**Foundation pathways certificate: Personal Development Skills**

Draft curriculum
for consultation

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Important information

Accreditation period

1 January 20XX – 31 December 20XX

Implementation of this study commences in 20XX.

Other sources of information

The [VCAA Bulletin](https://www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx) is the only official source of changes to regulations and accredited studies. The *Bulletin* regularly includes advice on VCE studies. It will also include advice on studies within the Vocational specialisation stream and the Foundation pathways certificate. It is the responsibility of each teacher to refer to each issue of the *Bulletin*. The *Bulletin* is available as an e-newsletter via free subscription on the VCAA’s website at: [www.vcaa.vic.edu.au](https://www.vcaa.vic.edu.au/Pages/HomePage.aspx).

To assist teachers in developing courses, the VCAA will publish online *Advice for teachers*. The *Advice for teachers* will provide curriculum development and assessment advice for Modules 1 to 4, including examples of teaching and learning activities and resources for each unit.

The *Advice for Teachers* will also provide advice on opportunities to integrate units across the Vocational specialisation and Foundation pathways certificate.

The [*VCE and VCAL Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx) will contain essential information on assessment processes and other procedures.

Providers

Throughout this curriculum the term ‘school’ is intended to include both schools and non-school providers.

Copyright

Schools may reproduce parts of this curriculum for use by teachers. The full VCAA Copyright Policy is available at: [www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx](http://www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx).

Introduction

Scope of study

Personal Development Skills takes a dual approach to exploring and optimising personal development. Firstly, through understanding and caring for self; and then through engagement with community.

From a foundation of self-reflection and the pillars of physical, social and emotional health and wellbeing, students make connections between self-understanding, setting and achieving goals, purposefulness, resilience and enhanced health and wellbeing. They look at the significance of self-care in a range of contexts including physical care, relationships and online environments. Students articulate concepts of consent, equity and access, and reflect on how to express themselves in safe and effective ways.

This study has a major focus on relationships between personal development and community engagement. Students take a broad approach to defining community, and look through a personal lens at belongingness, community engagement and participating in a democratic society. They investigate how young people can become involved in local communities, and consider how the engagement of individuals contributes to the development of the community itself.

Personal Development Skills emphasises student participation in activities that explore and utilise skills that are essential to self-development, the pursuit of health and wellbeing, and the capacity to contribute to community.

Rationale

Personal Development Skills provides a framework through which students can increase their self-understanding, build their capacity for self-care and engage meaningfully with both their student cohort and the broader community. This study equips students to set and achieve challenging personal goals, and to take action to improve their health and wellbeing.

Through coursework and participation in both independent and collaborative activities, students develop skills that contribute to personal development, build experience, and create opportunities; for example teamwork, communication, time management and problem-solving.

Personal Development Skills enables students to explore and address personal and collective questions and challenges. It builds the capacity of students to be motivated, independent and purposeful individuals and community members, prepared to navigate the future world of work, education and personal relationships.

Underpinned by applied learning

This Personal Development Skills curriculum is framed around an applied learning approach to teaching. Applied learning incorporates the teaching of skills and knowledge in the context of ‘real life’ experiences. Learners apply what they have learnt by doing, experiencing and relating acquired skills to the real-world. Applied learning emphasises the relevance of what is learnt in the classroom to the ‘real-world’ outside the classroom, and makes that connection as immediate and transparent as possible.

Applied learning contextualises curriculum in a way which empowers and motivates students, while assisting them to develop key skills and knowledge required for employment, further education and active participation in their communities. It advocates nurturing and working with students in a holistic manner, taking into account their personal strengths, interests, goals and previous experiences.

Applied learning takes into account differences in ways of learning and forms of assessment. This focus on an authentic application will often require a shift in focus from discrete curriculum to a more integrated and contextualised approach to learning. Students will focus on learning and applying the skills and knowledge to solve a problem, implement a project or participate in the workforce.

