Curriculum and Assessment Plan:   
VPC Literacy (From 2023)

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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 contact telephone: | Click here to enter text. |
| Principal contact 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) Literacy 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 2025* |
| **Resources** | * [VPC Curriculum Design](https://www.vcaa.vic.edu.au/curriculum/VPC/VPCCurriculumDesigns/Pages/Index.aspx) * [VPC Administrative Handbook](https://www.vcaa.vic.edu.au/administration/vpc-handbook/Pages/index.aspx) |

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| **Advice on completing these plans**  A curriculum and assessment plan must be completed for each unit 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: | | |
|  | Correct curriculum design is being used. |
|  | Correct modules, key 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 outcome in a VPC unit is not used to demonstrate achievement in any other VPC Unit, VCE VM 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,anticipated time period allocated for each module (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://vcaa.vic.edu.au/curriculum/vpc/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 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:** |  |  |
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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.

Describe 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 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,anticipated time period allocated for each module (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://vcaa.vic.edu.au/curriculum/vpc/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 4, Module 1:** <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.

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 a curriculum and assessment plan for Unit 1, Modules 1 and 2.**

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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:** Literacy for personal use | | | |
| **Anticipated teaching time allocation:** Term 1 Week 1 – Term 1 Week 10 | | | |
| **Learning goal:** | **Application:** | **Fundraising after a natural disaster**  Students will work as a team to raise funds for a community organisation such as the Australian Red Cross by organising an event such as a preloved clothing sale, bake sale or dress-up day.  Students will begin by exploring news publications such as visual media, social media posts or other appropriate texts to gain context and understanding of the issue and the needs of the recipients of the funds. They will identify main ideas, key information, and structures and features of their chosen text type, e.g. compare the same information presented in different formats to identify the different ways the same information can be communicated.  Small group discussions will be undertaken to decide the type of fundraising activity and recipients of the fundraising, which will require active listening and participation during class discussions as students use their understanding of the issues to support their points of view.  Written communications to school leadership and local community members will involve letter formatting, as they ask for permission; organising dates and venues; and addressing health and safety issues. Students will need to consider language and tone as they apply the conventions of literacy, including sentence structure, paragraphing, punctuation and spelling.  Students will create advertisements for stakeholders, which could include advertisements in school newsletters and social media. They will need to be aware of plagiarism as they draft, edit and seek feedback before publishing their work.  After the event, students will create a social media post or media article upon reflection on the success of their endeavour. | Teachers observe the creation of a folio of work, including:   * students using pictures and graphics to develop an understanding of news publications * small group discussions as students compare texts * recreation of news articles presented in different formats, using appropriate software tools * email/s to community members or school council to seek permission for fundraising * planning, using a calendar * evidence of planning, drafting and editing letters to community members to ensure final piece is error-free. |
| * 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 and content are created for different purposes and audiences * read, understand and create a range of material for different audiences and purposes | * explain how a variety of written, spoken, visual and multimedia materials have been designed for different audiences and purposes * apply de-coding and meaning-making strategies, knowledge of everyday word families and phonic and visual letter patterns to make sense of texts and content * identify the main ideas and key information in the text * demonstrate simple planning, drafting and editing processes to create written, digital and multimedia content using the conventions of sentence and paragraph structure * skim and scan familiar content, using pictures and graphics to help locate specific information * understand and identify how language and tone choices relate to purpose and audience * identify similarities/differences between the content in terms of language and visuals used and overall text structure * use appropriate software tools and devices for drafting, editing and production of own writing * listen and participate effectively in small group and whole class discussions and attempt to use appropriate evidence to support personal points of view * explain plagiarism and demonstrate methods used to avoid it * apply the conventions of literacy, including sentence structure, paragraphing, punctuation and spelling |
| **Unit 1, Module 2:** Understanding and creating digital texts | | | |
| **Anticipated teaching time allocation:** Term 2 Week 1 – Term 2 Week 10 | | | |
| **Learning goal:**   * 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 their audience and purpose * recognise and utilise the features of digital security to engage safely, respectfully and effectively in the digital world | **Application:**   * 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 | **Research and Investigation**  Students will undertake research investigating available digital resources around online safety, digital privacy and digital security. Students will look at a variety of resources/texts from webpages, social media campaigns, news articles/reports, podcasts, documentaries etc. and document the audience, purpose and key points of ideas presented in texts.  Students will undertake an investigation and class discussion into trustworthy resources. Topics to cover include social media and the dissemination of ‘fake news’, ‘influencers’ and how they use social media for gain, citizen journalism in the digital age, and traditional media outlets vs new media. Students will make a mind map connecting class ideas.  Students will identify the tone and language used in two digital texts that are in different forms e.g. podcast vs government website. They will complete structured questions to determine the reliability of each digital text chosen.  **Group task**  Students will work in small groups to develop a series of short videos or podcasts around online safety for primary school students (or another chosen audience). The videos or podcasts must use appropriate tone and language for the chosen audience and have a clear message around online safety and digital security. Students will draw upon ideas they have researched and demonstrate methods of avoiding plagiarism. Students will need to plan, draft, edit and receive feedback on their scripts before they are to make their final product.  Final product is to be shared with class for peer feedback and a self-reflection task using the rubric provided.  **Individual task**  Students will create a written text that focuses on promoting online safety to teenagers. Students must apply the conventions of literacy. The resource must include visual aids, and methods for avoiding plagiarism must be applied. The resource can be a poster, digital presentation or social media campaign that can be shared with their peers. | **Research reflection journal:**   * Texts researched should include the following annotations: * the intended audience, purpose and main points * determination of trustworthiness of resource/text with student judgment based on evidence.   Appropriate referencing is to be used.   * Mind map from class discussion and structured questions on tone and language in digital texts   **Group task:** Informational short videos/podcasts on online safety and digital security for intended audience:   * written synopsis of product and purpose * script – draft and final copy to be submitted * videos or podcasts submitted via appropriate method e.g. USB or uploaded to sharing platform   **Individual task:** Online safety promotional text for teenagers, submitted as a poster, PowerPoint, Prezi or social media campaign  Self-reflection task: Individual and group assignment |