



Mildura Specialist School

School No. 5251

341- 357 Deakin Avenue, Mildura

Victorian Certificate of Applied Learning

Handbook for Students and Families

2014

Victorian Certificate of Applied Learning Overview/Summary

The VCAL (Victorian Certificate of Applied Learning) is a hands-on option for students in their final years of schooling, offering practical work-related experience and learning.

VCAL is a recognised qualification that has three Award Levels – Foundation, Intermediate and Senior. At Mildura Specialist School (MSS) students will undertake VCAL Foundation Level over a three year period. Fully accredited modules and units will be selected from four curriculum strands.

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

To be awarded VCAL Foundation Level, students will be required to satisfactorily meet the learning outcomes to the required standard for each unit or module undertaken. It is essential students attend school regularly to enable them to develop the skills and competencies necessary to successfully complete course requirements.

VCAL Strands

Strand 1: Literacy and Numeracy Skills

The VCAL Literacy and Numeracy Skills program aims to develop skills and knowledge that allow effective participation in four main social contexts: family and social life, workplace and institutional settings, education and training contexts and community and civic life.

Strand 2: Work Related Skills

The VCAL Work Related Skills program will include developing skills that make students employable; Occupational Health and Safety, job interview skills and career planning. The opportunity to undertake Work Experience will allow students to experience learning in real work situations.

Strand 3: Personal Development Skills

The VCAL Personal Development Skills program will consist of projects and activities at school or in the community to help students develop self-confidence, the ability to work successfully in teams and other skills important for life and work.

Strand 4: Industry Specific Skills

Vocational Education and Training (VET) courses will be included in the VCAL learning program. The purpose of the Industry Specific Skills Strand is to enable the development of skills, knowledge and attributes related to one or more vocational contexts in preparation for progression to further learning or employment.

VCAL Literacy Skills

In VCAL Literacy students will be able to develop knowledge, skills and understanding relevant to reading and writing and oral communication in the social contexts of family, employment, further learning and community. The two areas of study in VCAL Literacy are Reading / Writing and Oral Communication.

In the Reading and Writing Units, students will undertake study in four areas:

- Literacy for self-expression.
- Literacy for practical purposes.
- Literacy for knowledge.
- Literacy for public debate.

In the Oral Communication Units students will undertake study in three areas:

- Oracy for knowledge.
- Oracy for practical purposes.
- Oracy for exploring issues and problem solving.

VCAL Numeracy Skills

In VCAL Numeracy students will be able to develop a broad range of skills, knowledge and attitudes to numeracy within relevant and meaningful contexts in society relating to designing, measuring, constructing, using graphical information, money, time and travel and further study in mathematics or related fields.

The areas of study in VCAL Numeracy are:

- Numeracy for practical purposes – design.
- Numeracy for interpreting society – data.
- Numeracy for personal organisation – location.
- Numeracy for knowledge - numerical information.
- Numeracy for knowledge - further study in maths (formulae).
- Numeracy for knowledge - further study in maths (problem solving).
- Numeracy for practical purposes – measuring.

VCAL Personal Development Skills

Personal Development Skills is a compulsory VCAL subject which develops communication skills, teamwork, self-confidence and respect for others, and builds connections with the local community. Two units exist in each level.

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

- self
- personal organisation and planning skills
- problem solving and interpersonal skills.

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

- community engagement
- social awareness
- interpersonal skills
- planning and organisational skills.

VCAL Work Related Skills

The Work Related Skills units are designed to:

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

Two units exist in each level.

The purpose of Unit 1 is to focus on the development of basic/introductory knowledge and skills in order to provide the necessary OHS preparation for the workplace.

Unit 2 provides a focus for the development of work-related and pre-vocational skills in the context of practical work-related experiences.

Industry Specific Skills

Certificate II in Information, Digital Media and Technology will be offered to all students. Students may choose either Certificate II in Horticulture or Certificate II in Hospitality.

Summary of VCAL

The Students' Learning Program must be drawn from a combination of:

- VCAL units
- VET or Further Education units

Credits

Study in VCAL is measured in credits; one credit is the equivalent of 100 hours of study.

- One VCAL unit = One Credit
- 100 hours of a VET course = One Credit

Ten credits needed

At each certificate level the program must contain units to the value of at least ten (10) credits.