Applied learning may also involve students and their teachers working in partnership with organisations and individuals to access VET and work integrated learning placements. These partnerships can provide the necessary contexts for students to apply the skills and knowledge they have acquired.

This curriculum acknowledges that part of the transition from school to further education and employment is the ability to participate and function in society as an adult. Moving students out of the classroom to learn also allows them to make the shift to become more independent and responsible for their own learning. Best practice applied learning programs are flexible and student-centred, where learning goals and outcomes are designed and negotiated with students.

Aims

This study allows students to:

* reflect on personal influences on values, feelings and behaviours
* articulate strengths, abilities and potential in order to set personal goals
* understand the fundamental pillars of health and wellbeing
* practise physical, social and emotional self-care
* maintain respectful, positive and safe relationships
* analyse relationships between personal development and community connection
* outline the rights and responsibilities of living in a democracy
* analyse the significance of community support systems
* participate in independent, team and community-based activities.

Structure

This study is made up of two units with a further two units for Units 3 and 4 to be developed. Each unit contains two modules. The learning goal of each module describes the intended learning outcome. The approach to achieving the learning outcome is centred on applied learning principles and is detailed through the application of key knowledge and skills.

The units have been designed as standalone and can be completed in any order.

Entry

There are no prerequisites for entry into any of the units in this course.

Duration

Each unit involves at least 50 hours of scheduled classroom instruction across one year.

Changes to the curriculum

During its period of accreditation minor changes to the study will be announced in the [*VCAA Bulletin*](https://www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx). The *Bulletin* is the only source of changes to regulations and accredited studies. It is the responsibility of each teacher to monitor changes or advice about studies published in the *Bulletin*.

Monitoring for quality

The VCAA will conduct monitoring and quality assurance processes on an annual basis.

Safety and wellbeing

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking the study.

Employability skills

This study offers a number of opportunities for students to develop employability skills. The *Advice for Teachers* companion document will provide specific examples of how students can develop employability skills during learning activities and assessment tasks.

Legislative compliance

When collecting and using information, the provisions of privacy and copyright legislation, such as the Victorian *Privacy and Data Protection Act 2014* and *Health Records Act 2001*, and the federal *Privacy Act 1988* and *Copyright Act 1968*, must be met.

Assessment and reporting

Satisfactory completion

The award of satisfactory completion for a unit is based on the teacher’s decision that the student has demonstrated achievement of the set of learning goals specified for the module. Demonstration of achievement of a learning goal 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 provide appropriate opportunities for students to demonstrate satisfactory achievement of learning goals.

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 module to the VCAA as S (Satisfactory) or N (Not Satisfactory).

Learning growth

The VCAA is exploring options to support the use of a learning growth model of assessment and reporting within the Foundation pathways certificate. More information will be available in due course.

Assessment

The teaching, learning and assessment strategies should be based around the applied learning principles.

The learning goal and application listed alongside the applied learning principles should be used for course design and for the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class or work environment and within a predetermined timeframe.

Assessment is to be undertaken as an ongoing process which integrates knowledge and skills with practical applications over a period of time. It will require a combination of evidence collected through teacher observations along with the collection of records of students’ work.

Examples of suitable tasks for assessing these modules are at the end of each unit.

Authentication

Work related to the learning goals of each unit will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student’s own. Teachers will need to refer to the [*VCE and VCAL Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx) for authentication procedures.

