Curriculum and Assessment Plan:
VCE Vocational Major Work Related 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 contact telephone: | Click here to enter text. |
| Principal contact 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) Work Related Skills as follows:* for Units 1 to 4: a curriculum and assessment plan identifying how students will meet the requirements of each outcome.
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| **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.
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| **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 2024*
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| **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)
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| **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. Use the template provided or provide a comparable curriculum and assessment plan. |
| **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 opportunity 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.  |

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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 WRS support materials](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/VCEVMWorkRelatedSkills/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:** |  |  |
|  |  |
| **Unit 2, Outcome 1:** <insert outcome statement – see the VCE VM study design> |
| **Anticipated teaching time allocation:**  |
| **Key knowledge:** | **Key skills:** |  |  |
|  |  |
| **Unit 2, Outcome 2:** <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.

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 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).

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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 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 WRS support materials](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/VCEVMWorkRelatedSkills/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:** |  |  |
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| **Unit 3, Outcome 3:** <insert outcome statement – see the VCE VM study design> |
| **Anticipated teaching time allocation:**  |
| **Key knowledge:** | **Key skills:** |  |  |
|  |  |
| **Unit 4, Outcome 1:** <insert outcome statement – see the VCE VM study design> |
| **Anticipated teaching time allocation:**  |
| **Key knowledge:** | **Key skills:** |  |  |
|  |  |
| **Unit 4, Outcome 2:**  |
| **Anticipated teaching time allocation:**  |
| **Key knowledge:** | **Key skills:** |  |  |
|  |  |
| **Unit 4, Outcome 3:** |
| **Anticipated teaching time allocation:**  |
| **Key knowledge:** | **Key skills:** |  |  |
|  |  |

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 learners 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:** Future careers |
| **Anticipated teaching time allocation:** Term 1 Week 1 – Term 1 Week 10 |
| **Key knowledge:** | **Key skills:** | **My Future (Weeks 1–10)****Research task on growth industries:** * Review a range of reliable websites (industry and government) to identify employment sectors with potential future growth.
* Analyse data collected and create a graph/chart visually comparing the top 10 industries.
* Small group discussion: What does the data reveal about potential impacts on each student’s chosen career? Students to take notes from discussion.
* Complete written evaluation of data.

**An industry-focused informational resource:** Students choose an industry they would like to learn more about. Students use data gathered from the previous task and undertake further research into a specific chosen industry. The digital brochure/newsletter needs to address the following key points:* any skills shortage areas (what skills need to be developed/qualifications required to work in industry)
* current average income if employed in chosen industry and potential future income
* sectors of industry that are experiencing growth (or decline) and explanation of why
* emerging trends in the industry at a local, national and global level
* overall industry outlook – a summation of information presented, including evaluation and justification of trends, growth and required skills, based on evidence collected.

**Concept map or flow chart:** * Students produce a concept map or flow chart including the key ideas and concepts relating to employment in Australia.
* Students use reliable resources such as state and federal government websites to support their findings.

**VCE and Careers Expo excursion:**Purpose: To conduct research into potential careers and industriesBefore the excursion:* Meet with school’s pathway/careers counsellor to discuss student’s interests and structured workplace learning (SWL) or school-based apprenticeships and traineeships (SBATs).
* Write a list of questions to ask industry experts at the expo to gather research and make informed decisions about future goals.

During the excursion: * Collect and gather information from tertiary providers (e.g. pamphlets, flyers, brochures).
* Ask questions from list created and make notes of responses from the industry experts.

After the excursion: * Collate all data and research gathered.
* Write a reflection on their findings.
* Propose and justify strategies to improve future career prospects through the development, promotion and application of skills/capabilities.
* Work in small groups to provide peer feedback on written reflection.
 | Ongoing formative assessment tasks (Weeks 1–6) include:* research task on growth industries
* industry-focused digital brochure/newsletter
* employment in Australia concept map or flow chart.

