Curriculum and Assessment Plan:   
VPC Work Related Skills

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| Foundation secondary provider details | |
| Foundation secondary 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. |
| Prinicpal email: | Click here to enter text. |
| What is the accreditation period and title of the VPC curriculum design being used to complete this document?  ***NOTE:*** *Please ensure that you use the curriculum 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 Victorian Pathways Certificate (VPC) Work Related Skills as follows:   * for Units 1 to 4: a curriculum and assessment plan identifying how students will meet the requirements of each learning goal. |
| **What the VCAA is assessing** | A foundation secondary provider must be able to demonstrate that:   * the course is being delivered to the standards established by the VCAA * students can 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** | * VPC curriculum design applicable for the year of delivery * any additional documents as prescribed in the curriculum design and located on the study’s webpage, e.g. VCAA Bulletin items * *VPC Administrative Handbook 2024* |
| **Resources** | * [VPC Curriculum Design](https://www.vcaa.vic.edu.au/curriculum/VPC/Pages/Index.aspx) * [VPC Administrative Handbook](https://vcaa.vic.edu.au/administration/vce-vcal-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 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:   |  |  | | --- | --- | | ☐ | Correct curriculum design is being used. | | ☐ | Correct modules, learning goals and applications are being taught and assessed. | | ☐ | Students have opportunity to demonstrate the learning goals and applications required to satisfactorily meet the requirements of each module 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 module in a VPC unit is not used to demonstrate achievement in any other VPC unit, VCE Vocational Major 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 foundation secondary provider is applying for permission to deliver. Use the curriculum and assessment plan templates provided. Demonstration of achievement of learning goals 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 VPC Assessment principles and provide appropriate opportunities for students to demonstrate satisfactory achievement of each learning goal. 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 VPC unit, teachers and schools determine the assessment tools that best meet the needs of the students.

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| Provide details of the module, time period (Term/Week–Term/Week), learning goal and application *(from the curriculum design)* | | List and describe the learning activities that will be used to provide appropriate opportunity for students to demonstrate satisfactory completion of the module | List and describe the assessments that students will complete to demonstrate satisfactory completion of the module |
| **Unit 1, Module 1:** <insert module title> | | | |
| **Anticipated teaching time allocation:** <insert as appropriate, e.g. Term 1 Week 1 – Term 1 Week 6> | | | |
| **Learning goal:** | **Application:** | <Consider a range of resources when developing appropriate learning activities, e.g. [VPC Support Material](https://www.vcaa.vic.edu.au/curriculum/VPC/VPCCurriculumDesigns/VPCWRS/Pages/Index.aspx) located on the VCAA website. 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 VPC curriculum design for guidance. Include evidence of assessment tools and estimates of when assessment tasks will occur.> |
| * <Insert as appropriate. See the VPC curriculum design> | * <Insert as appropriate. See the VPC curriculum design> |
| **Unit 1, Module 2:** <insert module title> | | | |
| **Anticipated teaching time allocation:** | | | |
| **Learning goal:** | **Application:** |  |  |
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| **Unit 1, Module 3:** <insert module title> | | | |
| **Anticipated teaching time allocation:** | | | |
| **Learning goal:** | **Application:** |  |  |
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| **Unit 2, Module 1:** <insert module title> | | | |
| **Anticipated teaching time allocation:** | | | |
| **Learning goal:** | **Application:** |  |  |
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| **Unit 2, Module 2:** <insert module title> | | | |
| **Anticipated teaching time allocation:** | | | |
| **Learning goal:** | **Application:** |  |  |
|  |  |  |  |
| **Unit 2, Module 3:** <insert module title> | | | |
| **Anticipated teaching time allocation:** | | | |
| **Learning goal:** | **Application:** |  |  |
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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.

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.

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

Units 3 and 4 Curriculum and assessment plan

A curriculum and assessment plan must be completed for each unit for which the foundation secondary provider is applying for permission to deliver. Use the curriculum and assessment plan templates provided. Demonstration of achievement of learning goals 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 VPC Assessment principles and provide appropriate opportunities for students to demonstrate satisfactory achievement of each learning goal. 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 VPC unit, teachers and schools determine the assessment tools that best meet the needs of the students.

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| Provide details of the module, time period (Term/Week–Term/Week), learning goal and application *(from the curriculum design)* | | List and describe the learning activities that will be used to provide appropriate opportunity for students to demonstrate satisfactory completion of the module | List and describe the assessments that students will complete to demonstrate satisfactory completion of the module |
| **Unit 3, Module 1:** <insert module title> | | | |
| **Anticipated teaching time allocation:** <insert as appropriate, e.g. Term 1 Week 1 – Term 1 Week 6> | | | |
| **Learning goal:** | **Application:** | <Consider a range of resources when developing appropriate learning activities, e.g. [VPC Support Material](https://www.vcaa.vic.edu.au/curriculum/VPC/VPCCurriculumDesigns/VPCWRS/Pages/Index.aspx) located on the VCAA website. 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 VPC curriculum design for guidance. Include evidence of assessment tools and estimates of when assessment tasks will occur.> |
| * <Insert as appropriate. See the VPC curriculum design> | * <Insert as appropriate. See the VPC curriculum design> |
| **Unit 3, Module 2:** <insert module title> | | | |
| **Anticipated teaching time allocation:** | | | |
| **Learning goal:** | **Application:** |  |  |
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| **Unit 3, Module 3:** <insert module title> | | | |
| **Anticipated teaching time allocation:** | | | |
| **Learning goal:** | **Application:** |  |  |
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| **Unit 4, Module 1:** <insert module title> | | | |
| **Anticipated teaching time allocation:** <insert as appropriate, e.g. Term 1 Week 1 – Term 1 Week 6> | | | |
| **Learning goal:** | **Application:** |  |  |
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| **Unit 4, Module 2:** <insert module title> | | | |
| **Anticipated teaching time allocation:** | | | |
| **Learning goal:** | **Application:** |  |  |
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| **Unit 4, Module 3:** <insert module title> | | | |
| **Anticipated teaching time allocation:** | | | |
| **Learning goal:** | **Application:** |  |  |
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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.

