Curriculum and Assessment Plan:   
VCE Vocational Major   
Personal Development Skills

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| Senior secondary education provider details | |
| Senior secondary education provider name: | Click here to enter text. |
| Contact name/s: | Click here to enter text. |
| Contact telephone: | Click here to enter text. |
| Contact email: | Click here to enter text. |
| Principal name: | Click here to enter text. |
| Principal telephone: | Click here to enter text. |
| Principal email: | Click here to enter text. |
| What is the accreditation period and title of the VCE Vocational Major study design being used to complete this document?  ***NOTE:*** *Please ensure that you use the study design that is accredited for the year that you plan to commence delivery.* | Click here to enter text. |

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| **Schedule 8 – Minimum standards for registration to provide an accredited senior secondary course:**  **2 Student learning outcomes**  A senior secondary education provider that provides, or proposes to provide, an accredited senior secondary course must:   1. deliver the course to the standards established by the awarding body for the qualification; and 2. ensure that a student who satisfactorily completes all of the course requirements is entitled to be awarded the registered qualification.   (*Education and Training Reform Regulations 2017*, Schedule 8.2)  **5 Teaching and learning**  A senior secondary education provider must have:   1. processes to ensure the consistent application of assessment criteria and practices; and 2. processes to oversee the conduct of assessments of the course including processes to conduct investigations and hearings and, if necessary, amend or cancel assessments.   (*Education and Training Reform Regulations 2017*, Schedule 8.5) | |
| **Evidence requirement** | Complete this template to provide a curriculum and assessment plan for VCE Vocational Major (VM) Personal Development Skills as follows:   * for Units 1 to 4: a curriculum and assessment plan identifying how students will meet the requirements of each outcome. |
| **What the VCAA is assessing** | A senior secondary education provider must be able to demonstrate that:   * the course is being delivered to the standards established by the VCAA * students are able to satisfactorily complete the course * there is consistent application of assessment criteria and practices * there are compliant processes in place to oversee the conduct of assessments. |
| **Compliance is measured against** | * VCE VM study design applicable for the year of delivery * VCE VM assessment principles * any additional documents as prescribed in the study design and located on the study’s webpage, e.g. VCAA Bulletin items * the *VCE Administrative Handbook* |
| **Resources** | * [VCE VM study webpages](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/VCEVMStudyDesigns.aspx) * [VCE VM assessment principles](https://vcaa.vic.edu.au/Documents/vce/VCEassessmentprinciples.docx) * [VCE Administrative Handbook](https://www.vcaa.vic.edu.au/administration/vce-handbook/Pages/index.aspx) |

**Advice on completing these plans**

A curriculum and assessment plan must be completed for each unit for which the senior secondary education provider is applying for permission to deliver. Use the template provided.

Senior secondary education providers that have established documentation in place; e.g. assessment tasks and tools, are invited to include these as attachments.

**Checklist**

Prior to submitting this document, ensure the following points are checked:

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| Correct study design is being used. |
| Correct outcomes, key knowledge and key skills are being taught and assessed. |
| Students have opportunities to demonstrate the key knowledge and key skills required to satisfactorily meet the requirements of each outcome within the units. |
| The curriculum and assessment design is based on applied learning principles and practices. |
| An assessment task used to demonstrate achievement of one outcome in a VCE VM unit is not used to demonstrate achievement in any other VCE VM unit, VPC unit, VET unit of competency or VCE study. |
| Authentication management is appropriate. |

Units 1 and 2 Curriculum and assessment plan

A curriculum and assessment plan must be completed for each unit for which the senior secondary education provider is applying for permission to deliver. Use the template provided. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Teachers must develop courses that are underpinned by the Pillars of Applied Learning, the VCE Assessment principles and provide appropriate opportunities for students to demonstrate satisfactory achievement of each outcome. The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student’s result for each unit to the VCAA as S (Satisfactory) or N (Not Satisfactory). In each VCE VM study, teachers and schools determine the assessment tasks to be used at Units 1 and 2.