VCE and Careers Expo (Weeks 7–10)Formative assessment tasks:* list of notes and questions from interview with careers counsellor
* list of questions and responses from careers expo
* folio of evidence of all collected information at expo

Summative assessment tasks:* career expo written reflection, including justification of strategies to improve future career prospects through the development, promotion and application of skills
* task criteria, rubric and peer feedback rubric provided
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| * sources of reliable and credible employment information, such as government websites, careers specialists, industry publications, tertiary institutions and employment agencies
* labour market information relating to a range of occupations, including skills shortage areas, geographic location, industry growth areas, emerging industries, green industries, and local, national and global trends
* strategies to analyse information relating to employment, including research, summarising information, interpreting graphs, seeking multiple sources of information and applying logic
* the advantages and disadvantages of pursuing employment in low-growth, medium-growth and high-growth industries
* strategies to engage in planning and decision-making relating to employment, such as SWOT analysis, decision-making models as well as consulting with trusted people such as careers specialists, mentors, employers and colleagues
* the interconnection between identifying personal skills and capabilities, finding and analysing information, and planning and decision-making for future employment
 | * identify and explain key ideas and concepts relating to sources of information about employment
* research, compare and evaluate concepts and strategies relating to sources of information about employment
* propose and justify strategies to improve future career prospects through the development, promotion and application of skills
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| **Unit 1, Outcome 2:** Presentation of career and education goals |
| **Anticipated teaching time allocation:** Term 2 Week 1 – Term 2 Week 10 |
| **Key knowledge:** | **Key skills:** | **My Goals (Weeks 1–10)****Career Action Plans (CAP):*** Students use the Department of Education and Training template (‘Year 11 – I Decide’).
* The following sections are to be completed in this unit: My Profile, My Future and My Plan.

**SMART goals:*** Research SMART goals by reading and watching online resources.
* Create a SMART goal that will help them move towards a potential career they have identified in their CAP.
* Share the SMART goal with someone who works in a similar career or industry and ask for advice and feedback on strategies to achieve their goals.
* Record feedback/advice/findings.
* Create a poster outlining their SMART goal and strategies they will implement to achieve that goal.

**Job search:*** Identify three advertisements for jobs from online job search websites that they would be interested in applying for in the future.
* Annotate each job advertisement: identify the type of job, tasks that would be undertaken, essential work-related skills required to do the job, and the qualifications and skill set sought.

**‘All about me and my career’ task**1. Students use a range of online career/skills tools (from reliable government sources) to determine their work styles. They: * record the work styles/skills identified
* identify career matches based on interests and work styles/skills
* list **five** potential career options with a brief explanation of each.

2. Students select the **one** career that is most suitable for them, based on their current skills, interests and strengths, and prepare a plan of how they might reach those career goals. They:* complete a SWOT analysis using a provided template, identifying work styles/skills that are a strength and can be further developed and weaknesses that can be improved, with the opportunity to upskill
* identify qualifications needed to achieve career goals and provide a list of courses that provide qualifications
* prepare a timeline of career projection and pathway to their chosen career.

3. Students make a video or podcast or perform an oral presentation to the class that outlines the following:* their research and its influence on their future choices and prospects in employment
* the skills they will need to explore or develop
* a justification of why this would be a good choice of industry for them
* future growth prospects/potential and career longevity.

The presentation is to be informative and entertaining to their target audience.4. Students use the checklist provided to make sure they complete all components of this task. They must also consider their target audience and how to effectively communicate their findings. Peer feedback is sought using a rubric for the task. | My Goals (Weeks 1–4) folio:* Career Action Plan – three sections completed
* notes and feedback on strategies from discussion with industry expert
* SMART goal poster, including goal and strategies
* three annotated job advertisements, identifying the key aspects, skills and qualifications for each job

‘All about me and my career’ (Weeks 5–10):Part 1 folio includes:* online quiz/test results with task notes/question responses
* SWOT analysis on current skills
* timeline of career projection.

Part 2 video/podcast/oral presentation includes:* drafted/edited script
* video/podcast submitted digitally, via USB or via sharing platform **or** oral presentation to class, plus supporting PowerPoint or other visual aid.

Checklist signed off by teacher. |
| * goal setting for future employment, career possibilities and further education and training
* future employment and/or education opportunities based on a combination of personal aspirations, skills and capabilities
* personal strengths and challenges relating to future employment and education opportunities
* strategies for how to research and communicate research findings relating to:
* an industry growth area or an industry of personal interest
* potential employment possibilities
* education pathway options necessary to develop skills and knowledge for the chosen career or industry
* entry-level pathways
* strategies to critically reflect on goals and feedback
* strategies for communicating research findings to a target audience
 | * identify, outline and explain key ideas and concepts relating to career and education goals
* discuss, compare, analyse, research and evaluate strategies relating to career and education goals
* apply knowledge and present findings of research
* seek and act on feedback from a qualified source
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