will bring together our two senior secondary certificates, the VCE and Victorian Certificate of Applied Learning (VCAL).

This reform will give all students the learning opportunities to develop the skills and capabilities needed to succeed in further education, work and life.

A fully integrated VCE will be implemented from 2024.

### **VCE VOCATIONAL MAJOR**

The VCE Vocational Major is a 2-year vocational and applied learning program within the VCE. The program aims to equip students with the skills, knowledge, confidence and agency needed to prepare for the world of work and further education and training.

The VCE Vocational Major will prepare students to transition successfully into apprenticeships, traineeships, further education and training, university, or directly into employment.

The VCE Vocational Major will support students to develop both academic and practical skills. It employs a more diverse range of assessment strategies rather than exams, alleviating some of the pressure that students face when considering the VCE.

### **NEW: VPC VICTORIAN PATHWAYS CERTIFICATE**

The VPC is an inclusive Year 11 and 12 certificate that will meet the needs of students not able or ready to complete a certificate at the VCE level.

The VPC provides students with a standards-based certificate and will provide opportunities to progress to the VCE, including the VCE Vocational Major. It will provide an enriched curriculum and excellent support for students to develop the skills, capabilities and qualities for success in personal and civic life.

The VPC will replace Foundation VCAL from 2024.

The VPC will support students to transition to the VCE Vocational Major, entry level VET or employment.

The VPC has been developed to be flexible, without a mandated period in which a student must complete the certificate. This allows students to complete it in a timeframe that suits their capability.



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## AN INTRODUCTION

**The VCE VM stands for the Victorian Certificate of Education – Vocational Major**

**VPC stands for Victorian Pathways Certificate**

The VCE Vocational Major is a 2-year vocational and applied learning program within the VCE. The program aims to equip students with the skills, knowledge, confidence and agency needed to prepare for the world of work and further education and training.

The VPC is an inclusive Year 11 and 12 certificate that will meet the needs of students not able or ready to complete a certificate at the VCE level. The VPC is at Australian Qualifications Framework Level 1 and not recognised as a senior secondary certificate. Students, parents and schools choose in partnership the most appropriate course based on student need, aspiration and capability.

THE VCE VM is Applied Learning Based. Applied learning incorporates the teaching of skills and knowledge in the context of 'real life' experiences, where students discover how to apply what they have learnt by doing, experiencing, reflecting and relating acquired skills to the real-world.

Applied learning is beneficial for all students, as it:

- Facilitates and prepares students for successful post-school pathways including transitioning to the workforce, going on to further education and training, as well as succeeding in personal and civil life.
- Encourages personalised student-led learning, aligned to student interests and aspirations.
- Provides opportunities for students to gain industry exposure and experience through work integrated learning opportunities.
- Enables students to explore potential careers and develop technical and employability skills for the future.

Vocational and Applied Learning pathways not only equip young people for entry into the world of work also, but provide them with functional competencies and skills (including soft skills like effective communication, interpersonal skills and self-management) that are needed to participate in the economy and society.

Students learn important work-readiness and personal development skills linked to community involvement and civil responsibilities. Vocational and Applied Learning pathways can offer a great way to reengage students who might otherwise consider leaving school before they reach Year 11 and 12.

VET stands for Vocational Education and Training. The VET component is compulsory within a VCE VM program because you are to focus in own industry skills within an area of your interest. The VET component of the course also results in more qualifications that are highly considered by employers and further study tertiary institutions within the area of study.



## THE VCE VM PROGRAM AT WERRIBEE SECONDARY COLLEGE

### YEAR 11 VCE VM TIMETABLE CONSISTS OF:

- Literacy (Unit 1&2)
- Numeracy (Unit 1&2)
- WRS - Work Related Skills (Unit 1&2)
- PDS - Personal Development Skills (Unit 1&2)
- SWL – Structured Work Placement 90 hours X 2
- Students are to find and organise their own two week block work placements by the end of term 1 (unit 1)
- VET: Industry Specific Skills (Unit 1&2): *Please see VET booklet for the large variety of course selections*

### VPC TIMETABLE

*The VPC will not be suitable for all students and is offered to students on an as-needs basis.*

Students complete at least 12 units, including:

- 2 Literacy units
- 2 Numeracy units
- 2 Work Related Skills units
- 2 Personal Development Skills units
- Students can also include VET, VCE subjects and structured workplace learning.

### YEAR 12 TIMETABLE CONSISTS OF:

- Literacy (Unit 3 & 4)
- Numeracy (Unit 3 & 4)
- WRS - Work Related Skills (Unit 3 & 4)
- PDS - Personal Development Skills (Unit 3 & 4)
- SWL – Structured Work Placement 90 hours x 2
- Students are to find and organise their own two week block work placements by the end of term 1
- VET: Industry Specific Skills (Unit 3 & 4) Please see VET booklet for the large variety of course selections



## VCE VOCATIONAL MAJOR (VM) REQUIREMENTS

**Students complete the VCE and the requirements for the VCE VM including:**

- 16 units
- Three Literacy or VCE English units (including a Unit 3 & 4 sequence) the same requirements as VCE.
- Three other unit 3 and 4 sequences in total
- Two Numeracy or VCE Mathematics units
- Two Work Related Skills units
- Two Personal Development Skills
- 180 nominal hours of VET at Certificate II level or above

**Students can also include other VCE VM subjects and structured workplace learning.**





# LITERACY

## UNIT 1

### **Area of Study 1: Literacy for personal use**

In this Area of Study, students develop their reading and viewing skills and expand their responses beyond the Victorian Curriculum F-10: English, Victorian Pathways Certificate: Literacy and EAL Pathway C (Level 3).

This Area of Study focuses on the structures and features of a range of texts and content – print, visual and film – and the personal reasons readers may have for engaging with these texts. Students read or watch a variety of texts for a personal purpose, such as finding information. Texts should be chosen from a range of local and global perspectives including First Nations peoples and multi-cultural perspectives and should include film, TV, online videos, song, poetry, biographies, digital content and other texts of interest to the cohort. Through discussions and class activities students develop their understanding of the structures and features of these text types and their content and examine how these are influenced by purpose, context, audience and culture.

Students will read texts that serve a variety of purposes, from everyday content written to convey information, to texts written for specific workplaces or educational settings. Students will employ a variety of strategies to develop their understanding of the purpose and key ideas within the written and spoken language. They extend their knowledge of the layout and format of a range of text types and use indexes, headings, subheadings, chapter titles and blurbs to locate and extract information. In their study of visual and film texts, students examine how purpose, language and structure influence the audience of a text.

### **Area of Study 2: Understanding and creating digital texts**

In this Area of Study, students build on and work to consolidate their digital literacy skills. Students will develop their capacity to critically assess digital platforms, including webpages for vocational and workplace settings, apps, podcasts as well as social media.

They will continue to develop the analytic skills they used in Area of Study 1 to identify and discuss aspects of digital texts. As a part of their studies, students discuss the reliability and effectiveness of websites in connecting with audiences and delivering factual messages and information.

Students read, view and interact with different digital platforms and applications and participate in learning activities to develop their capacity to explore and discuss digital media. They identify the ways a visitor will encounter and experience digital platforms, considering their purpose and the social, cultural, vocational and workplace values associated with it. They also explore text through the prism of their own experience, knowledge, values and interests.

As a part of this exploration of the digital world, students participate and engage in learning practices that will equip them to deal safely and respectfully with others in the digital and virtual world.



## UNIT 2

### **Area of Study 1: Understanding issues and voices**

This Area of Study asks students to engage in issues that are characterised by disagreement or discussion and will develop and expand upon students' learning from Unit 1. Students will consider the values and beliefs that underpin different perspectives and how these values create different biases and opinions, including thinking about how these issues might arise in particular vocational or workplace settings.

Students read, view and listen to a range of texts and content that demonstrate diverse opinions on a range of local and global issues that may impact on their community or be of particular concern to a vocational or workplace group. Students should consider the language and purpose of different text types and consider how this language is used to influence an audience.

During this unit of study, students engage with a range of content from print, visual, aural and multimodal sources. Selection of suitable text types should take into consideration the interests and abilities of the student cohort and the text types that students typically read, including social media. Students discuss and explain how personal and vested interests, including those of particular vocations or workplaces, affect their own responses to an issue.

Students practise note-taking and responding to short answer questions as well as formulating their own oral and written opinions.

### **Area of Study 2: Responding to opinions**

In this Area of Study students practise their use of persuasive language and participate in discussion of issues, either in print, orally or via a digital platform. Students consider their own perspectives on issues and develop reasoned and logical responses to these discussions in a respectful and thoughtful manner.

Students consider the arguments presented and critically analyse the language, evidence and logic of the arguments of others so that they can create their own response. In constructing their own responses, students select evidence that supports their viewpoint. Students learn to accurately reference and acknowledge the evidence they select.

In developing their responses, students draft, revise, check and edit their writing to improve the clarity and meaning of their work.



## UNIT 3

### **Area of Study 1: Accessing and understanding informational, organisational and procedural texts**

This Area of Study allows students to become familiar with and develop confidence in understanding and accessing texts of an informational, organisational or procedural nature. These texts should reflect real life situations encountered by students and be representative of the sorts of texts students will encounter in a vocational setting or workplace, or for their health and participation in the community.

Students learn to be able to recognise, analyse and evaluate the structures and semantic elements of informational, organisational and procedural texts as well as discuss and analyse their purpose and audience. Students develop their confidence to deal with a range of technical content that they will encounter throughout adulthood, such as safety reports, public health initiatives, tax forms and advice, contracts, promotional videos and vocational and workplace texts. As a part of this exploration of texts and content, students participate and engage in activities that will equip them to access, understand and discuss these text types.

### **Area of Study 2: Creating and responding to organisational, informational or procedural texts**

This Area of Study focuses on texts about an individual's rights and responsibilities within organisations, workplaces and vocational groups. Students read and respond to a variety of technical content from a vocational, workplace or organisational setting of their choice, demonstrating their understanding of how these texts inform and shape the organisations they interact with.

## UNIT 4

### **Area of Study 1: Understanding and engaging with literacy for advocacy**

This Area of Study requires students to investigate, analyse and create content for the advocacy of self or a product in a vocational or recreational setting. Students research the differences between texts used for more formal or traditional types of advocacy, influence or promotion, as well as some of the forms that are increasingly being used in the digital domain for publicity and exposure.

Students consider what elements are important for creating a "brand" (including personal branding) and how different texts, images, products and multimedia platforms work together to produce one, central message to influence an audience. As part of this Area of Study, students compare and contrast the ways the same message can be presented through different platforms and participate in discussions that consider the effectiveness of these messages considering their purpose and the social and workplace values associated with them.

Students read, discuss, analyse and create texts that influence or advocate for self, a product or a community group of the student's choice.



### **Area of Study 2: Speaking to advise or to advocate**

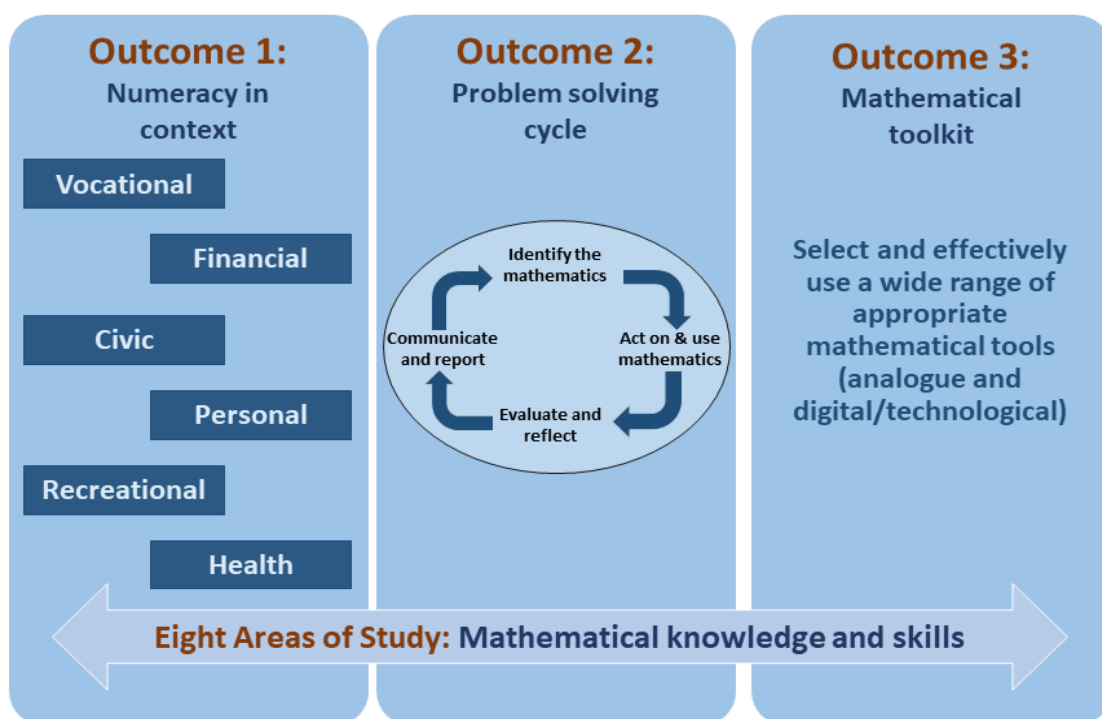
In this Area of Study, students use their knowledge and understanding of language, context and audience to complete an oral presentation that showcases their learning. The presentation needs to be developed in consultation with the teacher and should focus on an area of student interest with a clearly stated vocational or personal focus. Students are encouraged to connect this Area of Study to their learning in Unit 4 of either Work Related Skills or Personal Development Skills. If students are not undertaking either of these studies, they may select an option from either of the two outlined below: *Literacy for civic participation* or *Literacy for everyday contexts*.

# NUMERACY

## UNITS 1 AND 2

In Units 1 and 2 students develop and enhance their numeracy practices to make sense of their personal, public and vocational lives. Students develop mathematical skills with consideration of their local, community, national and global environments and contexts and an awareness and use of appropriate technologies.

These units provide students with the fundamental mathematical knowledge, skills, understandings and dispositions to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.



## AREAS OF STUDY

The areas of study cover a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.