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| Provide details of the outcome, time period (Term/Week–Term/Week), key knowledge and key skills *(from the study design)* | | List and describe the learning activities that will be used to provide appropriate opportunity for students to demonstrate satisfactory achievement of the outcome | List and describe the assessments that students will complete to demonstrate satisfactory achievement of the outcome |
| **Unit 1, Outcome 1:** <insert outcome statement – see the VCE VM study design> | | | |
| **Anticipated teaching time allocation:** <insert as appropriate, e.g. Term 1 Week 1 – Term 1 Week 6> | | | |
| **Key knowledge:** | **Key skills:** | <Consider a range of resources when developing appropriate learning activities, e.g. [VCE VM PDS support materials](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/VCEVMPersonalDevelopmentSkills/Pages/Index.aspx). Ensure that any activities directly sourced from a public resource are contextualised to your school’s/provider’s approach> | <Select and describe as appropriate. Refer to the VCE VM study design for guidance. Include evidence of assessment tools and estimates of when assessment tasks will occur.> |
| * <Insert as appropriate. See the VCE VM study design> | * <Insert as appropriate. See the VCE VM study design> |
| **Unit 1, Outcome 2:** <insert outcome statement> | | | |
| **Anticipated teaching time allocation:** | | | |
| **Key knowledge:** | **Key skills:** |  |  |
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| **Unit 1, Outcome 3:** <insert outcome statement> | | | |
| **Anticipated teaching time allocation:** | | | |
| **Key knowledge:** | **Key skills:** |  |  |
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| **Unit 2, Outcome 1:** <insert outcome statement> | | | |
| **Anticipated teaching time allocation:** | | | |
| **Key knowledge:** | **Key skills:** |  |  |
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| **Unit 2, Outcome 2:** <insert outcome statement> | | | |
| **Anticipated teaching time allocation:** | | | |
| **Key knowledge:** | **Key skills:** |  |  |
|  |  |
| **Unit 2, Outcome 3:** <insert outcome statement> |  |  |  |
| **Anticipated teaching time allocation:** | | | |
| **Key knowledge:** | **Key skills:** |  |  |
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Outline how the units will provide learning opportunities that build on each student’s strengths, commencing with their point of need, interests and experiences.

Click here to enter text.

Outline how community members such as employers, cultural leaders and other community leaders will engage with the school/provider and students to build mutually beneficial connections.

Click here to enter text.

Provide an example of how the assessment methods will ensure students are afforded multiple opportunities to demonstrate achievement levels.

Click here to enter text.

Units 3 and 4 Curriculum and assessment plan

A curriculum and assessment plan must be completed for each unit for which the senior secondary education provider is applying for permission to deliver. Use the template provided. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Teachers must develop courses that are underpinned by the Pillars of Applied Learning, the VCE Assessment principles and which provide appropriate opportunities for students to demonstrate satisfactory achievement of outcomes. The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student’s result for each unit to the VCAA as S (Satisfactory) or N (Not Satisfactory).

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| Provide details of the outcome, time period (Term/Week–Term/Week), key knowledge and key skills *(from the study design)* | | List and describe the learning activities that will be used to provide appropriate opportunity for students to demonstrate satisfactory achievement of the outcome | List and describe the assessment tasks that students will complete to demonstrate satisfactory achievement of the outcome |
| **Unit 3, Outcome 1:** <insert outcome statement – see the VCE VM study design> | | | |
| **Anticipated teaching time allocation:** <insert as appropriate, e.g. Term 1 Week 1 – Term 1 Week 6> | | | |
| **Key knowledge:** | **Key skills:** | <Consider a range of resources when developing appropriate learning activities, e.g. [VCE VM PDS support materials](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/VCEVMPersonalDevelopmentSkills/Pages/Index.aspx). Ensure that any activities directly sourced from a public resource are contextualised to your school’s/provider’s approach> | <Select and describe as appropriate. Refer to the VCE VM study design for guidance. Include evidence of assessment tools and estimates of when assessment tasks will occur.> |
| * <Insert as appropriate. See the VCE VM study design> | * <Insert as appropriate. See the VCE VM study design> |
| **Unit 3, Outcome 2:** <insert outcome statement> | | | |
| **Anticipated teaching time allocation:** | | | |
| **Key knowledge:** | **Key skills:** |  |  |
|  |  |
| **Unit 3, Outcome 3:** <insert outcome statement> | | | |
| **Anticipated teaching time allocation:** | | | |
| **Key knowledge:** | **Key skills:** |  |  |
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| **Unit 4, Outcome 1:** <insert outcome statement> | | | |
| **Anticipated teaching time allocation:** | | | |
| **Key knowledge:** | **Key skills:** |  |  |
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| **Unit 4, Outcome 2:** <insert outcome statement> | | | |
| **Anticipated teaching time allocation:** | | | |
| **Key knowledge:** | **Key skills:** |  |  |
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| **Unit 4, Outcome 3:** <insert outcome statement> | | | |
| **Anticipated teaching time allocation:** | | | |
| **Key knowledge:** | **Key skills:** |  |  |
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Outline how the units will provide learning opportunities that build on each student’s strengths, commencing with their point of need, interests and experiences.