Supporting students with additional needs

In the Foundation pathways certificate, students can be supported and guided in their work and in their assessments. Explicit high levels of teacher support, scaffolding and guidance should be made available. The level of support can include, but is not limited to:

* the provision of highly structured guides, templates, rubrics and exemplars
* encouraging and supporting students to learn through interaction and cooperation – via discussion, asking questions, giving explanations and presentations, and working cooperatively in pairs or small groups
* prompting or questioning to help guide the student when they are checking the reasonableness, appropriateness or feasibility of their work/plan/communication/response
* working alongside the student when learning or undertaking a task – explaining and prompting as they work
* prompting, assisting and collaborating with students when contacting and communicating with internal and external individuals, groups or organisations
* encouraging students to document and report on their work and investigations in a way they feel most comfortable with – orally, in writing, using an audio or video recording, an image or graphic
* providing a variety of flexible and alternative methods and mechanisms to demonstrate learning, for example students who are hearing impaired may sign their response, and those with a physical disability may use a voice synthesiser or communication board
* providing additional time for students to demonstrate learning in addition to the nominal hours suggested if required
* using a variety of flexible, alternative and additional visual, audio, oral and written prompts for explanation, including the use of symbols and gestures.

Unit 1

Module 1: Understanding self

This module explores personal development through self-understanding and self-care. It makes connections between self-knowledge, purposefulness, goal setting, resilience and enhanced health and wellbeing. Students investigate key pillars of physical, social, emotional health and wellbeing, and how to practise self-care in a range of contexts – including relationships and online environments – in order to protect and improve their own health and wellbeing. They explore concepts of consent, equity and access, and how to express themselves in safe, assertive and effective ways. Focusing on four particular skills: teamwork, communication, time management and problem-solving, students participate in an activity that investigates how personal development can assist goal achievement, improve health and wellbeing, and lead to further opportunities. This module explores self-reflection and self-understanding as foundations for developing personal goals and future pathways. Students identify personal strengths, abilities and potential and apply this awareness to setting goals. They investigate influences on motivation, and relationships between purposefulness and health and wellbeing. They develop and set personal goals, reflecting on pathways to action and achievement.

Learning goal

On completion of this module the student should be able to:

* develop and demonstrate an understanding of self through positive, active reflection on future pathways
* complete a range of tasks using teamwork, communication, time management and problem-solving
* understand and apply the skills required for setting and achieving goals.

Application

In a relevant context the application of the learning goal requires students to:

* identify and begin to understand 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
* understand and explain the significance of purposefulness and be able to self-monitor health and wellbeing
* identify and analyse the generation of, and barriers to, self-motivation
* practise strategies for putting self-knowledge into action.

Evidence for satisfactory completion

Assessment for satisfactory completion of this module should draw on evidence provided by the student that demonstrates the ability to:

1. identify and describe the key influences on the development of personal values
2. identify and explore personal passions and skills, setting goals and developing plans for success
3. understand and explain the significance of purposefulness and self-monitor individual health and wellbeing
4. communicate, collaborate and problem solve to identify and overcome barriers to motivation.

Module 2: Developing self

This module explores relationships between self-development and improved health and wellbeing. With a focus on four particular skills – teamwork, communication, time management and problem-solving – students examine how the development of personal skills can enhance health and wellbeing and increase opportunities for setting and achieving goals. They consider a variety of influences on personal health and explore the concepts of consent, equity and access.

Learning goal

On completion of this module the student should be able to:

* demonstrate awareness of principles of health and wellbeing and the key indicators of self-care
* demonstrate an understanding of self-development using teamwork, communication, time management and problem-solving skills to complete activities
* understand and explain the concepts of equity and access for young adults describing the features of respectful, positive relationships and the concept of consent
* develop an awareness of the strategies for building skills in online safety, personal assertiveness and effective self-expression.

Application

In a relevant context the application of the learning goal requires students to:

* identify and begin to understand the key pillars of physical, social and emotional wellbeing such as shelter, food intake, safety, exercise and sleep
* explore and understand the features of respectful, positive relationships and the concept of consent
* demonstrate personal assertiveness and effective self-expression both online and in written and oral communication with peers.