**There are eight areas of study:**

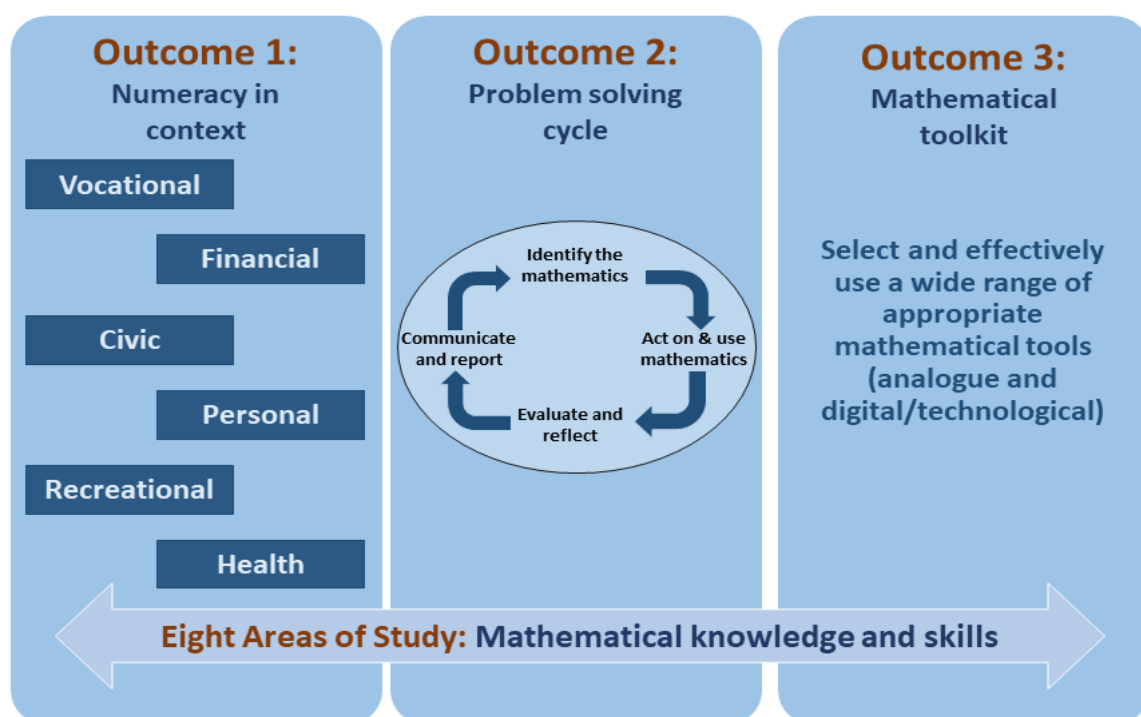
- Area of study 1: Number
- Area of study 2: Data
- Area of study 3: Dimension and direction
- Area of study 4: Shape
- Area of study 5: Quantity and measures
- Area of study 6: Relationships
- Area of study 7: Uncertainty
- Area of study 8: Systematics

## UNITS 3 AND 4

In Units 3 and 4 students further develop and enhance their numeracy practices to make sense of their personal, public, and vocational lives. Students extend their mathematical skills with consideration of local, community, national and global contexts and an awareness and use of appropriate technologies.

Units 3 and 4 provide students with a broad range of mathematical knowledge, skills, and understanding to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society.

The progression of learning is evident in Units 3 and 4 with the development of more complex numeracy and mathematical skills and knowledge, drawing on the knowledge gained from Units 1 and 2.



### AREAS OF STUDY

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- Area of study 5: Quantity and measures
- Area of study 6: Relationships
- Area of study 7: Uncertainty
- Area of study 8: Systematics



# PERSONAL DEVELOPMENT SKILLS

## UNIT 1

### **Healthy Individuals**

This unit focuses on the development of personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors that contribute to an individual's perception of self and their health and wellbeing. Students use these findings to enhance their understanding of community cohesion, community engagement and how their sense of identity may affect outcomes in different contexts. Students will investigate the elements of emotional intelligence and will begin to develop an awareness of interrelationships between communities and the health and wellbeing of individuals.

Students investigate local health-promoting organisations and resources and play an active, participatory role in designing and implementing activities or mechanisms to improve health and wellbeing. This unit highlights the importance of critical and creative thinking and clear communication as individuals explore their own identity and the role of community. Students examine relationships between technologies and health and wellbeing and develop tools for analysing the reliability, validity and accuracy of information and the efficacy of health messages.

### **Area of Study 2: Community health and wellbeing**

This area of study explores the health and wellbeing of individuals and groups, the factors that affect wellbeing and the characteristics of inclusive and cohesive communities. Students investigate activities and support services that aim to improve individual and group wellbeing within their community. Students explore the requirements for undertaking activities or voluntary work within the community. Students understand and apply the key elements involved in designing, implementing and evaluating a purposeful activity that aims to achieve a clear objective.

### **Area of Study 3: Promoting a healthy life**

This area of study investigates key advancements in technology and the impact of technology on individuals and society. Students explore how technology is used to facilitate health promotion programs and understand the importance of using strategies to assess the reliability, validity and accuracy of health and wellbeing-related information.



## UNIT 2

### **Connecting with community**

This unit focuses on the benefits of community participation and how people can work together effectively to achieve a shared goal. It begins with definitions of community and different types of communities at a local, national and/or global level. Students look at the relationships between active citizenship, empathy and connection to culture, and individual health and wellbeing. They investigate the barriers and enablers to problem solving within the community.

The unit then focuses on various forms of community engagement. Students seek to understand different perspectives on issues that affect their community. They reflect on relationships between community issues, social cohesion, and health and wellbeing, and the importance of clear information and communication. Students investigate how communities may be called upon to support individual members and identify effective strategies for creating positive community change. They plan, implement and evaluate an active response to an individual's need for community support.

### **Area of Study 1: What is community?**

This area of study explores the concept of community at a local, national and/or global level. Students understand the characteristics that influence how communities are formed, different groups within community, factors that influence groups and also consider the role of citizenship. Students investigate community participation and recognize that there are a range of ways to participate in community life.

### **Area of Study 2: Community cohesion**

This area of study examines issues affecting local, national and/or global communities, both in the current context and in anticipation of future challenges, to understand differing perspectives and the impact on community cohesion. Students explore the enablers and barriers to problem solving and strategies to foster community cohesion.

### **Area of Study 3: Engaging and supporting community**

This area of study considers the concept of community engagement and recognises the benefits and challenges of community engagement to address a range of issues. Students investigate the key features of effective community engagement to address issues and implement initiatives.





## UNIT 3

### **Leadership and teamwork**

This unit considers the role of interpersonal skills and social awareness in different settings and contexts. They examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. Students will explore key components of effective teamwork and reflect on how to lead and contribute within a team context through a collaborative problem-solving activity. Students will evaluate their own contribution as well as the overall effectiveness of their team.

### **Area of Study 1: Social awareness and interpersonal skills**

This unit considers the concept of social awareness and interpersonal skills in different settings and contexts, along with strategies to demonstrate social awareness and apply interpersonal skills when using digital technologies. There is a focus on qualities of leadership, and how these qualities can be applied to the achievement of goals within personal and community contexts.

Students examine characteristics of effective leaders, and various contexts and styles of leadership. They investigate a range of leadership styles and other influences affect the behaviour of leaders. Implicit to this unit is that leadership need not be privileged or rare, students also reflect on how leadership qualities can be applied in a range of contexts.

They explore key characteristics of effective teamwork, and design and implement individual or group activities focused on achieving specific goals. This unit focuses on the leadership and collaboration of teams, particularly within the context of collaborative problem-solving. Students reflect on how to lead and contribute to teams, and on the development of particular leadership and teamwork skills. They participate in a collaborative problem-solving activity, evaluating their own contribution as well as the overall effectiveness of the team.

### **Area of Study 2: Effective leadership**

This area of study investigates the concept of leadership and the qualities of effective, ethical leaders. Students look at contexts in which people become leaders, a range of leadership styles, ethics and expectations of leaders in a democratic society. Students consider how leaders foster innovation and creativity to solve problems and achieve goals.

### **Area of Study 3: Effective teamwork**

This area of study examines leadership and collaboration within teams. Students demonstrate the characteristics and attributes of effective team leaders and team members, and reflect on their own contribution and leadership potential as they participate in a team or group activity. They evaluate the effectiveness of teamwork and explore the steps involved when putting a solution into action.



## UNIT 4

### **Community project**

This unit focuses on student participation in an extended project relating to a community issue. Students identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project.

They look at past approaches to the selected issue in Australia and elsewhere, consider how they will research information, and formulate an objective to achieve. Students will reflect on how community awareness of their selected issue can be improved.

Students will engage in a process of planning, implementing and evaluating their response to their selected community issue. They conduct research, analyse their findings and make decisions on how they will present their work. Students will consider the key elements (such as emotional intelligence and effective team practices) and considerations (such as safety and ethics) when implementing a community project. Students will present their project appropriate to their audience of peers or community members and evaluate the effectiveness of their response.

### **Area of Study 1: Planning a community project**

This area of study is an introduction to an extended community project that addresses an environmental, cultural, economic or social issue. Students conduct research to identify a range of relevant issues in their community and justify the selection of a chosen focus for their project. They seek to understand the issue's significance to the community, develop a project focus, and investigate previous or current responses to the area of concern. They will explore opportunities to build awareness of their chosen issue in their community.

### **Area of Study 2: Implementing a community project**

This area of study involves the implementation of a detailed plan for the selected community project and considers the key elements and key considerations when implementing a plan of action through to completion. Students consider possible health and safety and ethical risks of their project, document evidence and make decisions on how their findings will be organised, analysed and presented.

### **Area of Study 3: Evaluating a community project**

This area of study covers the evaluation of the outcomes of the completed community project. Students become familiar with strategies to effectively communicate reflections and findings and engage with audiences. Students will determine a suitable audience for their findings, identify and practice appropriate presentation skills, and make decisions about how their community project will be evaluated.



# WORK RELATED SKILLS

## UNIT 1

### **Careers and Learning for the Future**

This unit recognises the importance of sourcing reliable information relating to future education and employment prospects to engage in effective pathway planning and decision-making. Students will investigate information relating to future employment, including entry level pathways, emerging industries, growth industries and trends, and evaluate the impact of pursuing employment in different industries. Students will reflect on this research in the context of their individual skills and capabilities and education and/or employment goals. They will develop and apply strategies to communicate their findings.

### **Area of Study 1: Future careers**

This area of study evaluates information relating to employment by considering the reliability and credibility of information sources and the scope of labour market information available, including skills shortages and industry growth areas, emerging industries and current and future trends. Students will apply strategies to improve planning and decision-making related to gaining employment. Students will develop research skills and collate evidence and artefacts relating to their future employment prospects.

### **Area of Study 2: Presentation of career and education goals**

This area of study enables students to consolidate their knowledge and understanding of future careers and their personal aspirations, skills, capabilities and attributes. Students will develop strategies for conducting research and presenting their research findings, seek feedback and refine their goals through self-reflection.



## UNIT 2

### **Workplace Skills and Capabilities**

As the nature of work changes over time, so do the skills, capabilities and attributes needed for success. Fundamental to achieving personal goals relating to future education and employment is the ability to recognise and develop individual skills, capabilities and attributes that are valued in a chosen pathway.

In this unit, students consider the distinction between essential employability skills, specialist and technical work skills, personal capabilities and personal attributes, and understand the importance of training and development to support the attainment and transferability of skills. Students will collect evidence and artefacts relating to their personal skills, capabilities and attributes and promote them through writing resumes, cover letters and interview preparation.

### **Area of Study 1: Skills and capabilities for employment and further education**

This area of study considers the changing nature of work and the impact this has on future career pathways. In this outcome, students distinguish between transferable skills that are valued across industries and specialist and technical work skills required for specific industries. They are able to recognise how personal capabilities and attributes contribute to future success and demonstrate their own skills, capabilities and attributes through artefacts and evidence.

### **Area of Study 2: Transferable skills and capabilities**

This area of study recognises the relationship between transferable and employability. Students will investigate the role of ongoing education, training and development for essential and specialist skills, and how these skills can be applied across different jobs and industries. Students will apply strategies to promote their unique skills and capabilities through writing job applications and participating in mock interviews.



## UNIT 3

### **Industrial Relations, Workplace Environment and Practice**

This unit focuses on the core elements of a healthy, collaborative, inclusive and harmonious workplace and is separated into three main areas:

1. wellbeing, culture and the employee-employer relationship;
2. workplace relations; and
3. communication and collaboration.

Students will learn how to maintain positive working relationships with colleagues and employers, understanding the characteristics of a positive workplace culture and its relationship to business success. Students will investigate key areas relating to workplaces relations including methods for determining pay and conditions, workplace bullying, workplace discrimination, workplace harassment and dispute resolution. Students will discover how teamwork and communication skills contribute to healthy, collegiate and productive workplaces.

#### **Area of Study 1: Workplace wellbeing and personal accountability**

This area of study introduces students to the features and characteristics of a healthy, collaborative and harmonious workplace. Students examine the concept of culture and consider the characteristics of work/life balance. They analyse the interconnection between employee and employer expectations

and understand the importance of diversity and inclusion in the workplace. Students apply their understanding of workplace wellbeing to simulated workplace scenarios and real-life case studies.

#### **Area of Study 2: Workplace responsibilities and rights**

This area of study gives an overview of workplace relations, including the National Employment Standards and methods of determining pay and conditions. Students consider the characteristics and legal consequences of workplace bullying, workplace discrimination and workplace harassment, and gain an overview of the common legal issues experienced in the workplace. Students examine processes to address and resolve workplace disputes.

#### **Area of Study 3: Communication and collaboration**

In this area of study, students learn to apply effective and efficient workplace communication strategies. Students consider their role and the role of teams in the workplace. Students also investigate techniques for developing and fostering professional, formal and informal networks and the role of digital and electronic collaboration and communication.



## UNIT 4

### **Portfolio Preparation and Presentation**

Portfolios are a practical and tangible way for a person to communicate relevant skills, experiences and capabilities to education providers and future employers. In this unit, students will develop and apply their knowledge and skills relating to portfolios, including the features and characteristics of a high-quality physical and/or digital portfolio. The unit culminates in the formal presentation of a completed portfolio in a panel style interview and an evaluation of the end product.

### **Area of Study 1: Portfolio development**

This area of study outlines the purpose of a portfolio and considers the intended audiences and uses of portfolios in different contexts. Students will discuss and compare the features and uses of physical and digital portfolios and examine the characteristics of a high-quality portfolio. Students will prepare a portfolio proposal and plan the development of their portfolio.

### **Area of Study 2: Portfolio presentation**

This area of study provides students with the opportunity to apply their knowledge of portfolios by engaging in the process of developing and formally presenting their completed portfolio in a panel style interview. Students will use a range of verbal, written and practical strategies to communicate their skills, knowledge and attributes, including visual appeal, varied and appropriate content. Students will evaluate their portfolio using a range of mechanisms including self-assessment, feedback and comparison with criteria.



## STRUCTURED WORKPLACE LEARNING

Structured Workplace Learning (SWL) recognition provides the formal framework and processes to enable students to integrate their on-the-job experience and learning in a workplace with nationally recognised VET undertaken as part of either the VCE or the VCE VM.

Students will participate in two, two-week long block placements in each semester. Changes to this were required due to employer's requests and the new Vocational Major Certificate. This will be indicated on the Events Calendar for 2024.

SWL recognition is available for students who undertake SWL in an industry aligned to the VCE VET program they are enrolled in. SWL recognition is also available for students undertaking a school-based apprenticeship or traineeship (SBAT).

In order to receive VCE or VCE VM credit students need to maintain and complete their Workplace Learning Record (WLR). WLRs are available for download on the relevant [VCE VET programs](#) page. A complete list of VCE VET WLRs will be made available in the resources below. The SBAT WLRs are available for download on the [Apprenticeships and Traineeships](#) page.