Click here to enter text.

Outline how community members such as employers, cultural leaders and other community leaders will engage with the school/provider and students to build mutually beneficial connections.

Click here to enter text.

Provide an example of how the assessment methods will ensure students are afforded multiple opportunities to demonstrate achievement.

Click here to enter text.

Exemplar: Unit 1 Curriculum and assessment plan

**The following is an example of the level of detail required in your response for the curriculum and assessment plan for Unit 1.**

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| Provide details of the outcome, time period (Term/Week–Term/Week), key knowledge and key skills *(from the study design)* | | List and describe the learning activities that will be used to provide appropriate opportunity for students to demonstrate satisfactory achievement of the outcome | List and describe the assessments that students will complete to demonstrate satisfactory achievement of the outcome |
| **Unit 1, Outcome 1:** Personal identity and emotional intelligence | | | |
| **Anticipated teaching time allocation:** Term 1 Week 1 – Term 1 Week 6 | | | |
| **Key knowledge:** | **Key skills:** | **Who am I? (Term 1 Weeks 1–3)**   * Explore the concept of personal identity and emotional intelligence using a range of activities, including reflective questions, online quizzes, class discussion and research. * Complete the VIA Character Strengths Survey and visually represent the core character strengths of the class as a mural. * Apply different aspects of emotional intelligence through role-play, case study analysis and team-building activities.   **We Can – Part 1 (Term 1 Weeks 4–6)**   * In small groups, students will apply the principles of design thinking (empathise, define, ideate, prototype, test) to develop a viable project proposal for their ‘We Can’ group project. * Note: ‘We Can’ will run for all of Unit 1. Criteria for the project design includes the requirement for the project to have the objective to improve health and wellbeing in the community (Outcome 2) and utilise technology for health promotion (Outcome 3). | Ongoing formative assessment relating to the key knowledge and key skills, including:   * a recorded reflection of personal attributes by documenting results and insights gleaned from VIA Character Strengths Survey * a record of class discussion * participation in a role-play and team-building activities.   Summative assessment:   * visual presentation (annotated poster) of the ‘We Can’ design thinking process and project proposal (submitted Week 6) |
| * the concept of personal identity * personal identity and emotional intelligence within different contexts, such as education, employment, social, family and online * the elements of emotional intelligence: self-awareness, self-regulation, motivation, empathy, social skills * strategies to develop and apply the elements of emotional intelligence in relation to self, such as resilience, effective communication, a strengths-based approach, problem-solving, conflict resolution and self-management * strategies to develop and apply metacognitive skills relating to personal identity and emotional intelligence | * identify and explain key concepts, factors and principles relating to personal identity and emotional intelligence * apply the elements of emotional intelligence when working independently and/or collaboratively * apply communication, critical thinking, problem-solving, decision-making, planning and metacognitive skills when working independently and/or collaboratively * discuss and evaluate key concepts relating to personal identity and emotional intelligence |
| **Unit 1, Outcome 2:** Community health and wellbeing | | | |
| **Anticipated teaching time allocation:** Term 1 Week 7 – Term 2 Week 2 | | | |
| **Key knowledge:**   * the concept of health and wellbeing for individuals and groups * factors affecting wellbeing such as emotional, social, physical, cultural, economic, environmental and geographic * the characteristics of inclusive and cohesive communities * activities and community support services that aim to improve health and wellbeing for individuals and groups within the community * requirements for undertaking various individual or group activities or voluntary work in the community, for example, fees, skills, levels of fitness, equipment, space and qualifications * key elements for designing, implementing and evaluating an activity that aims to improve health and wellbeing | **Key skills:**   * describe the concepts and factors relating to individual and group health and wellbeing * outline the requirements and elements related to designing, implementing and evaluating an activity or voluntary work in the community * propose and justify a suitable individual or group activity * apply communication, critical thinking, problem-solving, decision-making and planning skills when designing an activity that aims to improve health and wellbeing * apply communication, critical thinking, problem-solving and metacognitive skills when implementing an activity that aims to improve health and wellbeing | **Connecting with community (Term 1 Weeks 7–9)**   * Explore the concept of health and wellbeing for individuals and groups (including factors) through activities such as scenarios, role-plays, research and concept maps/graphic organisers. * Conduct interviews of two or three members of the local community about their experiences accessing activities and support services to improve health and wellbeing; use findings to inform the ‘We Can’ project plan. * Excursion to local council-owned sports and aquatics centre and youth centre.   **We Can – Part 2 (Term 1 Week 10 – Term 2 Week 2)**   * Create a requirements checklist. * Based on the proposal from Outcome 1, each group creates a detailed project plan (including justification), using a template. * Pitch the ‘We Can’ project to a panel and audience of peers; groups alter project plans based on panel and peer feedback. | Ongoing formative assessment relating to the key knowledge and key skills, including:   * visual presentation of the factors of wellbeing (concept map) * a record and reflection of a visit to a local sports and aquatics centre and youth centre * record of interviews with members of the community.   Summative assessment:   * ‘We Can’ project plan (Term 1 Week 10, finalised start of Term 2 Week 1) * ‘We Can’ pitch (oral presentation – Term 2 Weeks 1–2) |
| **Unit 1, Outcome 3:** Promoting a healthy life | | | |
| **Anticipated teaching time allocation:** Term 2 Week 3 – Term 2 Week 10 | | | |
| **Key knowledge:**   * the effect of technology on individuals and society, such as communication, lifestyle, employment, citizenship, democracy, culture, safety and security, social connectedness, transportation, environment, medicine and/or science * the positive and negative impacts of technology on personal identity, health and wellbeing, cultural engagement and social connectedness * strategies to assess the reliability, validity and accuracy of information relating to health and wellbeing * health promotion programs that use technology to reach their target audience * strategies to determine the effectiveness of health-promotion programs | **Key skills:**   * describe and explain concepts relating to technology, assessing information and health promotion * discuss and analyse the impact of technology on personal identity, health and wellbeing, and social connectedness * apply strategies to critically analyse information relating to health and wellbeing * apply communication, critical thinking, problem-solving, decision-making, planning and metacognitive skills when working independently and/or collaboratively to design, implement and evaluate a health-promotion activity | **Technology, society and me (Term 2 Weeks 3–4)**   * Explore the effect of technology on individuals and society through a range of activities, including timeline, analysis of a cartoon, class discussion and digital survey. * Case study analysis (including objectives, positive and negative aspects, strategies implemented and overall effectiveness) of a health promotion program/activity that uses technology to reach target audience, for example, parkrun.   **‘We Can’ project implementation (Term 2 Weeks 5–10)**   * Review the project plan and audit the plan to ensure effective use of technology during implementation. * Implement the ‘We Can’ project. * Individually evaluate the effectiveness of the ‘We Can’ project, including the application of skills such as communication, critical thinking, problem-solving, decision-making, planning and metacognitive skills; and present the evaluation as a digital presentation. | Ongoing formative assessment relating to the key knowledge and key skills, including:   * annotated cartoon * record of survey responses * case study analysis.   Summative assessment:   * ‘We Can’ project plan implementation (Weeks 5–9) * ‘We Can’ reflection (digital presentation – Weeks 9–10) |