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.

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

Exemplar: Unit 1 Curriculum and assessment plan

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

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| Provide details of the module, time period (Term/Week–Term/Week), learning goal and application *(from the curriculum design)* | | List and describe the learning activities that will be used to provide appropriate opportunity for students to demonstrate satisfactory completion of the module | List and describe the assessments that students will complete to demonstrate satisfactory completion of the module |
| **Unit 1, Module 1:** Interests, skills and capabilities in the workplace | | | |
| **Anticipated teaching time allocation:** Term 1 Week 1 – Term 1 Week 6 | | | |
| **Learning goal:** | **Application:** | **Interests, attributes and capabilities**  Explore interests, attributes and capabilities using a range of activities, including:   * Venn diagram: * identify and compare interests, attributes and capabilities using a Venn diagram (self-reflection) * work in pairs to give and receive feedback * update Venn diagram accordingly * online strengths and skills quizzes, as part of skills audit * watching videos to distinguish between technical skills and personal capabilities in different industries * personal profile of relevant interests, attributes and capabilities in the workplace.   Each student selects an industry of interest and creates a poster that summarises the application of employability skills in that industry. Conduct a gallery walk and discuss how employability skills are applied in different industries.  Use the [Job Outlook website](https://joboutlook.gov.au/), or a similar resource, to complete some skills and career quizzes (for example, ‘Skills match’ and ‘Career quiz’). Record key findings.  Based on the results of the career quiz, conduct research on one career match to determine:   * application of employability skills and capabilities * technical skills and capabilities required * alignment of personal interests and strengths with selected career match. | Assessment (Weeks 1–5) includes:   * Venn diagram * completion of job outlook career quiz * skills audit * personal profile * employability skills poster (visual presentation).   Assessment task (Week 6):   * careers match research task |
| * understand the difference between interests, attributes and capabilities * discuss the application of a range of employability skills * describe how different technical skills, capabilities and attributes are applied in different industry groups | * 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 |
| **Unit 1, Module 2:** Employment opportunities and workplace conditions | | | |
| **Anticipated teaching time allocation:** Term 1 Week 7 – Term 2 Week 2 | | | |
| **Learning goal:**   * 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:**   * 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 their 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 | **Exploring employment opportunities**   * Use a job search website to research employment opportunities in a selected industry; summarise findings in a table. * Create a flow chart that details the steps needed to pursue a selected employment opportunity, including any training or qualifications required. * Annotate a collection of job advertisements relating to a selected industry. * Participate in a careers specialist incursion to discuss education and employment opportunities in the local community.   **The workplace**   * Create a table that summarises different worker classifications (full time, part time, casual and apprentice). * Use the [National Employment Standards webpage (Fair Work Ombudsman)](https://www.fairwork.gov.au/employment-conditions/national-employment-standards) to research the rights and responsibilities of employers and employees relating to pay and conditions; record findings in a concept map. * Interview a local employer in a chosen industry. * Create a job profile for a chosen industry, including detail about the role, the typical classification, necessary training/qualifications, pay and conditions. | Assessment (Term 1, Weeks 7–10) includes:   * flow chart * annotated job advertisements * participation in careers incursion * rights and responsibilities concept map * record of local employer interview.   Assessment (Term 2, Weeks 1 and 2):   * job profile |
| **Unit 1, Module 3:** Applying for an employment opportunity | | | |
| **Anticipated teaching time allocation:** Term 2 Week 3 – Term 2 Week 10 | | | |
| **Learning goal:**   * 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:**   * 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 | **Resume and cover letter**   * Conduct a gallery walk of a range of resumes and cover letters printed from the internet (with a combination of excellent, good and poor samples included); students record observations on sticky notes. * Watch videos about resumes and cover letters. * Participate in a careers specialist incursion. * Annotate the key elements of a resume on a sample. * Using a graphic organiser, brainstorm the information to be included in their own resume. * Using a template and the STAR structure (situation, task, action, result), draft their resume. * Annotate the key elements of a cover letter on a sample, including key selection criteria responses. * Using a template, write their own cover letter for a selected (mock) employment opportunity.   **Mock job application**   * Participate in a mock job application process. * Obtain feedback from a panel (consisting of a teacher, a peer and a careers specialist). * Apply feedback to improve their resume and cover letter. * Update Career Action Plan. | Assessment (Weeks 3–6) includes:   * participation in gallery walk * participation in careers specialist incursion * draft resume and cover letter.   Assessment task (Weeks 7–10):   * participation in mock job application * final copy of resume and cover letter |