The SWL assessment record, to be filled out and signed by the assessor or teacher, can be found on the [SWL recognition assessment guidelines](#) page.

### SWL CREDIT RECOGNITION

#### SWL recognition benefits

- Students experience a high-quality placement with employers who understand their VCE VET program
- Students are better prepared for employment, with a greater understanding of their personal strengths and career opportunities
- Students achieve VCE credit by learning in the workplace.

#### School-based apprenticeships or traineeships

Students are able to receive credit for workplace learning recognition while undertaking a SBAT. It works in the same way as SWL recognition with three stages required to achieve credit into the VCE.

#### Credit recognition

*In order for a student to be eligible for credit they should:*

- be enrolled in a minimum of 180 hours in the VCE VET program or SBAT for the year
- undertake a minimum of 10 days full-time equivalent of structured work placement
- complete the WLR according to the VCAA assessment guidelines
- report on at least six UoCs in Section 2 of the WLR
- one UoC must be a work, health and safety unit.



SWL recognition provides credit at VCE units 1 and 2 level only and for all three levels of VCAL as general credits. Credit is limited to one unit per year with a maximum of three units in any single VCE VET program, with four units of credit being available for all types of VET training.

Credit for SBATs is limited to two units per year.

When the staff member has assessed a student's WLR, the staff member will complete and sign the SWL recognition assessment record and provide it to the school VASS administrator for result entry.

A student will receive a Satisfactory (S) or a Not Satisfactory result (N) for units undertaken in SWL recognition.

To find out how recognition is assessed, see the [SWL Recognition assessment guidelines](#).





# VPC - LITERACY

## Unit 1

### Module 1: Literacy for personal use

The purpose of this module is to enable students to develop their knowledge and skills to read and write simple or short texts. Texts should be chosen from a range of local and global perspectives including First Nations peoples' and multi-cultural perspectives and should include film, TV, online videos, song, poetry, biographies, digital content and social media, and other texts of interest to the cohort. Through discussions and class activities students will develop their understanding of the structures and features of these text types, and examine how these are influenced by purpose, context and audience.

Students will read, view and listen to texts produced for a variety of purposes, from everyday texts written for enjoyment or information to texts written for specific workplaces or educational settings. With support, students will develop their understanding of the purposes and key ideas within texts. They will develop their understanding and knowledge of the layout and format of a range of texts and will also develop their skills in the use of indexes, headings, subheadings, chapter titles and blurbs to locate and extract information.

In their study of visual and film texts, students will examine how purpose, language and structure influence the audience and their understanding of the content of a text.

### Learning goal 1.1

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

- identify and describe the structures and features of a range of different text types such as short narratives, informative and instructional texts, letters, emails, media and social media posts and film
- develop and demonstrate an understanding that texts are created for different purposes and audiences
- create a range of material for specific audiences and purposes.

### Application

Demonstration of the learning goals requires students to apply a variety of skills. The following applications assist students to demonstrate they have met the learning goal.

- explain how a variety of written, spoken, visual and multimedia texts have been designed for different audiences and purposes
- apply de-coding and meaning-making strategies such as knowledge of everyday word families and phonic and visual letter patterns to make sense of texts
- skim and scan familiar texts to identify the main ideas and key information in the text
- create written, digital and multimedia texts demonstrating simple planning, drafting and editing processes
- begin to understand plagiarism and demonstrate methods used to avoid it
- listen and participate effectively in small group and whole class discussions and attempt to use appropriate evidence to support personal points of view
- apply the conventions of literacy, including sentence structure, paragraphing, punctuation and spelling.



## Module 2: Understanding and creating digital texts

The purpose of this module is to enable students to develop capacity to engage with, understand and respond to digital texts, including webpages for vocational and workplace settings, podcasts and social media. Students will identify and explain the structure of a variety of digital platforms, as well as the types and purposes of different digital texts. Students will discuss the reliability and effectiveness of digital sites and content in connecting with audiences and delivering a message.

Students will read, view and interact with different digital texts, and participate in learning activities to develop capacity to explore and discuss impact. They will identify the ways a visitor will encounter and experience digital texts, considering purpose and the social and workplace values associated with them.

As a part of this exploration of the digital world, students will participate and engage in learning practices that will equip them to deal safely and respectfully with others in the digital and virtual world.

### Learning goal 1.2

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

- engage with, understand and create a range of digital texts for different audiences and purposes
- explain the layout of different digital platforms and applications, identifying key features and trustworthiness in relation to audience and purpose
- recognise and utilise the features of digital security to engage safely, respectfully and effectively in the digital world.

### Application

Demonstration of the learning goals requires students to apply a variety of skills. The following applications assist students to demonstrate they have met the learning goal.

- read, watch and listen to a variety of written, spoken and multimedia digital texts that have been designed for different audiences and purposes, identifying the main ideas and key information presented
- apply de-coding and meaning-making strategies such as knowledge of everyday word families and phonic and visual letter patterns to make sense of digital content
- 
- produce digital texts using information from familiar sources for a range of audiences and purposes demonstrating simple planning, researching, drafting and editing processes
- identify how language and tone choices relate to purpose and audience and begin to recognise that digital texts and content may have different levels of reliability
- listen and participate effectively in small group and whole class discussions and attempt to use appropriate evidence to support personal points of view
- begin to understand plagiarism and demonstrate methods used to avoid it
- apply the conventions of literacy, including sentence structure, paragraphing, punctuation and spelling.



## Assessment

Satisfactory completion of a module is based on the teacher’s decision that the student has achieved the learning goal for that module. A VPC unit can only be satisfactorily completed once all modules within that unit have been satisfactorily completed. Teachers should use a variety of assessment tasks and activities that provide a range of opportunities for students to demonstrate attainment of the learning goals. The *VPC Literacy Support* material provides details that will assist in assuring students meet the minimum requirements.

The learning goals and application sections of this document should be used for course design and the development of learning activities and assessment tasks. Assessment must be part of the regular teaching and learning program and should be completed mainly under teacher supervision and within a limited timeframe.

Unit 1 requires students to demonstrate the attainment of the learning goals of each module. These modules may be undertaken concurrently, so that reading, writing, speaking and listening are integrated, as deemed appropriate by the teacher.

The following table provides examples of suitable tasks for assessment.

Learning goals	Assessment tasks
<p><b>Module 1 Goal 1.1</b></p> <p>On completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• identify and describe the structures and features of a range of different text types such as short narratives, informative and instructional texts, letters, emails, media and social media posts and film</li> <li>• develop and demonstrate an understanding that texts and content are created for different purposes and audiences</li> <li>• create a range of material for specific audiences and purposes.</li> </ul>	<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"> <li>• a recorded reflection</li> <li>• a reflective journal</li> <li>• a response to structured questions</li> <li>• a record and reflection of the presentations of guest speaker/s</li> <li>• a video, podcast or oral presentation</li> <li>• a digital presentation</li> <li>• a visual presentation, such as a graphic organiser, concept/mind map or annotated poster.</li> </ul>
<p><b>Module 2 Goal 1.2</b></p> <p>On completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• engage with, understand and create a range of digital texts for different audiences and purposes</li> <li>• explain the layout of different digital platforms and applications, identifying key features and trustworthiness in relation to audience and purpose</li> <li>• recognise and utilise the features of digital security to engage safely, respectfully and effectively in the digital world.</li> </ul>	

Where teachers allow students to choose between tasks, they must ensure that the tasks they set are of comparable scope and demand.



## Unit 2

### Module 1: Exploring and understanding issues and voices

The purpose of this module is to enable students to engage in issues that create discussion and debate in a community of which they are part. Students will consider the values that underpin different communities and how these values create different opinions and perspectives. Students will read, view and listen to a range of diverse opinions and consider the language and purpose of the content, and how these change depending on the audience and context.

Students will engage with a range of content from print, visual, aural and multimodal sources. Selection of suitable material should take into consideration the interests and abilities of the student cohort and respond to the content that students typically read, including social media, and content from vocational and workplace settings. Students will discuss and debate how personal and vested interests affect personal responses to an issue.

### Learning goal 2.1

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

- identify the main ideas and arguments in persuasive and influential content, noting the differences between fact and opinion
- explain how language and visuals are used to influence an audience
- identify how bias and perspective influence a speaker, author and audience.

### Application

Demonstration of the learning goals requires students to apply a variety of skills. The following applications assist students to demonstrate they have met the learning goal.

- read, watch and listen to a variety of persuasive and influential written, spoken and multimedia texts that have been designed for different audiences and purposes, identifying the main ideas and key information presented
- apply de-coding and meaning-making strategies such as knowledge of everyday word families and phonic and visual letter patterns to make sense of persuasive and influential content
- identify how language and tone choices relate to purpose and audience
- demonstrate some awareness of how content may reflect the author's position and begin to recognise bias
- listen and participate effectively in small group and whole class discussions and attempt to use appropriate evidence to support personal points of view
- apply the conventions of literacy, including sentence structure, paragraphing, punctuation and spelling.



## Module 2: Informed discussion

This module enables students to practice and participate in debate, either in print, orally or via a digital platform. Students will consider personal perspectives of community and workplace issues and develop logical responses to these debates in a respectful and thoughtful manner, supported by evidence.

### Learning goal 2.2

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

- influence a specific audience through a variety of language devices
- lead a discussion where they respond to the opinions of others in oral form using active listening and questioning techniques
- use body language, eye-contact, gestures, pace and intonation deliberately when discussing opinions.

### Application

Demonstration of the learning goals requires students to apply a variety of skills. The following applications assist students to demonstrate they have met the learning goal.

- plan, edit and respond to a variety of persuasive and influential written, spoken, visual, digital and multimedia texts that have been designed for different audiences and purposes, identifying the main ideas and key information presented
- apply de-coding and meaning-making strategies such as knowledge of everyday word families and phonic and visual letter patterns to make sense of persuasive and influential content
- identify how language and tone choices relate to purpose and audience
- sequence and structure persuasive and influential texts and content to express a point of view logically using evidence to support points
- use body language, eye-contact, gestures, pace and intonation appropriately when presenting opinions
- listen and participate effectively in small group and whole class discussion and attempt to use appropriate evidence to support personal points of view
- begin to understand plagiarism and demonstrate methods used to avoid it
- apply the conventions of literacy, including sentence structure, paragraphing, punctuation and spelling.

### Assessment

Satisfactory completion of a module is based on the teacher's decision that the student has achieved the learning goals for the module. A VPC unit can only be satisfactorily completed once all modules within that unit have been satisfactorily completed. Teachers should use a variety of assessment tasks and activities that provide a range of opportunities for students to demonstrate attainment of the learning goals. The VPC Literacy Support material provides details that will assist in assuring students meet the minimum requirements.

The learning goal and application sections of this document should be used for course design and the development of learning activities and assessment tasks. Assessment must be part of the regular teaching and learning program and should be completed mainly under teacher supervision and within a limited timeframe.

Unit 2 requires students to demonstrate the attainment of the learning goals of each module. These modules may be undertaken concurrently so that reading, writing, speaking and listening are integrated, as deemed appropriate by the teacher.



The following table provides examples of suitable tasks for assessment.

Learning goals	Assessment tasks
<p><b>Module 1 Goal 2.1</b></p> <p>On completion of this module the student should be able to:</p> <ul style="list-style-type: none"><li>• identify the main ideas and arguments in persuasive and influential content, noting the differences between fact and opinion</li><li>• explain how language and visuals are used to influence an audience</li><li>• identify how bias and perspective influence a speaker, author and audience.</li></ul>	<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"><li>• a research task</li><li>• a record of discussion or debate</li><li>• a presentation of a case study</li><li>• a video, podcast, vlog or oral presentation</li><li>• a digital presentation</li><li>• participation in a debate</li><li>• participation on a Q &amp; A panel</li><li>• an animation with voice over</li><li>• an advertisement.</li></ul>
<p><b>Module 2 Goal 2.2</b></p> <p>On completion of this module the student be able to:</p> <ul style="list-style-type: none"><li>• influence a specific audience through a variety of language devices</li><li>• lead a discussion where they respond to the opinions of others in oral form using active listening and questioning techniques</li><li>• use body language, eye-contact, gestures, pace and intonation deliberately when discussing opinions.</li></ul>	

Where teachers allow students to choose between tasks, they must ensure that the tasks they set are of comparable scope and demand.



## Unit 3

### Module 1: Literacy for civic participation

This module enables students to develop the skills and knowledge required to understand and complete a range of familiar and less familiar activities for civic participation purposes. Selection of suitable texts should take into consideration the interests and abilities of the student cohort and the information that students typically need for learning, employment and vocational activities. Students will engage with a range of texts and information including timetables, forms, government documentation and contracts, in print and digital forms, and locate information, identify the audience and purpose of the text and develop the skills necessary to complete documentation.

#### Learning goal 3.1

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

- identify reliable agencies within the government and non-government spheres who provide information to facilitate participation in civic life
- skim and scan informational documents to determine relevance for deeper reading
- summarise and paraphrase information and instructions into sequential points that enable them to complete activities related to civic participation.

#### Application

Demonstration of the learning goals requires students to apply a variety of skills. The following applications assist students to demonstrate they have met the learning goal.

- access and read a range of informative and instructional written, spoken, visual, digital and multimedia texts that have been designed for different audiences and purposes, identifying the main ideas and key information presented
- source and complete a range of documentation from community, vocational, workplace and government organisations
- apply de-coding and meaning-making strategies such as knowledge of everyday word families and phonic and visual letter patterns to make sense of informative and instructional content
- listen and participate effectively in small group and whole class discussions to communicate, collaborate and problem solve when undertaking civic participation tasks
- apply the conventions of literacy, including sentence structure, paragraphing, punctuation and spelling.

### Module 2: Literacy for pathways and further learning

This module enables students to develop the skills and knowledge to investigate pathway options and plan skill development in order to move into further training or employment. Students will research and identify possible pathways and plan, document and monitor progress towards achieving personal goals.



## Learning goal 3.2

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

- identify documents that are required for future learning and work opportunities
- locate the sources of information they need through research methodology and review the accuracy and validity of the information
- research and understand the requirements of workplace and further learning documentation and plan, draft, create and/or complete the required documents.

## Application

Demonstration of the learning goals requires students to apply a variety of skills. The following applications assist students to demonstrate they have met the learning goal.

- research and locate a variety of informative written, spoken, visual, digital and multimedia texts related to future employment or learning aspirations
- apply de-coding and meaning-making strategies such as knowledge of everyday word families and phonic and visual letter patterns to make sense of content
- listen and participate effectively in small group and whole class discussions to communicate, collaborate and problem solve in order to complete documentation
- apply the conventions of literacy, including sentence structure, paragraphing, punctuation and spelling.

## Assessment

Satisfactory completion of a module is based on the teacher's decision that the student has achieved the learning goal for that module. A VPC unit can only be satisfactorily completed once all modules within that unit have been satisfactorily completed. Teachers should use a variety of assessment tasks and activities that provide a range of opportunities for students to demonstrate attainment of the learning goals. The VPC Support material provides details that will assist in assuring students meet the minimum requirements.