Evidence for satisfactory completion

Assessment for satisfactory completion of this module should draw on evidence provided by the student that demonstrates the ability to:

1. identify and describe the importance of physical, social and emotional wellbeing in the development of self
2. understand, explain and ensure respectful, positive relationships and consent in the development of both self and others
3. understand and explain the significance of access and equity in the development of self
4. communicate, collaborate and problem solve with peers in order to develop resilience and assertiveness.

Assessment tasks

For Unit 1 students are required to demonstrate two learning goals. Suitable tasks for assessment in this unit could be selected from, but are not limited to, the following examples:

* recorded activities using appropriate information and communications technologies (ICT) evidence, including internet usage, blogs, vlog, wikis, podcasts, e-portfolios, multimedia presentations and video clips
* structured teacher observation
* guided, negotiated self-assessment
* response to written, oral or visual text
* a portfolio of accumulated evidence
* responses to structured questions
* record or report of interviews
* oral or written report, review or article
* brochure
* discussion, debate or role-play
* folio or logbook of tasks or investigations
* project or daily activity planner
* a critically reflective journal of participation in practical tasks
* a presentation in oral, visual or multimedia format.

Unit 2

Module1: Exploring and connecting with community

This module takes a broad approach to the concept of community, and to the types of communities to which individuals may belong. There is an emphasis on personal growth through belongingness, and an introduction to the significance of community engagement. Through the example of a democratic society, students explore community-related concepts, including rights and responsibilities, with a focus on how young people can participate and engage.

Learning goal

On completion of this module the student should be able to:

* understand and discuss the concept of community
* research, identify and locate ways to connect with both local and global communities
* identify and explain the rights and responsibilities of being an effective member of a community.

Application

In a relevant context the application of the learning goal requires students to:

* identify and begin to understand the definitions of local and global community
* identify and begin to understand the characteristics and benefits of a diverse community
* explore and understand the features that facilitate a sense of belonging and inclusion in a community.

Evidence for satisfactory completion

Assessment for satisfactory completion of this module should draw on evidence provided by the student that demonstrates the ability to:

1. identify and describe the features of a community
2. understand and explain the features, challenges and benefits of a diverse community
3. understand and explain the importance of community involvement
4. communicate, collaborate and problem solve with peers in order to develop opportunities for inclusion and create a sense of belonging.

Module 2: Community participation

This module explores how communities provide support to members. Students consider various ways of expressing community belongingness. They begin to look at how communities are structured through an investigation of community leaders and organisations. Students identify and explore options and opportunities for connecting with their local community.

Learning goal

On completion of this module the student should be able to:

* research and locate community support systems
* begin to understand the functions and roles of community leaders and organisations and their ability to assist in creating a sense of belonging
* demonstrate an understanding of the benefits of community involvement.

Application

In a relevant context the application of the learning goal requires students to:

* identify and locate community support systems that contribute to individual wellbeing
* identify and begin to understand the different resources and support networks available to community members
* explore and engage in opportunities for young people to be involved in community activities.

Evidence for satisfactory completion

Assessment for satisfactory completion of this module should draw on evidence provided by the student that demonstrates the ability to:

* identify and locate community support systems
* understand and explain the features, challenges and benefits of accessing community support systems
* communicate, collaborate and problem solve with peers in undertaking a community activity.

Assessment tasks

For Unit 2 students are required to demonstrate two learning goals. Suitable tasks for assessment in this unit could be selected from, but are not limited to, the following examples:

* recorded activities using appropriate information and communications technologies (ICT) including internet usage, blogs, vlog, wikis, podcasts, e-portfolios, multimedia presentations and video clips
* structured teacher observation
* guided, negotiated self-assessment
* response to written, oral or visual text
* a portfolio of accumulated evidence
* responses to structured questions
* record or report of interviews
* oral or written report, review or article
* brochure
* discussion, debate or role-play
* folio or logbook of tasks or investigations
* project or daily activity planner
* a critically reflective journal of participation in practical tasks
* a presentation in oral, visual or multimedia format.

Units 3 and 4

Units 3 and 4 are to be developed.