Curriculum and Assessment Plan:   
VPC Personal Development Skills (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 telephone: | Click here to enter text. |
| Principal 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) Personal Development Skills as follows:   * for Units 1 to 4: a curriculum and assessment plan identifying how students will meet the requirements of each module. |
| **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) |

**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:

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|  | 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/VPCPDS/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.

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 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/VPCPDS/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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| **Unit 4, 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.

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:** Understanding self | | | |
| **Anticipated teaching time allocation:** Term 1 Week 1 – Term 1 Week 10 | | | |
| **Learning goal:** | **Application:** | **Making connections (Weeks 1–4)**   * Explore the concept of self through a range of activities, including self-reflective questioning, defining key terms and concepts (e.g. using a word wall), class discussion and completion of a Strengths Finder test. * Create a personal profile – ‘About Me’ – to identify and explore personal passions and skills; include at least one SMART personal goal. * Participate in team-building icebreakers and activities during Weeks 1–4 (e.g. spaghetti tower) to learn and apply teamwork, communication, time management and problem-solving skills. * Participate in an *Amazing Race*–style race around the school in small groups to practise teamwork, communication, time management and problem-solving; reflect on personal contributions to the team.   **Fundraising after a natural disaster (Weeks 5–10, integrated with VPC Literacy Module 1)**   * Document the connection between personal values and the chosen community organisation (including reference to the selected issue and the needs of the recipients). * Write a SMART personal goal related to the application of teamwork, communication, time management or problem-solving when working within a group. * Work collaboratively to allocate roles to each group member (e.g. leader, timekeeper, budget manager, minute-taker) and create a checklist of the responsibilities, key actions, and application of teamwork, communication, time management or problem-solving strategies in each role. * Using the checklist as a reference, work individually to plan for how to achieve the SMART personal goal, for example, through communicating with key stakeholders or through active listening when working in a team. * Use a table to identify and analyse the strengths and barriers relating to personal motivation when working within a group to achieve a stated objective. * At the conclusion of the fundraising activity, use a combination of self-reflection and peer feedback to assess the contributions and strengths of each group member using a five-point scale (very low to very high). | **Making connections (Weeks 1–4) assessment**  Assessment relating to the learning goals of Module 1, including:   * a documented reflection of personal attributes by completing the ‘About Me’ personal profile * participation in the *Amazing Race* task; and participation in a peer-feedback task about application of teamwork, communication, time management and problem-solving.   **Fundraising after a natural disaster (Weeks 5–10) summative assessment**  Students complete a reflective journal, with one entry per week (six in total). Journal prompts to scaffold achievement include:   * The selection of a community organisation to receive fundraising proceeds reflects my personal values by … * My personal goal is … The steps I am taking to achieve this goal are … * In my group, my key responsibilities are … and I actively contribute to my group by … * Something I am proud of is … * I am motivated by … * When working in a group, an area I can improve on is … * A barrier to self-motivation for me is … To help with this, I … * Something I admire about a teammate is … because … * My response to peer feedback I have received is … |
| * develop and demonstrate an understanding of self through positive, active reflection * use a range of teamwork, communication, time management and problem-solving skills * understand and apply the skills required for setting and achieving personal goals | * identify key influences on the development of personal values * identify and explore personal passions, skills and goals * demonstrate the use of tools for self-reflection and to recognise personal strengths * set goals and develop plans for achieving them * identify and analyse barriers to self-motivation * practise strategies for putting self-knowledge into action |
| **Unit 1, Module 2:** Developing self | | | |
| **Anticipated teaching time allocation:** Term 2 Week 1 – Term 2 Week 10 | | | |
| **Learning goal:** | **Application:** | **Making connections (Weeks 1–3)**   * Explore the concepts of health, wellbeing, the key pillars (e.g. shelter, food intake, safety, exercise and sleep) and self-care by conducting research, interviewing family and friends, analysing fictional scenarios and responding to structured questions (Weeks 1–3). * Conduct a weekly self-care session with the class, including yoga, meditation and mindful colouring. * Keep a sleep journal for seven days as a strategy to self-monitor health and wellbeing (Week 2). * Develop, enact and reflect on a personal self-care plan (Week 3). * Create an infographic about personal assertiveness, effective self-expression and online safety.   **Relationships, safety and consent (Weeks 4–10)**   * In preparation for the Module 2 applied learning assessment task, students will learn about equity, access, respect, positive relationships, online safety, sexual coercion and consent through completing a range of activities, including defining and describing key terms, Victoria Police incursion (online safety, sexual coercion and consent), analysing fictional scenarios and answering structured questions, and conducting research about relevant strategies and skills (Weeks 4 and 5). * Working in small groups, students will select a relevant topic of interest to create a 3–5-minute video, podcast or oral presentation to raise awareness of the topic for a target audience (Week 6). * Groups will complete a project plan, including stating the chosen medium (video, podcast or oral presentation), the target audience, resources, timeline, key milestones and allocation of responsibilities, using a template provided (Weeks 6 and 7). * Students will work collaboratively in their group to draft a storyboard, identifying the key points to be made in the presentation (Week 7). * Groups will create their presentation (Weeks 8 and 9). * Groups will share their presentation and complete a self-reflection relating to their contribution to the group, based on teamwork, communication, time management and problem-solving (Week 10). | Assessment (Weeks 1–3), to demonstrate understanding of wellbeing and self-monitoring:   * sleep journal * self-care plan * infographic   Assessment (Weeks 4–10):   * project plan of a video, podcast or oral presentation * storyboard of a video, podcast or oral presentation * completed presentation, to demonstrate personal assertiveness and effective self-expression * self-reflection * answers to structured questions |
| * describe the principles of health and wellbeing and the key indicators of self-care * explain how personal attributes can be enhanced through experience in teamwork, communication, time management and problem-solving * create tools and/or strategies for practising self-care * discuss the concepts of equity and access for young adults, describing the features of respectful, positive relationships and the concept of sexual coercion and consent * practise the strategies for building skills in online safety, personal assertiveness and effective self-expression | * identify and understand the key pillars of physical, social and emotional wellbeing such as shelter, food intake, safety, exercise and sleep * understand and explain the significance of purposefulness and be able to self-monitor health and wellbeing * explore and understand the features of respectful, positive relationships and the concept of sexual coercion and consent * demonstrate personal assertiveness and effective self-expression both online and in written and oral communication with peers |