The learning goals and application sections of this document should be used for course design and the development of learning activities and assessment tasks. Assessment must be part of the regular teaching and learning program and should be completed mainly under teacher supervision and within a limited timeframe.

Unit 3 requires students to demonstrate the attainment of the learning goals of each module. These modules may be undertaken concurrently, so that reading, writing, speaking and listening are integrated, as deemed appropriate by the teacher.

The following table provides examples of suitable tasks for assessment.





Learning goals	Assessment tasks
<p><b>Module 1 Goal 3.1</b></p> <p>On completion of this module the student should be able to:</p> <ul style="list-style-type: none"><li>• identify reliable agencies within the government and non-government spheres who provide information to facilitate participation in civic life</li><li>• skim and scan informational documents to determine relevance for deeper reading</li><li>• summarise and paraphrase information and instructions into sequential points that enable them to complete activities related to civic participation.</li></ul>	<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"><li>• a research task</li><li>• a collection of annotations and/or notes</li><li>• a recorded reflection</li><li>• a reflective journal</li><li>• a response to structured questions</li><li>• a record of interviews with members of the community and class</li><li>• a digital presentation</li><li>• a visual presentation, such as a graphic organiser, concept/mind map or annotated poster.</li></ul>
<p><b>Module 2 Goal 3.2</b></p> <p>On completion of this module the student should be able to:</p> <ul style="list-style-type: none"><li>• identify documents that are required for future learning and work opportunities</li><li>• locate the sources of information they need through research methodology and review the accuracy and validity of the information</li><li>• research and understand the requirements of workplace and further learning documentation and plan, draft, create and/or complete the required documents.</li></ul>	

Where teachers allow students to choose between tasks, they must ensure that the tasks they set are of comparable scope and demand.



## Unit 4

### Module 1: Negotiated project

In this module, students will develop a range of written and oral communication skills through practical application in an activity around a specific content area. Content for the unit can be drawn from any area of learner interest or aspirations. Students will be encouraged to connect this area of study to learning in Unit 4 of Work Related Skills. This project needs to be developed in consultation with the teacher and should focus on an area of student interest with a clearly stated vocational or personal focus.

The project must have an actionable goal. The project can be completed either individually or as a member of a group focusing on the following areas of skill development: collaboration, problem solving, communication, self-management, planning and organising, initiative and learning.

### Learning goal 4.1

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

- communicate effectively with the teacher as demonstrated by negotiation of a topic of choice for a major presentation
- provide a sample plan of the content and direction of a presentation including use of body language learnt in Unit 2
- refine the plan after consultation and gaining feedback from peers on the effectiveness of the plan
- complete an informative oral presentation on the individual or group project that showcases reflections and review of learning, utilising a digital, multimodal or visual platform for support.

### Application

Demonstration of the learning goals requires students to apply a variety of skills. The following applications assist students to demonstrate they have met the learning goal.

- reflect on areas of personal interest and develop a focus for a project working either individually or collaborating in a group
- research and locate a variety of informative written, spoken and multimedia texts related to future employment, learning aspirations or community groups being investigated for this project and keep annotations and summaries for portfolio presentation
- apply de-coding and meaning-making strategies such as knowledge of everyday word families and phonic and visual letter patterns to make sense of information relating to future learning, employment aspirations or community groups being investigated for this project
- listen and participate effectively in small group and whole class discussions to communicate, collaborate and problem solve in order to complete a portfolio of evidence and relevant documentation
- sequence and structure information logically to engage an audience
- use body language, eye-contact, gestures, pace and intonation appropriately when presenting orally
- explain plagiarism and demonstrate methods used to avoid it
- apply the conventions of literacy, including sentence structure, paragraphing, punctuation and spelling.



## Assessment

Satisfactory completion of a module is based on the teacher’s decision that the student has achieved the learning goal for that module. A VPC unit can only be satisfactorily completed once all modules within that unit have been satisfactorily completed. Teachers should use a variety of assessment tasks and activities that provide a range of opportunities for students to demonstrate attainment of the learning goals. The *VPC Literacy Support material* provides details that will assist in assuring students meet the minimum requirements.

The learning goal and application sections of this document should be used for course design and the development of learning activities and assessment tasks. Assessment must be part of the regular teaching and learning program and should be completed mainly under teacher supervision and within a limited timeframe.

Unit 4 requires students to demonstrate the attainment of the learning goal of the module. This module may be undertaken concurrently with other units.

The following table provides examples of suitable tasks for assessment.

Learning goals	Assessment tasks
<p><b>Module 1 Goal 4.1</b></p> <p>On completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• communicate effectively with the teacher as demonstrated by negotiation of a topic of choice for a major presentation</li> <li>• provide a sample plan of the content and direction of a presentation including use of body language learnt in Unit 2</li> <li>• refine the plan after consultation and gaining feedback from peers on the effectiveness of the plan</li> <li>• complete an informative oral presentation on the individual or group project that showcases reflections and review of learning, utilising a digital, multimodal or visual platform for support.</li> </ul>	<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"> <li>• a video, podcast or oral presentation with reflective journal</li> <li>• a digital presentation with reflective journal</li> </ul>

Where teachers allow students to choose between tasks, they must ensure that the tasks they set are of comparable scope and demand.



# VPC - NUMERACY

## Units 1 and 2

The purpose of Units 1 and 2 is to focus the teaching and learning on supporting and enabling students to develop their numeracy skills and practices to make sense of their daily personal, public, and future vocational lives, and in their local community.

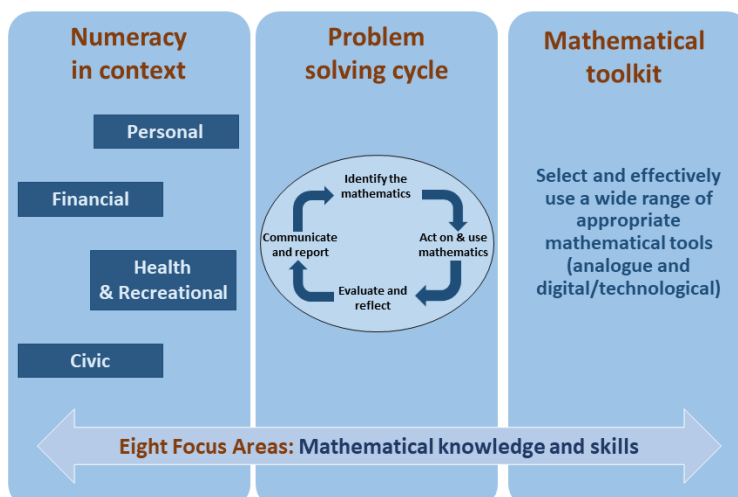
Each module describes the range of contexts that are the starting point for developing the students' numeracy and underpinning their mathematical skills. This range covers four numeracies where foundational mathematical skills are situated and embedded: personal, financial, health & recreational and civic.

At this level, the contexts should be highly familiar and relevant to the students and should reflect their personal interests and lives. The numeracy problems to be solved should be authentic, concrete and immediate. Simple, everyday mathematical information will be situated in highly familiar, simple and concise oral and/or written materials where the mathematics is highly explicit.

## Learning requirements

Across Units 1 and 2 the student is required to demonstrate achievement of each of the **eight learning goals** that describe the mathematical content knowledge for **three different learning requirements**. These include covering:

1. Each of the four **numeracies**:
  - Personal numeracy
  - Financial numeracy
  - Health and Recreational numeracy
  - Civic numeracy.
2. Each of the **four stages of the problem-solving cycle** that underpin the capabilities required to solve a mathematical problem embedded in the real-world:
  - identifying the mathematics
  - acting on and using mathematics
  - evaluating and reflecting
  - communicating and reporting.
3. The use and application of a technical **Mathematical toolkit**.





## Numeracy in context

To achieve this learning requirement, students should be able to apply the mathematical knowledge and skills from the relevant focus areas, across the four specified numeracy contexts.

The purpose of working mathematically across four numeracy contexts is to focus the teaching and learning on supporting and enabling students to develop a range of different numeracy skills and capabilities to make sense of their daily personal, public and vocational lives. Each numeracy describes the range of contexts that are the starting point for developing the students' numeracy and mathematical skills.

The four numeracies can all be customised and adapted to meet the needs and interests of a particular cohort of students and therefore be focused on the personal interests of the learners. Many Pathways students will need targeted, personalised, and sometimes individualised learning, in order to engage them in successful learning experiences and outcomes:

- Personal numeracy explicitly targets the personal, daily lives of the students; however, this numeracy can be linked to the other three numeracies.
- Financial numeracy relates to the individual students as they go about their daily lives.
- Health and recreational numeracy can be used to address a range of different issues of direct concern or that are relevant to the group of students, which may cover their interests in sports or art and crafts, or as a way of addressing concerns related to personal health and wellbeing.
- Civic numeracy can be used to address the particular personal and community interests the students might have in relation to their involvement and participation in their local communities and its activities, or in broader social issues such as the environment.

It is possible to customise or adapt the teaching and learning to have a vocational focus. The numeracies can focus on students' interests in relation to their future employment or training ambitions, with the program content focusing on work-life balance and coping with the demands of work and/or vocational training. If teaching the numeracies within a vocational or work-related context, the focus may be on different workplace tools, applications and processes or systems; following and giving directions; participating in quality assurance processes and data collection; reading workplace documents and related information or learning about the financial aspects of that vocation and industry.

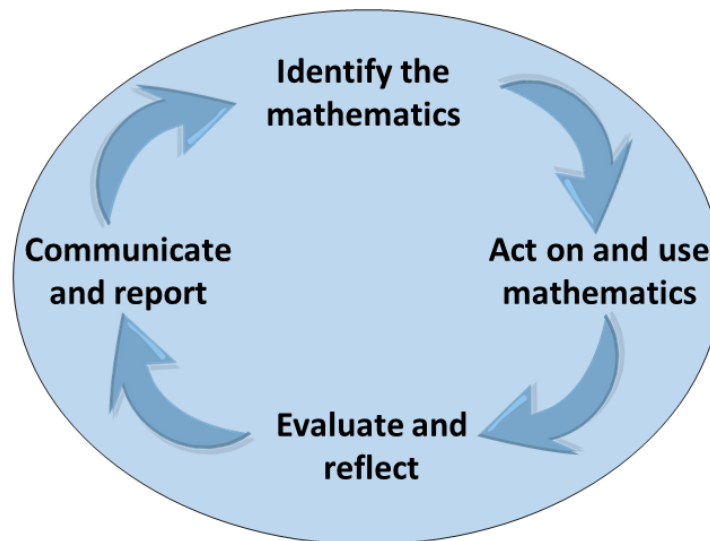
The four numeracies are elaborated and described further in each of the modules in Units 1 and 2.

## Problem-solving cycle

Students will develop the explicit skills and capabilities to be able to solve problems and use their foundational numeracy and mathematical skills to investigate problems where the mathematics is embedded within a real-world context. The purpose of this learning requirement is to make explicit how students can identify and recognise where and how mathematics can be embedded in everyday activities and tasks, and then how to engage with the world of mathematics and use that knowledge to solve problems.

Given that the contexts described in the four different numeracy contexts will be the starting point, students should be taken through the structured problem-solving cycle in order to know how to move from the context set in the real-world to the mathematical world and use their mathematical knowledge to solve the mathematical problem at hand. Part of solving an embedded problem is to be able to review and evaluate the outcomes, then communicate and report on what was been done and the outcomes.

The problem-solving cycle underpinning the curriculum has four distinct components of identifying the mathematics, acting on and using mathematics, evaluating and reflecting, followed by communicating and reporting on the results. The four distinct components are represented in the figure below.



The skills and knowledge required to achieve this learning requirement are organised under the four distinct components to match the problem-solving cycle:

- a) **Identify the mathematics:** recognise, select and interpret the mathematical information embedded in a real-world context and decide what mathematics to use
- b) **Act on and use mathematics:** perform mathematical actions and processes in order to complete a task - this includes the use and application of a range of technologies
- c) **Evaluate and reflect:** check and reflect on the mathematical problem-solving processes and outcomes in relation to the real world context
- d) **Communicate and report:** use a combination of informal and formal mathematical representations to document and report outcomes and results.

## Problem-solving learning requirement

To achieve this learning requirement, students should be able to use the problem-solving cycle (identify the mathematics, act on and use mathematics, evaluate and reflect, and communicate and report) in an applied learning context, relevant to the key skills and knowledge reflected in the focus areas and across the four numeracies.

The key knowledge and skills described below detail the requirements for satisfying the learning goals for each Module in each Unit mapped against the four stages of the problem-solving cycle. For each of the key areas of knowledge and skills, the statements specify the range of actions required and the complexity of the numeracy tasks that are expected of students in Units 1 and 2. It also indicates the levels of support that teachers can provide.

The learning requirements are achieved when students can demonstrate achievement of the key knowledge and skills for each of the four stages of the problem-solving cycle. However, it is not expected that one assessment task or activity can or should cover all key knowledge and skill areas. All should be covered at least once across the different numeracy tasks for each unit.

The key knowledge and skills are grouped according to the four distinct components of the problem-solving cycle.



### a) Identify the mathematics

When mathematical problems are embedded within real-world contexts, students need to identify the essential features to be accommodated when transforming the real-world situation into a mathematical problem. This requires students to identify and name the mathematics embedded in the context or scenario and make decisions about how the task can be best represented and solved mathematically. This requires the development of a simple, easy to follow plan, an overview of the context or scenario and related background, and the development of related mathematical questions or investigations of interest.

Learning goals	Complexity of the problem-solving tasks undertaken
<ul style="list-style-type: none"> <li>Decide on the purpose of the task and the question(s) to be posed and answered</li> <li>Identify and interpret the relevant mathematical information embedded in the selected numeracy context and materials</li> <li>Describe and define the mathematical operation(s), processes and tools needed to solve the problem</li> <li>Make a simple, short plan of the activities to be undertaken to perform the mathematical action(s).</li> </ul>	<ul style="list-style-type: none"> <li>Locates and recognises simple, everyday mathematical information in highly familiar short and simple oral and/or written materials where the mathematics is highly explicit with concise and simple text and little distracting information.</li> <li>Relies heavily on hands-on (concrete) and real-life materials, personal experience and prior knowledge to select appropriate actions and processes selected from one or two related mathematical processes described in the focus areas. Teacher scaffolding, advice, and prompting is available.</li> <li>Develops a plan that is short and clear, using a combination of both informal and some formal written mathematical language and symbols, with support and guidance available; for example, through the use of a planning template.</li> </ul>

### b) Act on and use mathematics

This stage of the problem-solving cycle involves undertaking the mathematical aspects of the task identified in the first stage. It requires the utilisation of mathematical processes and problem-solving techniques, facts and procedures in order to solve the problem, and will require the selection and use of appropriate tools, including technology. For example, students may need to perform simple arithmetic computations perhaps with use of devices; read and interpret information from tables and simple everyday graphs; understand and describe 2D shapes or common objects.