Student Responsibility

Students will complete VCAL units in Literacy Skills, Numeracy Skills, Industry Specific Skills, Work Related Skills and Personal Development Skills over a three year period. Students must submit all work as required, participate in class activities and build a **portfolio of evidence** which will record their learning. As part of their VCAL eligible students will complete Work Experience. All students will complete Occupational Health & Safety activities to a satisfactory standard prior to entering the workplace. Whilst on Work Experience, students will complete a logbook which will contain a record of their attendance, as well as self-reflections. Responsibility for self as learners and self-management of behaviour along with clear standards and expectations are explicitly addressed and taught to all students. They are referred to constantly along with strategies to help students self-manage. Restorative practices are also used as a matter of course to deal with any behavioural issues.

Assessment

VCAL curriculum is designed to specific VCAA standards and undergoes a Quality Assurance (QA) process every twelve months. Curriculum documents are subjected to North-Western Victoria Region VCAL QA panel to ensure standards are met.

Evidence

Evidence is anything that supports the assessor's claim that a student has achieved a learning outcome including the assessment criteria/elements. Evidence can be:

Direct	Indirect	Supplementary
observation of performance video of performance product	simulation role-play case study analysis	written or oral questions feedback from a third party

Student's Portfolio of Evidence

Each student will collect evidence as part of their Portfolio; this is the students' own work and will demonstrate successful completion of each learning outcome. It can include one or more of the following:

- Student self-assessment (verified by teacher/mentor).
- Program awards or statements of completion, e.g. Surf Life Saving Bronze Star.
- A physical demonstration of their understanding of a written or oral text.
- Reflective work journals.
- Student logbooks.
- Oral presentations / debates.
- An oral explanation of text
- Folios of tasks or investigations.
- Photographic/video productions.
- Video recordings.
- Discussion.
- Role-plays.
- Written text.
- Microsoft PowerPoint presentations.
- Teacher observation records.
- Checklist practical tasks & activities.

VCAL Quality Assurance (QA)

The VCAL QA process ensures that there is a common understanding and consistency among teachers regarding assessment judgements and the design of assessment tasks for the VCAL levels. The QA process provides an opportunity for teachers to clarify their ideas about the appropriate VCAL level and tasks for students. The process is also an excellent professional learning opportunity for teachers. The teachers involved in VCAL will attend Regional QA sessions to:

- Establish regional benchmarks for consistency in assessment of VCAL levels and VCAL learning outcomes.
- Provide advice to VCAL providers that will enable them to confidently design assessment tasks and to make assessment judgements about successful achievement of the learning outcomes for units, select and provide advice regarding exemplar models of VCAL tasks for publication on the VCAA website.

Reporting to Parents

Staff will meet with parents each semester; initially as part of the *Student Support Group Meeting* which will be held in first term. This provides staff and parents with an opportunity to discuss course selection and clarify expectations. Parents and staff will have communication via notes, telephone calls and diaries throughout the term; and then meet mid-year to discuss students' progress and/or any concerns following the distribution of written student reports.

Release/Storage of Student Work Policy

- It is expected that students will retain all work completed during the year either electronically or in hard copy. Such work may be requested by the VCAA as part of the process of course sampling.
- Any student work assessed as N, or about which any concerns are held, should be retained by the teacher in original or photocopied form. Teachers will retain a representative sample of student work for each outcome to assist in the review of courses.

VCAL and VET- Course Structure (2014)

Core subjects for this year:

- Literacy Skills
- Numeracy Skills
- Personal Development Skills
- Work Related Skills
- Certificate II in Information Digital Media and Technology

Students may also choose:

- Certificate II in Horticulture or Certificate II in Hospitality

<i>Subject/Certificate</i>	<i>2014</i>	<i>Teacher</i>
Literacy	<u>Reading and Writing</u> <ul style="list-style-type: none"> • Learning Outcome 1 • Learning Outcome 2 • Learning Outcome 5 <u>Oral Communication</u> <ul style="list-style-type: none"> • Learning Outcome 1 	Kim Notley
Personal Development Skills	<u>Unit I</u> <ul style="list-style-type: none"> • Learning Outcome 1 • Learning Outcome 2 • Learning Outcome 3 • Learning Outcome 4 • Learning Outcome 5 	Kim Notley
Numeracy	<ul style="list-style-type: none"> • Learning Outcome 4 • Learning Outcome 6 	Mark Tregage
Work Related Skills	<u>Unit I</u> <ul style="list-style-type: none"> • Learning Outcome 1 • Learning Outcome 2 • Learning Outcome 3 • Learning Outcome 4 • Learning Outcome 5 • Learning Outcome 6 	Paul Trevaskis
ICA20111- Certificate II in Information, Digital Media and Technology	ICASAS201A- Maintain inventories for equipment, software and documentation. ICASAS202A- Apply problem-solving techniques to routine IT malfunctions. ICASAS203A- Connect hardware peripherals ICAICT205A- Design basic organisational documents using computing packages. ICAICT206A- Install software	Mark Tregage

	applications.	
SIT20312- Certificate II in Kitchen Operations (First Year Students)	SITHKOP101- Clean kitchen premises and equipment. SITXFSA101- Use hygienic practices for food safety. SITXWHS101- Participate in safe work practices.	Paul Trevaskis
SIT20312- Certificate II in Kitchen Operations (Second & Third Year Students)	SITHKOP101- Clean kitchen premises and equipment. SITXFSA101- Use hygienic practices for food safety. SITXINV202- Maintain the quality of perishable items. SITXWHS101- Participate in safe work practices.	Paul Trevaskis
AHC20410- Certificate II in Horticulture	AHCNSY203A- Undertake propagation activities. AHCWRK209A- Participate in environmentally sustainable work practices. AHCOS201A- Participate in OHS processes. AHCARB203A- Perform above ground pruning. AHCLSC201A- Assist with landscape construction work. AHCNSY201A- Pot up plants. AHCMOM203A- Operate basic machinery and equipment. AHCMOM204A- Undertake operational maintenance of machinery.	Brendan O'Brien

Learning Sequence Three Year Plan (2014- 2016)

<i>Subject</i>	<i>2014</i>	<i>2015</i>	<i>2016</i>
Literacy	<u>Reading and Writing</u> <ul style="list-style-type: none"> • Learning Outcome 1 • Learning Outcome 2 • Learning Outcome 5 <u>Oral Communication</u> <ul style="list-style-type: none"> • Learning Outcome 1 	<u>Reading and Writing</u> <ul style="list-style-type: none"> • Learning Outcome 3 • Learning Outcome 6 • Learning Outcome 7 <u>Oral Communication</u> <ul style="list-style-type: none"> • Learning Outcome 2 	<u>Reading and Writing</u> <ul style="list-style-type: none"> • Learning Outcome 4 • Learning Outcome 8 <u>Oral Communication</u> <ul style="list-style-type: none"> • Learning Outcome 3 • Learning Outcome 4
Numeracy	<ul style="list-style-type: none"> • Learning Outcome 4 • Learning Outcome 6 	<ul style="list-style-type: none"> • Learning Outcome 2 • Learning Outcome 3 	<ul style="list-style-type: none"> • Learning Outcome 1 • Learning Outcome 5
Personal Development Skills	<u>Unit I</u> <ul style="list-style-type: none"> • Learning Outcome 1 • Learning Outcome 2 • Learning Outcome 3 • Learning Outcome 4 • Learning Outcome 5 	<u>Unit II</u> <ul style="list-style-type: none"> • Learning Outcome 1 • Learning Outcome 2 • Learning Outcome 3 • Learning Outcome 4 • Learning Outcome 5 	<u>Unit I</u> <ul style="list-style-type: none"> • Learning Outcome 1 • Learning Outcome 2 • Learning Outcome 3 • Learning Outcome 4 • Learning Outcome 5
Work Related Skills	<u>Unit I</u> <ul style="list-style-type: none"> • Learning Outcome 1 • Learning Outcome 2 • Learning Outcome 3 • Learning Outcome 4 • Learning Outcome 5 • Learning Outcome 6 	<u>Unit II</u> <ul style="list-style-type: none"> • Learning Outcome 1 • Learning Outcome 2 • Learning Outcome 3 • Learning Outcome 4 • Learning Outcome 5 • Learning Outcome 6 	<u>Unit I</u> <ul style="list-style-type: none"> • Learning Outcome 1 • Learning Outcome 2 • Learning Outcome 3 • Learning Outcome 4 • Learning Outcome 5 • Learning Outcome 6