Outline how the units will provide learning opportunities that build on each student’s strengths, commencing with their point of need, interests and experiences.

The teaching and learning program begins with an understanding of personal identity and emotional intelligence, to equip students with a framework for self-regulation, agency, voice and preparedness for applied learning during the study, with the teacher establishing point of need using formative assessment. Throughout Unit 1, students will have the opportunity to gain a conceptual understanding of the key knowledge through completing a variety of activities prior to applying learning in an authentic manner through the design, implementation and evaluation of a ‘We Can’ project in the community. Across all three outcomes, students will be applying a range of skills (such as communication, decision-making and problem-solving) to collaboratively develop and provide a solution to an identified problem in the community through ‘We Can’.

Outline how community members such as employers, cultural leaders and other community leaders will engage with the school/provider and students to build mutually beneficial connections.

Integral to the ‘We Can’ project design is community connection, given the objective of the project is to develop a solution to an identified problem in the community. Students will engage in a range of activities to connect them with community members and leaders, including excursions, interviews and surveys throughout Unit 1, as a means of building mutually beneficial connections.

Provide an example of how the assessment methods will ensure students are afforded multiple opportunities to demonstrate achievement levels.

In combination with ongoing formative assessment, the ‘We Can’ project has been scaffolded across Outcomes 1, 2 and 3, with ample opportunity for feedback and iteration during the process. Assessment has been designed in this manner to provide multiple opportunities to demonstrate achievement levels, as authentic learning, growth and skill development can be achieved throughout Unit 1 for each learner by taking this approach.