Learning goals	Complexity of the problem-solving tasks undertaken
<ul style="list-style-type: none"> <li>Select and implement a simple mathematical process for completing the numeracy task</li> <li>Undertake rough estimations required prior to completing the numeracy task</li> <li>Select and use appropriate technology, tools and applications to complete the numeracy task</li> <li>Undertake relevant mathematical actions, processes and calculations to complete the numeracy task.</li> </ul>	<ul style="list-style-type: none"> <li>Involves the use and application of one or two related steps or simple processes such as counting, sorting, performing basic arithmetic operations with whole numbers or money, recognising common spatial or location representations, etc.</li> <li>Uses personal, informal 'in-the-head' or pen-and-paper methods to calculate or uses a calculator, apps or technology.</li> <li>Identifies and uses appropriate tools at a basic level in a limited range of applications; for example, uses a ruler to decide whether an item is longer than 10 cm or uses a simple calculator to subtract two numbers.</li> </ul>



### c) Evaluate and reflect

Responses to real-world numeracy tasks, including any mathematical results or outcomes, require reviewing. Results should be checked against the original situation in terms of its reasonableness and relevance, and comparisons made with any rough initial estimates. Decisions are made about whether the solution is likely to be ‘about right’ or not, or to revise and adjust the results.

Learning goals	Complexity of the problem-solving tasks undertaken
<ul style="list-style-type: none"> <li>• Check any estimations, actions and any calculation results to see if results are as expected</li> <li>• Review appropriateness and reasonableness of results to the numeracy task and adjust if necessary, including to redo any calculations if required.</li> </ul>	<ul style="list-style-type: none"> <li>• Relies heavily on hands-on (concrete) and real-life materials, personal experience and prior knowledge to roughly check the reasonableness of the outcome(s) with support via prompting or questioning.</li> </ul>

### d) Communicate and report

The results and outcomes of any numeracy task require a summary or presentation of the work to be developed, including the findings from the mathematical activities and related applications. This stage requires students being able to represent and communicate the mathematical results. This will involve the use of both oral and written language, and the use of informal, and some formal, mathematical representations.

Learning goals	Complexity of the problem-solving tasks undertaken
<ul style="list-style-type: none"> <li>• Use informal and some formal written mathematical representation to document and report on the mathematical processes used and the results of the numeracy task</li> <li>• Use informal and some formal oral mathematical language to present and discuss the mathematical processes used and the results of the numeracy task</li> <li>• Use one or two different formats, devices, or technologies to represent and document the numeracy task.</li> </ul>	<ul style="list-style-type: none"> <li>• Writes simple and everyday informal and minimal formal written representations of numbers, monetary amounts and data (into the 100s), including with the support of technology</li> <li>• Uses common, everyday, informal oral language and gestures to convey numeracy-based information and processing; for example, language of position such as <i>up, down, behind, right, left, over, through</i>; comparative language such as <i>taller, heavier, hotter, smaller</i>; language of shape, size, colour such as <i>straight, curved, square, circle, triangle</i>, etc.</li> <li>• Uses simple and informal symbolism, diagrams and conventions relevant to the mathematical knowledge of the level; for example: 57, \$5.98, <math>\frac{1}{2}</math>, +, –</li> </ul>





## Mathematical toolkit

To achieve this third learning requirement, students should develop their own mathematical toolkit to use where necessary as they undertake their numeracy practices, activities and tasks. On completion of the learning requirements students should be able to use a variety of tools and appropriate technologies to solve mathematical problems set in practical contexts. Students should become familiar with analogue and digital tools and be confident in knowing the purpose of everyday tools.

These technologies may include:

- analogue and/or digital tools which may include clocks, tape measures, measuring cups, etc.
- digital tools which may include manipulatives, mobile technology, software and applications
- the conventions and use of such analogue and digital tools appropriate to the home or community
- awareness of contemporary technological and online and digital media, including software and applications based on computers, tablets, calculators and hand-held devices and the functionality of their use and application.

Students should demonstrate competence in the following key skills:

- use highly familiar tools and devices to carry out tasks
- read and interpret the inputs and outputs of highly familiar technology
- use highly familiar technology to compute simple problems mathematically and to interpret the results
- reflect on the technology used and the outcomes obtained relative to personal, contextual, and real-world implications.

## Focus areas

Each numeracy comprises of two focus areas that describe the spread of mathematical content knowledge that is required to engage with that specific numeracy. There are eight focus areas in total. The associated focus areas are detailed and have been assigned under each of the numeracies. There is a learning goal and an application for each focus area.

The focus areas comprise:

- Number
- Data
- Location
- Shape
- Quantity and measures
- Change
- Likelihood
- Systematics.



## Unit 1

### Module 1: Personal numeracy

Personal numeracy relates to the mathematical requirements for personal organisational matters involving money, time and travel, or for participation in community-based activities and events.

Personal numeracy relates to understanding, using and interpreting numerical and mathematical information presented and embedded in different formats, in order to undertake personally relevant activities in highly familiar situations.

The understanding, use and interpretation of personal numeracy can be drawn from the following, but are not limited to these examples:

- transport and travel: planning routes, travel times and destinations including use of highly familiar maps, apps and software
- planning or scheduling: a day out or attending a social/community event or activity
- planning a BBQ, family event, trips to sites of cultural significance
- personal and home/family day-to-day tasks: such as cooking, gardening, sport, travel.

This module must be taught in conjunction with the aims of the study, which include the integration of the problem-solving cycle and embedded use of analogue and digital technologies.

### Focus area: Location

The focus of location includes understanding of space, direction and location in relation to highly familiar local places. Students should be able to follow simple and familiar directions to locations based on digital or printed maps. Students should demonstrate an awareness of their place in space.

### Learning goal

On completion of this module students should have the knowledge to be able to:

- find location and direction in relation to everyday, familiar places within the vicinity
- find location and direction with everyday, simple and familiar maps and technologies
- use everyday oral directions using informal language such as left/right, up/down, front/back, under/beside/over.

### Application

Application of the learning goal requires students to demonstrate the following skills:

- orally describe location of familiar, local places
- use interactive and paper maps to locate highly familiar places or objects
- give and follow simple oral directions to highly familiar locations.



## Focus area: Systematics

The focus of systematics includes using everyday technology to input and output information for the purposes of planning and scheduling. Students should be able to choose a number of inputs of familiar data and read the outputs, and any summary information derived from the technology.

## Learning goal

On completion of this module students should have the knowledge to be able to:

- find common and familiar information and data inputs
- read data outputs
- summarise information.

## Application

Application of the learning goal requires students to demonstrate the following skills:

- input simple data into familiar apps
- read simple output data
- interpret simple output data.

## Module 2: Financial numeracy

Financial numeracy relates to undertaking basic and personal financial transactions and making straightforward decisions regarding the use and management money.

Financial numeracy involves managing relevant personal, social or work-related everyday financial costs, charges, income and expenditure.

The understanding, use and interpretation of financial numeracy can be drawn from the following, but are not limited to these examples:

- income: pay, pay rates, payslips, deductions, loadings
- shopping and living costs: payments, costs, checking change, savings on sale items, utility bills, comparing common familiar food costs \$/kg, and comparing pricing per unit costs on price tags to ascertain value for money
- personal banking: opening and managing an account, keeping money safe online, and common methods of payments
- savings: personal saving plans and amounts, and how to reduce costs.

This module must be taught in conjunction with the aims of the study, which include the integration of the problem-solving cycle and embedded use of analogue and digital technologies.



## Focus area: Number

This focus area aims to develop students' number sense through meaningful application of numeracy practices to a range of contexts where whole numbers and some simple fractions and decimals are used.

### Learning goal

On completion of this module students should have the knowledge to be able to understand:

- place value and numbers up to 1000
- whole numbers and monetary amounts up to \$1000
- addition and subtraction (with no borrowing or decomposition) of whole numbers and familiar monetary amounts into the 100s
- common, simple unit fractions such as  $\frac{1}{2}$ ,  $\frac{1}{4}$  and  $\frac{1}{10}$
- common decimals and percentages such as 0.5, 0.25, 50%, 25%.

### Application

Application of the learning goal requires students to demonstrate the following skills:

- identify place value and read whole numbers up to 1000
- perform calculations of addition and subtraction with simple whole number amounts and familiar monetary amounts (into the 100s)
- recognise and understand very common simple unit fractions, decimals and percentages.

## Focus area: Change

The focus of change includes the recognition of simple patterns and change in spatial, arithmetical and numerical contexts and applications. Students should recognise when change is occurring.

### Learning goal

On completion of this module students should have the knowledge to be able to understand:

- pattern prediction with shapes
- repeating patterns with one element such as with shapes, or \$2, \$4, \$6, \$8, ...
- changes and number matching with simple numbers. For example, prices increasing or decreasing, matching corresponding numbers.

### Application

Application of the learning goal requires students to demonstrate the following skills:

- recognise changes in numerical values such as prices increasing or decreasing with a common fixed price discount
- number matching and comparison of simple numbers in context such as matching prices from receipts to on-the-shelf items
- predict pattern continuation with shapes. For example, triangle, square repeating pattern
- demonstrate repeating patterns with one element. For example, \$2, \$4, \$6, \$8, ...



## Assessment

The award of satisfactory completion for a module is based on whether the student has demonstrated the set of learning goals specified for the module. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the learning goals for satisfactory completion of the module.

The eight focus areas, including the learning goals and applications listed for each module, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

For each module students are required to demonstrate three learning requirements.

Demonstration of achievement of all Learning requirements should be based on the students' performance on a selection of evidence encompassing:

- each of the four numeracy modules with the learning goals
- the four stages of the problem-solving cycle
- the technical Mathematical toolkit.

The following table provides suitable tasks for assessment for each module.

Learning requirements	Suggested assessment tasks
<p><b>Learning requirement 1:</b></p> <p>Apply their numeracy capabilities developed from the 4 numeracy modules and focus areas, including the learning goals and applications across the four specified numeracy contexts.</p>	<p>Assessment could consist of, but is not limited to, a combination of the following activities where students could apply and demonstrate their learning:</p> <ul style="list-style-type: none"> <li>• Investigations and projects; for example, keeping a record or diary on a “day in the life of me”, recording what they did and when; using a recipe and baking using measuring instruments; or measuring quantities of groceries and compare these to the stated measurements.</li> <li>• Multimedia presentation, poster or report; for example, exploring games in common usage such as netball, AFL, 10 pin bowling considering number facts and operations; compare costs of items on sale; comparing class data on favourite activities, sports or TV shows.</li> <li>• Interview, blog or vlog. For example, describing an excursion or trip showing directions using a mapping app, giving oral directions and main time points; comparing the nutritional information on favourite foods.</li> </ul>
<p><b>Learning requirement 2:</b></p> <p>Use the problem-solving cycle (identify the mathematics, act on and use mathematics, evaluate and reflect, and communicate and report) in an applied learning context, relevant to the key skills and knowledge reflected in the modules.</p>	
<p><b>Learning requirement 3:</b></p> <p>Apply the appropriate mathematical tool from the toolkit to undertake the numeracy tasks required in Learning requirements 1 and 2. The toolkit should be applied and should underpin all learning and teaching activities in both Learning requirements 1 and 2.</p>	

Tests are not considered to be reflective of the applied learning process. Where teachers allow students to choose between tasks, they must ensure that the tasks they set are of comparable scope and demand.



## Unit 2

### Module 3: Health and recreational numeracy

Health and recreational numeracy relates to accessing, understanding and using foundational mathematical information to be aware of issues related to health and well-being, or when engaging in different recreational activities. Recreational activities may include indoor and outdoor pursuits, arts, social media, gaming and other personal interests and hobbies.

The understanding, use and interpretation of health and recreational numeracy can be drawn from the following, but are not limited to these examples:

- personal health and wellbeing: food and drinks ingredients and intakes, current social issues affecting youth such as binge drinking or vaping
- First Nations peoples health awareness
- traditional games in the First Nations peoples context including games from different regions within Australia
- cooking and eating: planning and making meals, following simple recipes,
- sport and e-sports/games: score keeping, timing, shapes/dimensions of playing spaces
- crafts and hobbies: concepts of shape and dimension in design and creation of goods/items.

This module must be taught in conjunction with the aims of the study, which include the integration of the problem-solving cycle and embedded use of analogue and digital technologies.

### Focus area: Shape

The focus of shape includes the recognition, naming and comparison of familiar shapes and objects in relation to size and shape of common one- and two-dimensional shapes. Students should be able to describe and classify common and familiar shapes in both diagrammatical and concrete forms. This focus also includes common characteristics and properties used in classifying shapes.

### Learning goal

On completion of this module students should have the knowledge to be able to understand:

- common and familiar one- and two-dimensional shapes such as lines, triangles, circles, squares, etc.
- common properties of different one- and two-dimensional shapes such as size, colour, number and type of sides (straight/curved).

### Application

Application of the learning goal requires students to demonstrate the following skills:

- recognise common and familiar one- and two-dimensional shapes
- name common and familiar one- and two-dimensional shapes
- construct common and familiar two-dimensional shapes
- categorise similar shapes according to common classifications.

### Focus area: Quantity and measures

The focus of quality and measures enables students to explore highly familiar everyday measurements and quantities. Students will develop a beginning sense of estimation and will know and use simple and straightforward quantities and measurements such as those found in the home.



## Learning goal

On completion of this module students should have the knowledge to be able to:

- use common and familiar basic metric measurements and quantities such as length, mass, capacity/volume, time and temperature such as personal height and weight, door height, liquid measurement, temperatures
- recognise common and familiar units such as m, cm, Kg, L, degrees C
- recognise 12-hour digital time, including minutes and hours on digital clocks, and hours, quarter-, and half-hours on analogue clocks
- recognise day and month dates.

## Application

Application of the learning goal requires students to demonstrate the following skills:

- estimate lengths of highly familiar objects or items
- order and compare simple everyday measures and quantities
- recognise familiar and commonly used units of metric measurement
- read common and familiar dates and times using digital and analogue clocks.

## Module 4: Civic numeracy

Civic numeracy refers to activities related to participating in the student's community and social life through being aware of and knowing about government and societal data, information and related processes.

The understanding, use and interpretation of civic numeracy can be drawn from the following, but are not limited to these examples:

- data and information in the popular media: sports results, weather, music, and film
- infographics: reading and understanding basic data and information presented in infographics from government, authorities, independent agencies, cultural and community organisations
- simple, everyday risk and likelihood of events: understanding basic risk and generalised likelihood and chance of events relating to society such as weather, health, polls.

This module must be taught in conjunction with the aims of the study, which include the integration of the problem-solving cycle and embedded use of analogue and digital technologies.

## Focus area: Data

Data can be found in everyday life, workplaces, and society. Students should be able to collect, represent and read familiar data represented in simple graphs and tables found in the media or in everyday contexts.

## Learning goal

On completion of this module students should have the knowledge to be able to understand:

- simple data collection by hand or with tables
- simple cases of data, graphs and infographics.



## Application

Application of the learning goal requires students to demonstrate the following skills:

- collect and display simple data
- read simple graphs such as bar or pie graphs
- read simple tables
- identify and locate key facts from simple data.

## Focus area: Likelihood

The focus of likelihood includes being able to understand and use everyday language of likelihood and chance related to common and familiar events. Students should be able to talk about chance and risk given the likelihood of common and familiar events occurring.

## Learning goal

On completion of this module students should have the knowledge to be able to:

- use everyday language to talk about the likelihood of an event occurring such as possible, impossible, unlikely, likely, certain, “Buckley’s chance”, “pigs might fly”, “dead-set”
- understand language and relative magnitude of simple and highly familiar chance events.

## Application

Application of the learning goal requires students to demonstrate the following skills:

- recognise and use the everyday language of chance and likelihood
- use everyday language to compare and order different and simple magnitudes of chance.

## Assessment

The award of satisfactory completion for a module is based on whether the student has demonstrated the set of learning goals specified for the module. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the learning goals for satisfactory completion of the module.

The eight focus areas, including the learning goals and applications listed for each module, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

For each module students are required to demonstrate three learning requirements.

Demonstration of achievement of all Learning requirements should be based on the students’ performance on a selection of evidence encompassing:

- each of the four numeracy modules with the learning goals
- the four stages of the problem-solving cycle
- the technical Mathematical toolkit.





The following table provides suitable tasks for assessment for each module.

Learning requirements	Suggested assessment tasks
<p><b>Learning requirement 1:</b></p> <p>Apply their numeracy capabilities developed from the 4 numeracy modules and focus areas, including the learning goals and applications across the four specified numeracy contexts.</p>	<p>Assessment could consist of, but is not limited to, a combination of the following activities where students could apply and demonstrate their learning:</p> <ul style="list-style-type: none"><li>● Problem Solving Report; for example, form a hypothesis or question to solve and collect data to use to represent as evidence and refer to likelihood statements to support the question/hypothesis;</li><li>● Create an Experiment for example use everyday objects like bottles and containers to measure water and rice and compare weight and volumes</li><li>● Design a Game to play, for example create a puzzle out of different shapes; design a new board game that requires pieces to be built together to explore shapes; write rules to a board game that require timed activities.</li></ul>
<p><b>Learning requirement 2:</b></p> <p>Use the problem-solving cycle (identify the mathematics, act on and use mathematics, evaluate and reflect, and communicate and report) in an applied learning context, relevant to the key skills and knowledge reflected in the modules.</p>	
<p><b>Learning requirement 3:</b></p> <p>Apply the appropriate mathematical tool from the toolkit to undertake the numeracy tasks required in Learning requirements 1 and 2. The toolkit should be applied and should underpin all learning and teaching activities in both Learning requirements 1 and 2.</p>	

Tests are not considered to be reflective of the applied learning process. Where teachers allow students to choose between tasks, they must ensure that the tasks they set are of comparable scope and demand.



# VPC - PERSONAL DEVELOPMENT SKILLS

## Unit 1

### Module 1: Understanding self

This module explores personal development through self-reflection and self-care. It makes connections between self-awareness, purposefulness, goal setting and resilience.

Focusing on four skills: teamwork, communication, time management and problem-solving, students will participate in an activity that investigates how personal development can help them achieve their goals. They will investigate influences on motivation, and relationships between purposefulness and health and wellbeing. The module explores self-reflection and self-understanding as foundations for identifying personal goals and future pathways. Students will identify their personal strengths, abilities and potential and apply this understanding to the task of setting personal goals and reflecting on pathways to action and achievement.

### 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.

### Application

Demonstration of the learning goals requires students to apply a variety of skills. The following applications assist students to demonstrate they have met the learning goal.

- identify key influences on the development of personal values
- identify and explore personal passions, skills and goals
- demonstrate the use of tools for self-reflection and to recognise personal strengths
- set goals and develop plans for achieving them
- identify and analyse barriers to self-motivation
- practise strategies for putting self-knowledge into action.

### Module 2: Developing self

This module explores relationships between self-development and improved health and wellbeing. With a focus on four particular skills – teamwork, communication, time management and problem-solving – students will examine how the development of personal skills can enhance health and wellbeing and increase opportunities for setting and achieving goals. They will consider a variety of influences on personal health and wellbeing. Students will investigate key pillars of physical, social, emotional health and wellbeing, and how to practise self-care in a range of contexts – including relationships and online environments – in order to protect and improve their own health and wellbeing. Students will explore concepts of consent, equity and access, and how to express themselves in safe, assertive and effective ways.



## Learning goal 1.2

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

- 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.

## Application

Demonstration of the learning goals requires students to apply a variety of skills. The following applications assist students to demonstrate they have met the learning goal.

- identify and understand the key pillars of physical, social and emotional wellbeing such as shelter, food intake, safety, exercise and sleep
- understand and explain the significance of purposefulness and be able to self-monitor health and wellbeing
- explore and understand the features of respectful, positive relationships and the concept of sexual coercion and consent
- demonstrate personal assertiveness and effective self-expression both online and in written and oral communication with peers.

## Assessment

Completion of a module is based on the teacher’s decision that the student has achieved the learning goal for the module. A VPC unit can only be satisfactorily completed once all modules within that unit have been completed. Teachers should use a variety of assessment tasks and activities that provide a range of opportunities for students to demonstrate attainment of the learning goals. The VPC Personal Development Skills Support material provides details that will assist in assuring students meet the minimum requirements.

The following table provides examples of suitable tasks for assessment.

Learning goals	Assessment tasks
Module 1 Goal 1.1 On completion of this module the student should be able to: <ul style="list-style-type: none"> <li>• develop and demonstrate an understanding of self through positive, active reflection</li> <li>• use a range of teamwork, communication, time management and problem-solving skills</li> <li>• understand and apply the skills required for setting and achieving personal goals.</li> </ul>	Assessment could consist of, but is not limited to, a combination of the following activities where students should apply and demonstrate learning: <ul style="list-style-type: none"> <li>• a skills audit</li> <li>• a reflective journal</li> <li>• a case study</li> <li>• reflection/ analysis of guest speakers presentation</li> </ul>



Learning goals	Assessment tasks
<p>Module 2 Goal 1.2</p> <p>On completion of this module the student should be able to:</p> <ul style="list-style-type: none"><li>• describe the principles of health and wellbeing and the key indicators of self-care</li><li>• explain how personal attributes can be enhanced through experience in teamwork, communication, time management and problem-solving</li><li>• create tools and/or strategies for practicing self-care</li><li>• 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</li><li>• practise the strategies for building skills in online safety, personal assertiveness and effective self-expression.</li></ul>	<ul style="list-style-type: none"><li>• a video, podcast or oral presentation</li><li>• a response to structured questions</li><li>• develop structured questions to interview community group/ members</li><li>• a visual, oral, pictorial, digital presentation</li><li>• an evaluation of a team activity</li><li>• reflection/ analysis of visit/s community project/ organisation</li><li>• a reflective journal of participation in practical tasks</li><li>• chair meeting/ take minutes</li></ul>

Where teachers allow students to choose between tasks, they must ensure that the tasks they set are of comparable scope and demand.



## Unit 2

### Module 1: Exploring and connecting with community

This module takes a broad approach to the concept of community, and to the types of communities to which individuals may belong. There is an emphasis on personal and emotional growth through active group participation and membership or belongingness, and an introduction to the significance of community engagement. Through the example of a democratic society, students will explore community-related concepts, including rights and responsibilities, with a focus on how young people can participate and engage.

#### Learning goal 2.1

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

- understand and discuss the concepts of community
- identify ways to connect with both local and global communities
- explain the rights and responsibilities of being an effective member of a community.

#### Application

Demonstration of the learning goals requires students to apply a variety of skills. The following applications assist students to demonstrate they have met the learning goal.

- identify and understand the definitions of local and global community
- explain the characteristics and benefits of a diverse community
- explore and understand the features that facilitate a sense of belonging and inclusion in a community.

### Module 2: Community participation

This module explores how communities provide support to members. Students will consider various ways of expressing community belongingness. They will look at how communities are structured through investigation of community leaders and organisations. Students will identify and explore options and opportunities for connecting with their local community.

#### Learning goal 2.2

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

- research and locate community support systems
- identify and discuss the functions and roles of community leaders and organisations and their ability to assist in creating a sense of belonging
- explain the benefits of community involvement.

#### Application

Demonstration of the learning goals requires students to apply a variety of skills. The following applications assist students to demonstrate they have met the learning goal.

- identify and locate community support systems that contribute to individual wellbeing
- identify and understand the different resources and support networks available to community members
- explore and engage in opportunities for young people to be involved in community activities.



## Assessment

Completion of a module is based on the teacher’s decision that the student has achieved the learning goal for that module. A VPC unit can only be satisfactorily completed once all modules within that unit have been completed. Teachers should use a variety of assessment tasks and activities that provide a range of opportunities for students to demonstrate attainment of the learning goals. The VPC Personal Development Skills Support material provides details that will assist in assuring students meet the minimum requirements.

The following table provides examples of suitable tasks for assessment.

Learning goals	Assessment tasks
<p><b>Module 1 Goal 2.1</b></p> <p>On completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• understand and discuss the concepts of community</li> <li>• identify ways to connect with both local and global communities</li> <li>• explain the rights and responsibilities of being an effective member of a community.</li> </ul>	<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"> <li>• creation and collation of survey</li> <li>• creation of debate</li> <li>• a reflection/ analysis of site or organisation visit</li> <li>• an oral, pictorial, digital presentation</li> <li>• an observation checklist</li> <li>• a reflective journal of participation in practical tasks</li> <li>• create structured questions to pose to community group, program coordinator/ guest speaker</li> <li>• a performance or role play</li> <li>• a research task</li> </ul>
<p><b>Module 2 Goal 2.2</b></p> <p>On completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• research and locate community support systems</li> <li>• identify and discuss the functions and roles of community leaders and organisations and their ability to assist in creating a sense of belonging</li> <li>• explain the benefits of community involvement.</li> </ul>	

Where teachers allow students to choose between tasks, they must ensure that the tasks they set are of comparable scope and demand.



# VPC - WORK RELATED SKILLS

## Unit 1

### Module 1: Interests, skills and capabilities in the workplace

This module examines the skills, capabilities and personal attributes required within the workplace. Students will develop an understanding of how employability skills and capabilities can be applied in a variety of settings, discuss how technical skills and capabilities are applied in a specific setting and explore how personal interests can be aligned with pathway opportunities.

#### Learning goal 1.1

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

- differentiate between interests, personal attributes and capabilities
- discuss the application of a range of employability skills
- describe how different technical skills, capabilities and personal attributes are applied in different industry groups.

#### Application

Demonstration of the learning goal requires students to apply a variety of skills. The following applications assist students to demonstrate they have met the learning goal.

- identify the difference between interests, personal attributes and capabilities
- choose the appropriate application of employability skills and capabilities in a variety of settings
- explain the technical skills and capabilities required by specific industry groups
- align personal interests and strengths to specific industry groups.

### Module 2: Employment opportunities and workplace conditions

This module explores the employment opportunities that exist within a workplace and how qualifications and further study can increase the opportunities that may be available. Students will identify and describe employee and employer rights and responsibilities in the workplace relating to pay and conditions within a selected setting. Students will interview an employee about training and employment experiences and present findings supported by appropriate technology.

#### Learning goal 1.2

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

- research employment opportunities
- recognise and consider different types of roles in a workplace
- identify the role of qualifications and further study relating to employment opportunities
- describe the rights and responsibilities of employees and employers relating to pay and conditions within a selected workplace.



## Application

Demonstration of the learning goal requires students to apply a variety of skills. The following applications assist students to demonstrate they have met the learning goal.

- explain research findings on employment opportunities within a workplace
- identify and analyse the type of worker classification such as part time, casual, full time, apprentice
- use understanding of the role of qualifications and further study to increase employment opportunities when reflecting on future pathways
- identify and communicate employee rights and responsibilities in the workplace relating to pay and conditions.

## Module 3: Applying for an employment opportunity

This module examines the process of identifying an employment opportunity and writing a resume and cover letter that includes information relevant to the opportunity. Students will develop practical skills associated with drafting and finalising a resume and cover letter and use feedback to improve resume and cover letter.

### Learning goal 1.3

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

- identify the elements of a successful resume and cover letter that is relevant to an employment opportunity and provide a draft
- use reflection and feedback to improve the resume and cover letter.

## Application

Demonstration of the learning goal requires students to apply a variety of skills. The following applications assist students to demonstrate they have met the learning goal.

- apply strategies to identify an employment opportunity
- articulate the key elements of a resume, including purpose, format and inclusion of relevant information
- demonstrate the key elements of a cover letter, including purpose, format and inclusion of relevant information
- apply strategies to improve resumes and cover letters
- use of relevant language to address key selection criteria
- produce an application for the selected employment opportunity using relevant technical vocabulary
- seek feedback from a careers practitioner or suitable staff member on the application for the selected employment opportunity
- apply feedback to strengthen the cover letter and resume.





## Assessment

Completion of a module is based on the teacher’s decision that the student has achieved the learning goal for that module. A VPC unit can only be satisfactorily completed once all modules within that unit have been completed. Teachers should use a variety of assessment tasks and activities that provide a range of opportunities for students to demonstrate attainment of the learning goals. The VPC Work Related Skills Support material provides details that will assist in assuring students meet the minimum requirements.

The following table provides examples of suitable tasks for assessment.

Learning goal	Assessment tasks
<p><b>Module 1 Goal 1.1</b></p> <p>On completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> <li>• differentiate between interests, attributes and capabilities</li> <li>• discuss the application of a range of employability skills</li> <li>• describe how different technical skills, capabilities and attributes are applied in different industry groups.</li> </ul>	<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"> <li>• development of cover letter/resume</li> <li>• development of career action plan</li> <li>• interview and reflection of relevant industry representative, employer, education provider, career practitioner</li> <li>• a reflection and collection of annotated resources during career expos visits</li> <li>• a skills audit</li> <li>• creation of SMART goals</li> <li>• completion of career discovery quiz</li> <li>• creation of a personal profile</li> <li>• annotated position description or advertisements</li> <li>• participation in a mock job interview</li> <li>• a digital, oral or visual presentation</li> </ul>
<p><b>Module 2 Goal 1.2</b></p> <p>On completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• research employment opportunities</li> <li>• recognise and consider different types of roles in a workplace</li> <li>• identify the role of qualifications and further study relating to employment opportunities</li> <li>• describe the rights and responsibilities of employees and employers relating to pay and conditions within a selected workplace.</li> </ul>	
<p><b>Module 3 Goal 1.3</b></p> <p>On completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• identify the elements of a successful resume and cover letter that is relevant to an employment opportunity and provide a draft</li> <li>• use reflection and feedback to improve the resume and cover letter.</li> </ul>	

Where teachers allow students to choose between tasks, they must ensure that the tasks they set are of comparable scope and demand.



## Unit 2

### Module 1: Identifying and planning for a work-related activity

This module commences the planning process for a small-scale work-related activity. Working in teams, students will identify and explore a range of activities, identify an achievable small-scale work-related activity and collaboratively plan for the activity. Students will consider how the chosen activity aligns with employability skills, seek and apply feedback and evaluate the effectiveness of the planned activity.

#### Learning goal 2.1

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

- utilise the identified skills of collaboratively planning by establishing a small-scale work-related activity
- use the collaborative planning skill of seeking and applying feedback to enrich plan
- identify the employability skills that align to the activity
- evaluate the effectiveness of the plan.

#### Application

Demonstration of the learning goal requires students to apply a variety of skills. The following applications assist students to demonstrate they have met the learning goal.

- explore and suggest a possible small-scale work-related activity
- be an active member of the team in the planning process
- provide an overview of a planned small-scale work-related activity using examples
- demonstrate the key features of effective collaboration through work within a team to identify roles and responsibilities
- explain the technology and/or resources required for the activity
- identify the employability skills required to complete the work-related activity
- suggest strategies to assess the strengths and weaknesses of the work-related activity plan.

### Module 2: Completing and reviewing a small-scale work-related activity

This module focuses on the completion and review of a small-scale work-related activity. Students will apply a range of skills when implementing a plan and will engage in a process of reflection and evaluation about the implementation of the small-scale work-related activity and application to other work contexts.

#### Learning goal 2.2

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

- implement planned small-scale work-related activity
- utilise the skills of communication, problem-solving, using technology, delegation and time management to complete the activity.



## Application

Demonstration of the learning goal requires students to apply a variety of skills. The following applications assist students to demonstrate they have met the learning goal.

- use identified employability skills to implement a small-scale work-related activity
- carry out a small-scale work-related activity within agreed timeframes
- apply strategies to assess the strengths and weaknesses of the implementation of a small-scale work-related activity, including appropriate use of technology and/or resources, collaboration, problem-solving, individual and team effectiveness, individual and team task management
- review individual and team effectiveness in achieving the desired outcome of the activity
- identify key skills and capabilities used within the activity that can be transferred to other work contexts.

## Module 3: Reporting on a small-scale work-related activity

This module develops students' communication and technology skills through reporting on small-scale work-related activity. Students will learn about the structure and conventions of writing a report and will apply this format to describe the planning, implementation and evaluation of the small-scale work-related activity. Students will reflect on how they can improve future work-related outcomes.

### Learning goal 2.3

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

- create and present a report on a small-scale work-related activity that demonstrates appropriate structure and conventions of a report and describes the planning, implementation and evaluation of the small-scale work-related activity
- demonstrate communication and technology skills through the manner in which they report on a work-related activity
- reflect on how future work-related outcomes can be improved.

## Application

Demonstration of the learning goal requires students to apply a variety of skills. The following applications assist students to demonstrate they have met the learning goal.

- apply the key conventions to structure a report and apply appropriate tone and voice for the selected audience
- explain the planning process of the activity and the roles assigned to each team member
- use digital technology to prepare a report on the small-scale work-related activity demonstrating appropriate use of technology and/or resources, collaboration, problem-solving, individual and team effectiveness, individual and team task management planning and implementation of the small-scale work-related activity
- present the report demonstrating communication skills
- identify and explain the implementation and outcomes of the activity
- propose actions to improve future work-related activity outcomes
- improve outcomes and/or delivery.



## Assessment

Completion of a module is based on the teacher’s decision that the student has achieved the learning goal for that module. A VPC unit can only be satisfactorily completed once all modules within that unit have been completed. Teachers should use a variety of assessment tasks and activities that provide a range of opportunities for students to demonstrate attainment of the learning goals. The VPC Work Related Skills Support material provides details that will assist in assuring students meet the minimum requirements.

The following table provides examples of suitable tasks for assessment.

Learning goal	Assessment tasks
<p><b>Module 1 Goal 2.1</b></p> <p>On completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>● utilise the identified skills of collaboratively planning by establishing a small-scale work-related activity</li> <li>● use the collaborative planning skill of seeking and applying feedback to enrich plan</li> <li>● identify the employability skills that align to chosen activity</li> <li>● evaluate the effectiveness of the plan.</li> </ul>	<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"> <li>● a project plan</li> <li>● a digital, oral or visual presentation</li> <li>● development and collation of survey</li> <li>● chair meeting</li> <li>● a skills audit</li> <li>● a response to structured questions</li> <li>● an observation checklist</li> <li>● a report</li> <li>● a plan of action/response to feedback</li> <li>● a blog or vlog.</li> </ul>
<p><b>Module 2 Goal 2.2</b></p> <p>On completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> <li>● implement a planned small-scale work-related activity</li> <li>● utilise the skills of communication, problem-solving, using technology, delegation and time management to complete the activity.</li> </ul>	
<p><b>Module 3 Goal 2.3</b></p> <p>On completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> <li>● create and present a report on small-scale work-related activity that demonstrates appropriate structure and conventions of a report and describes the planning, implementation and evaluation of the small-scale work-related activity</li> <li>● demonstrate communication and technology skills through the manner in which they report on a work-related activity</li> <li>● reflect on how future work-related outcomes can improved.</li> </ul>	

Where teachers allow students to choose between tasks, they must ensure that the tasks they set are of comparable scope and demand.



## Unit 3

### Module 1: Healthy workplace practice

This module introduces students to the workplace and the role of physical and mental health in the workplace. Students will examine how employees can contribute to the physical and mental health of self and colleagues, and discuss how employers can contribute to the physical and mental health of employees and customers/clients, including the implementation of policies.

#### Learning goal 3.1

On completion of this module the student should be able to

- identify and describe physical and mental health in the workplace
- discuss ways in which employees can contribute to physical and mental health in the workplace
- explain the role of employers regarding health in the workplace, including company policies.

#### Application

Demonstration of the learning goal requires students to apply a variety of skills. The following applications assist students to demonstrate they have met the learning goal.

- explain a variety of workplace structures
- provide evidence of discovered physical health preservation measures
- identify similarities and differences of contributing factors to positive and negative mental health in the workplace
- demonstrate understanding of the responsibilities of employers in maintaining physical and mental health for employees and customers/clients
- identify policies that promote respect and inclusion in the workplace including race, culture, religion, gender, gender identity, sexual orientation and disabilities.

### Module 2: Rights and responsibilities

This module distinguishes between a safe and an unsafe workplace and explores how students can address unlawful practices. Students will identify unlawful workplace practices including bullying, harassment and discrimination, and internal and external processes to report unsafe practices. Students will examine employee responsibilities in the workplace and present findings.

#### Learning goal 3.2

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

- describe unlawful workplace practices
- identify processes to address and report unsafe practices
- present understandings of employee responsibilities in the workplace.



## Application

Demonstration of the learning goal requires students to apply a variety of skills. The following applications assist students to demonstrate they have met the learning goal.

- explain the differences between a safe workplace and an unsafe workplace
- identify unlawful workplace practice, including bullying, sexual harassment and discrimination
- identify internal processes to report unlawful or unsafe workplace practices
- explain external processes to report unlawful or unsafe workplace practices
- explain employee responsibilities in the workplace, including being on time, if appropriate wearing correctly fitted PPE, reporting illness in a timely manner, complying with reasonable requests and adhering to company policies.

## Module 3: Physical health and safety

This module explores physical health and safety in the workplace. Students will describe strategies to reduce harm in a workplace or environment that is familiar to them, including processes to assess risk, analyse safety, report hazards and harms and make recommendations to improve safety in the workplace.

### Learning goal 3.3

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

- identify a range of strategies to improve safety in the workplace
- recognise and assess potential hazards and harms
- develop recommendations to respond to the identification of hazards and harms.

## Application

Demonstration of the learning goal requires students to apply a variety of skills. The following applications assist students to demonstrate they have met the learning goal.

- apply understanding of the key elements of workplace health and safety
- apply understanding of the hazard reporting processes
- demonstrate knowledge of strategies to reduce hazards and harm in a familiar workplace or simulated workplace, including employee identification, hazard reporting processes, risk assessment tools and job safety analysis
- use examples to explain the universal strategies, safeguards and organisations that exist to reduce harm and ensure safe workplaces.



## Assessment

Completion of a module is based on the teacher’s decision that the student has achieved the learning goal for that module. A VPC unit can only be satisfactorily completed once all modules within that unit have been completed. Teachers should use a variety of assessment tasks and activities that provide a range of opportunities for students to demonstrate attainment of the learning goals. The VPC Work Related Skills Support material provides details that will assist in assuring students meet the minimum requirements.

The following table provides examples of suitable tasks for assessment.

Learning goal	Assessment tasks
<p><b>Module 1 Goal 3.1</b></p> <p>On completion of this module the student should be able to</p> <ul style="list-style-type: none"> <li>● identify and describe physical and mental health in the workplace</li> <li>● discuss ways in which employees can contribute to physical and mental health in the workplace</li> <li>● explain the role of employers regarding health in the workplace, including company policies.</li> </ul>	<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"> <li>● a digital, oral or visual presentation</li> <li>● interview and reflection of relevant industry representative, employer, employee</li> <li>● a response to structured questions</li> <li>● a research task or case study</li> <li>● a role-play or performance</li> <li>● a mock hearing</li> <li>● a safety audit</li> <li>● a risk management plan</li> <li>● participation in a safety drill</li> <li>● a report</li> </ul>
<p><b>Module 2 Goal 3.2</b></p> <p>On completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>● describe unlawful workplace practices</li> <li>● identify processes to address and report unsafe practices</li> <li>● present understandings of employee responsibilities in the workplace.</li> </ul>	
<p><b>Module 3 Goal 3.3</b></p> <p>On completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>● identify a range of strategies to improve safety in the workplace</li> <li>● recognise and assess potential hazards and harms</li> <li>● develop recommendations to respond to the identification of hazards and harms.</li> </ul>	

Where teachers allow students to choose between tasks, they must ensure that the tasks they set are of comparable scope and demand.



## Unit 4

### Module 1: Explore and plan for potential pathways

This module provides students with an overview of potential employment and educational pathway options, to support the development and refinement of a future pathway plan.

#### Learning goal 4.1

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

- identify a potential pathway
- access and assess online platforms to explore pathway options
- apply knowledge to draft a pathway plan
- seek feedback on and refine pathway plan.

#### Application

Demonstration of the learning goal requires students to apply a variety of skills. The following applications assist students to demonstrate they have met the learning goal.

- identify and discuss appropriate employment and education pathway options
- engage with several professionals, family/carers to discuss potential employment and education pathways
- access and note information regarding potential employment and education pathways
- engage with several online platforms to explore potential employment and education pathways and labour market data and trends
- apply understanding of the role of further education and training providers
- develop a pathway plan that includes details on further education and training institutions, possible locations, potential access options, prerequisites and/or application processes
- seek feedback on a pathway plan from an appropriate professional then apply strategies to refine the plan
- complete a final pathway plan.

### Module 2: Employment seeking activities and the application process

This module explores strategies for students to apply when collecting and assessing information about employment opportunities. Students will apply knowledge and skills by preparing a job application in response to a job advertisement, including a resume and cover letter.

#### Learning goal 4.2

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

- source and evaluate information relating to employment opportunities
- apply knowledge in preparing a job application.





## Application

Demonstration of the learning goal requires students to apply a variety of skills. The following applications assist students to demonstrate they have met the learning goal.

- engage with online platforms, personal networks and local services to identify and collect information about employment opportunities
- use strategies to access and assess employment opportunities according to personal interests, skills, personal attributes and capabilities
- identify key elements of job advertisements and job applications, including different ways jobs are advertised and common processes involved in applying for a job
- identify and use strategies to effectively promote relevant skills, knowledge, qualifications and experience in a resume
- develop or re-develop a cover letter and resume that complies with Australian spelling and grammar
- apply the conventions of addressing key selection criteria
- discuss and refine a cover letter and resume with the assistance of an appropriate professional.

## Module 3: Interview

This module prepares students for future job interviews. Students will engage with sources to identify possible interview questions, plan suitable responses and prepare relevant questions to ask a potential employer. Students will participate in a mock interview and apply strategies to reflect on and evaluate performance to improve future employment prospects.

### Learning goal 4.3

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

- identify possible interview questions and suitable responses
- apply strategies to prepare for and participate in a mock interview and evaluate performance to improve future employment prospects.

## Application

Demonstration of the learning goal requires students to apply a variety of skills. The following applications assist students to demonstrate they have met the learning goal.

- engage with several online platforms and professionals to identify possible interview questions
- identify a range of suitable responses and relevant questions to ask potential employers
- practice and apply strategies to communicate and promote relevant skills, knowledge, capabilities, qualifications and/or experience in a job interview
- practice and apply strategies to assess strengths and weaknesses relating to job interviews in order to improve future employment prospects
- prepare for and engage in several mock interviews, using suitable responses and suitable questions
- identify and report on areas of strength and improvement.



## Assessment

Completion of a module is based on the teacher’s decision that the student has achieved the learning goal for that module. A VPC unit can only be satisfactorily completed once all modules within that unit have been completed. Teachers should use a variety of assessment tasks and activities that provide a range of opportunities for students to demonstrate attainment of the learning goals. The VPC Work Related Skills Support material provides details that will assist in assuring students meet the minimum requirements.

The following table provides examples of suitable tasks for assessment.

Learning goal	Assessment tasks
<p>Module 1 Goal 4.1</p> <p>On completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• identify a potential pathway</li> <li>• access and assess online platforms to explore pathway options</li> <li>• apply knowledge to draft pathway plan</li> <li>• seek feedback on and refine pathway plan.</li> </ul>	<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"> <li>• a digital, oral or visual presentation</li> <li>• reflection of visit to education provider, employment agency, career expo, LLEN</li> <li>• a career action plan</li> <li>• refined/ redeveloped cover letter/resume</li> <li>• structure response to interview questions</li> <li>• skills audit</li> <li>• mock interview</li> <li>• identify employability skills, required qualifications, key selection criteria within employment advertisements</li> <li>• creation of a personal profile</li> <li>• plan of action/response to feedback</li> <li>• reflection/evaluation of application/interview</li> </ul>
<p>Module 2 Goal 4.2</p> <p>On completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• source and evaluate information relating to employment opportunities</li> <li>• apply knowledge in preparing a job application.</li> </ul>	
<p>Module 3 Goal 4.3</p> <p>On completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> <li>• identify possible interview questions and suitable responses</li> <li>• apply strategies to prepare for and participate in a mock interview and evaluate performance in order to improve future employment prospects.</li> </ul>	

Where teachers allow students to choose between tasks, they must ensure that the tasks they set are of comparable scope and demand.



## VET – VOCATIONAL EDUCATION & TRAINING

**Please refer to the VET handbook for full information and course list for VET.**



# ACADEMIC HONESTY AND INTEGRITY POLICY

## Rationale

The Academic Honesty Policy provides a framework to ensure that the values and expectations which relate to the academic work and professional work ethic at Werribee Secondary College is upheld at all times. The values and expectations of the students and staff relate to the school values and guiding statement. Academic honesty requires one to behave in a manner that supports our school values and guiding statement. All members of the Werribee Secondary College community are required to know and comply with this policy.

## Scope of this policy

This policy applies to all assessments across all subjects and all year levels at Werribee Secondary College.

### A. Academic Honesty – What it is

Academic honesty is a set of principles that inform the values of honest and responsible behaviour in an academic setting.

Assignments and coursework are designed to enable students to learn and demonstrate new ideas; grading and marking are designed to provide feedback on how students have progressed. Therefore, for the results and feedback to hold meaning, all assessment needs to result from the students own achievements and effort.

All policies and procedures that relate to academic honesty at Werribee Secondary College align with the policies and procedures set by the Department of Education Victoria. Refer also to the following policies:

1. Werribee Secondary College Assessment Policy
2. Student Engagement and Wellbeing policy

### B. Academic Misconduct – What it is – What it can look like

Academic misconduct is behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another candidate is also regarded as academic misconduct. Academic misconduct is a breach of these regulations and includes, but is not restricted to, the following:

- a. Plagiarism—this is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment.
- b. Collusion—this is defined as supporting academic misconduct by another candidate, for example, allowing one's work to be copied or submitted for assessment by another.
- c. Duplication of work—this is defined as the presentation of the same work for different assessment components and/or DP core requirements.
- d. Misconduct during an examination (for example, taking unauthorized material into an examination, behaviour that disrupts the examination or distracts other students, or communicating with another student).
- e. Any other behaviour that gains an unfair advantage for a student or that affects the results of another student (for example, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination via any form of communication/media). (*"Article 20", 2014, IBO*)



**Some examples of the forms that academic misconduct can take:**

- Presenting segments of or whole works by another person as your own.
- Including quotes and materials from another's works within your own without adequate acknowledgement.
- Paraphrasing the work or ideas of another person without adequate acknowledgement.
- Copying work and ideas from another student - within OR without the College community.

**Referencing**

Werribee Secondary College educates its staff and students on the importance of Copyright and respecting the works and ideas of others. One method of respecting original owners of works and ideas is to acknowledge the source of information by correct referencing. The College currently uses Modern Language Association 7th edition (MLA 7) as its preferred style of referencing.

Examples of MLA 7 style referencing

Intext Citation: (Rowling. 21-26) Works Cited List: Rowling, J.K. Harry Potter and the Goblet of Fire. London: Bloomsbury, 2004. Print.

Intext Citation: (Sutherland) Works Cited List: Sutherland, Natalie. "What Qualification Should You Take On?" Training.com.au. N.p., 9 Dec. 2016. Web. 21 Nov. 2018.

**ROLES AND RESPONSIBILITIES**

It is the role of the whole College community to understand, respect and practice academic honesty. The whole College community encompasses the Principals, teachers, education support staff, librarians, students and parents.

**Expectations of Heads of College**

- Establish and maintain a current academic honesty policy.
- Provide teachers with effective training opportunities.
- Support teachers and students to adhere to the school's academic honesty policy.
- Share with legal guardians the aim of the academic honesty policy.
- Ensure everybody understands academic honesty and consequences for students if they engage in academic misconduct.

**Expectations of the Senior Years Program Coordinator**

- Ensure that the school's academic honesty policy is aligned with the Senior Years Program (eg. VCE and IB) expectations and undergoes a periodic review. See Appendix for processes and forms.
- Ensure that teachers, candidates and legal guardians are aware of senior program requirements concerning academic honesty.
- Agree with all senior teachers an internal calendar of all due dates for the receipt/submission of candidates' assessment material.
- Ensure candidates and invigilators are provided with relevant information about the conduct of examinations and related assessments.

**Expectations of Heads of Faculty**



- Ensure that academic honesty skills (correct citing, good researching etc) are included within the curriculum.
- Promote and support academic honesty within their team of teachers.
- Set clear expectations for course work and assignments and provide guidance to staff and students.
- Be a role model of academic integrity to other teachers and staff.

#### **Expectations of the Teachers**

- Set clear expectations for assignments and provide guidance to students on how to correctly cite the sources they have consulted.
- Discuss and promote the benefits of submitting assignments that are correctly referenced.
- Devote time to teach and practice these skills – making them “second nature”
- Be a role model - make sure all shared materials (handouts, presentations etc.) are correctly referenced.
- Design assignments that do not lend themselves to academic misconduct
- Assess student work objectively to the best of their ability.

#### **Expectations of the Student**

- Understand that academic honesty is inherent to best academic practice.
- Ensure that all work follows the guidelines of best academic honesty practices.
- Utilise the support provided to adhere to best academic practice.
- Correctly and adequately acknowledge sources.
- Understand academic honesty and the potential consequences of academic misconduct.

#### **Expectations of Parents/Guardians**

- Support their student.
- Understand academic honesty and the potential consequences of academic misconduct.
- Be aware of and understand the internal procedures taken by the College to confirm authenticity of work.

#### **PROCESS FOR SUSPECTED ACADEMIC MISCONDUCT**

In a school setting, most acts of academic dishonesty are not intentional. The Werribee Secondary College community believes in seizing those opportunities to teach integrity, responsibility and honesty as such those incidents are teachable moments. If there is a suspected case of academic dishonesty, the following steps will be taken if the Academic Honesty Policy has been breached.



### **Senior Years (Year 11 and 12)**

*(The following process is aligned with the VCAA rules on school-based assessments)*

#### **Step 1. Reporting alleged breaches of academic honesty**

- The Year-level Coordinator is the initial point of contact for reports of breaches of academic honesty.
- Allegations may be made by any person with information that suggests rules have been breached, for example, a teacher, a student, a parent or an external party such as a tutor.
- Allegations should be handled sensitively and may need to be kept confidential.
- On receipt of an allegation, the student's work will not be accepted for assessment, pending the conduct of an investigation by the school.
- The original of the final version of the work is to be retained by the school. The student should be given a copy of the work.

#### **Step 2. Preliminary investigation**

On receipt of an allegation, the year-level coordinator will,

- Assess the allegation and conduct a preliminary investigation to determine if there is any substance to the allegation requiring further, more rigorous investigation.
- Detailed records of the preliminary investigation should be kept and may be used in any later decision-making.
- If further investigation is required, the case will be escalated to principal class or delegate (sub-school director). The school may decide if it is appropriate to appoint an external person to carry out the investigation and report back to the school.

#### **Step 3. Investigation**

The purpose of the investigation is to determine whether there is any substance to an allegation that a student has breached rules for academic honesty (or VCAA School-based Assessment rules or IB Assessment rules). In this case,

- The evidence should be put to a decision-maker for determination whether the allegations are proven, or not proven.
- The investigator must approach the investigation with an open mind, and act fairly and without bias. They should consider any allegation against the student, the evidence of anyone who might have something relevant to say about an allegation, and any documents or information that may shed light on whether an allegation has substance or not. Some or all of the information and evidence gathered during the investigation may show that the allegations against the student are unfounded- this evidence should not be discounted.
- The investigation may include discussions with the study teacher supervising the assessment and any other witnesses, including other students.

#### ***Relevant evidence includes:***

- Any instructions given to students by the teacher about the conditions under which the School-based assessment (or IB assessment) was to be undertaken (including the VCAA examination rules)
- The student's work if an allegation relates to the use of unauthorised notes or cheating or copying from other students, copies of those notes or another student's work or any other evidence of copying or cheating, such as unacknowledged source material
- Samples of other work by the student for comparison, if relevant
- The teacher's record of authentication
- The teacher's opinion about the student's work
- Accurate notes of conversations with witnesses, the teacher and the student



**If this investigation suggests there is any substance to any allegation:**

- The student should be informed in writing of the nature of the allegation, and be invited to attend an interview to respond to the allegation.
- Adequate notice of the interview should be given to the student, who should be given the opportunity to bring a support person to the interview.
- The support person is there to provide moral support, rather than to represent the student or to speak on their behalf.
- If a student elects not to attend an interview, they should be given an opportunity to respond in writing to any allegation against them.
- The student's parents or guardians may be advised of the nature of the allegations, depending on the school's policy in relation to reporting discipline matters.
- If the allegation raises the suggestion that a student has submitted work that is not their own, the investigator should ask the student to provide evidence that demonstrates that the work submitted is their own and/or was completed in accordance with VCAA requirements (or IB requirements)

***The student may be asked to:***

- provide evidence of the development of the work
- discuss the content of the work with the teacher and answer questions to demonstrate their knowledge and understanding of the work
- provide samples of their other work
- complete, under supervision, a supplementary assessment task related to the original task.

**Step 4: Decision-making The decision-maker**

The principal (decision-maker) has the authority to decide if a student has breached the rules for academic honesty. The principal may wish to make the decision following receipt of a report from a staff member or other person appointed to carry out the investigation. Alternatively, the principal may wish to delegate their authority to make decisions about alleged breaches of VCAA examination and authentication rules to a hearing panel formed by senior staff members appointed by the principal. The following are required for the decision making:

- It is important that the decision-maker is not the investigator of the allegations.
- The material gathered during the investigation should be provided to the decision-maker, including evidence
- (if any) that suggests the allegations are not proven, as well as any responses the student provided during the course of the investigation.
- If the decision-maker forms an independent view that the evidence against the student is insufficient to justify a meeting or hearing, the decision-maker should confirm in writing to the student that no further action will be taken.
- If the decision-maker considers that there is sufficient evidence to justify a meeting or hearing to decide whether or not the allegations are proven, a hearing or meeting should be convened.
- The decision-maker should reserve their judgment until they have heard from the student at the meeting or hearing.
- The principal (decision-maker) will apply the following principles to make the decision regarding alleged breaches of rules: - The decision-maker must act fairly and without bias
- The student must receive at least 24 hours' written notice of the meeting or hearing conducted by the decision maker.





**Before the hearing or meeting:**

The student must be given notice which include the following:

- the date, time, place and likely duration of the meeting or hearing
- the allegation/s against the student
- the names of all decision-makers
- advice that the student may bring a support person to the meeting or hearing
- the name of a contact person if the student has queries about the meeting or hearing
- a copy of any evidence that the decision-makers will consider at the meeting or hearing, including whether any witnesses will be present at the meeting or hearing
- the possible outcomes, including penalties VCE and VCAL Administrative Handbook 2019 Scored assessment: School-based Assessment
- It is generally appropriate, depending on the age and circumstances of the student, to allow a parent, guardian or other support person to be present at any interview, meeting or hearing
- The meeting or hearing should be conducted at the school, in an environment that is not intimidating for the student, but that is appropriate given the nature of the allegation/s

**At the hearing or meeting:**

At the meeting or hearing, the principal or delegate (decision-maker) must explain the purpose of the meeting or hearing to the student, and confirm the allegation/s against the student and the possible outcome,

- The decision-maker may ask questions of the student.
- The student must be given the opportunity at the meeting or hearing to respond to the evidence against them and to ask questions of any witnesses present at the meeting or hearing
- The decision-maker must consider all evidence and submissions carefully, including the student's response, and whether the allegation/s (and the student's defence) is supported by evidence that is relevant and credible
- The decision-maker must take into account all relevant factors and no irrelevant factors
- The decision-maker must decide on the balance of probabilities whether the allegation/s is proven – the allegation/s does not have to be proven beyond reasonable doubt
- The decision-maker must decide, in relation to an allegation/s found to be proven, whether a penalty should be imposed, and, if so, what penalty is appropriate.

**Possible penalties include:**

- a verbal or written warning
- detention or suspension
- refusal to consider the student's work, but giving the student the opportunity to re-submit the work if there is sufficient time before the due date for submission of results according to the assessment schedule (IB or VCAA).
- refusal to accept the part of the student's work found to have been completed in contravention of assessing body's (IB or VCAA) rules and determination of the appropriate result for the relevant outcome forming part of the VCE unit or IB course.
- refusal to accept any part of the work, awarding an N for the outcomes



- The decision-maker should inform the student of the decision and any penalty to be imposed at the meeting or hearing, and of the student's capacity to appeal the decision to the VCAA.
- The decision maker should keep accurate records of their decision, the reasons for their decision and the penalty imposed, to enable the school to confirm these matters in writing.
- The college will follow recommended sanctions and penalties by the relevant assessing body, eg. VCAA, IB

#### **After the meeting or hearing**

The school must write to the student to confirm:

- the findings of the decision-maker in relation to the allegation/s against the student (setting out each allegation, and corresponding decision)
- the reasons for the decision on each allegation, and the supporting evidence
- any penalty that will be imposed
- information about the student's right to appeal to the VCAA, including that the appeal must be lodged no later than 14 days after the student receives written notice of the decision from the school.
- The school should retain all material related to the allegation/s, in case the student wishes to appeal a decision.

#### **How this document is communicated**

This Academic Honesty Policy has been developed collaboratively with staff at Werribee Secondary College in accordance with VCAA and IB regulations.

All students will receive a copy of the Academic Honesty Policy upon enrolment for new students or confirmation of subjects for continuing students. An explanation of the policy at the beginning of each year will take place during Senior Years assembly.

The librarian will conduct a session about academic honesty at the beginning of each school year. Senior staff will meet at the beginning of each year to discuss implementation and monitoring of the Academic Honesty Policy. All teachers will provide further guidance to students on the implementation of the Academic Honesty Policy.

The Academic Honesty Policy will be published on the Werribee Secondary College website, on Compass on the School Documentation page and at Senior Years information sessions.

#### **Review of this policy**

This policy will be reviewed and updated in 2024 by the staff at Werribee Secondary College.

#### *Works Cited*

"Article 20: Candidates suspected of academic misconduct." General regulations: Diploma Programme. Cardiff: International Baccalaureate Organization, 2014. PDF.

IB learner profile. N.p.: International Baccalaureate Program, 2013. PDF. VCE and VCAL Administrative Handbook, 2019.PDF



## Appendices

### Appendix 1: Electronic Version

[WSC Authentication Form for all Assessments](#). This form is shared to all senior years teachers.

### Appendix 2: WSC Academic Honesty Process

Step 1. All students will receive a copy of the Academic Honesty Policy upon confirmation of enrolment for new students or confirmation of subjects for continuing students.

Step 2. Senior staff will meet at the beginning of each year to discuss implementation and monitoring of the Academic Honesty Policy.

Step 3. A staff briefing will be conducted each year to ensure that all staff (current and new) understand the policy and processes involved.

Step 4. An explanation of the policy at the beginning of each year will take place during Senior Years assembly.

Step 5. All teachers will provide further guidance to students on the implementation of the Academic Honesty Policy.

Step 6. The librarian will conduct a session about academic honesty at the beginning of each school year. This process will be reinforced in each of the subjects.

Step 7. The Academic Honesty Policy will be published on the Werribee Secondary College website, on Compass on the School Documentation page and at Senior Years information sessions.

### Appendix 3. Acknowledgement of the Academic Honesty Policy Form

This electronic form must be submitted by all students at the start of each year. This form is shared to the Senior Years Team.

[Acknowledgement of the Academic Honesty Policy](#)