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Description automatically generatedVocational specialisation:  
Personal Development Skills**

Draft study design   
for consultation

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Important information

Accreditation period

Units 1–2: 1 January 20XX – 31 December 20XX  
Units 3–4: 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 will include advice on studies within the Vocational specialisation 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).

An *Advice for Teachers* resource will be published to support the implementation of each study design. It will provide curriculum development and assessment advice for Units 1 to 4, including examples of teaching and learning activities and resources for each unit.

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

Assessment information will be provided for school-based assessment in Units 3 and 4 with advice for teachers on how to construct assessment tasks using suggested performance descriptors and rubrics.

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.

Senior secondary providers

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

Copyright

Schools may reproduce parts of this study design 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 an active approach to personal development, self-realisation and citizenship by exploring interrelationships between individuals and communities. With a focus on health, wellbeing and community engagement, Personal Development Skills provides a framework through which students seek to understand and optimise their potential as individuals and as members of communities.

This study provides opportunities for students to explore influences on identity, to set and achieve personal goals, to interact positively with diverse communities, and to identify and respond to challenges. They develop their skills in self-knowledge and care; accessing reliable information; working with others; and articulating future pathways.

Personal Development Skills explores concepts of effective leadership, self-management, project planning and teamwork in order to extend students as active, confident contributors to local and global communities.

Through self-reflection, independent research, critical and creative thinking and collaborative action, students extend their capacity to understand and connect with the world they live in, and build their potential to be resilient, capable citizens.

Rationale

Contemporary society has complex and at times contrasting expectations of its citizens and communities. On the one hand is the apparent ease of global communication and connectedness; on the other, evidence of a rising tide of individuals who find themselves feeling socially isolated, alienated and unsafe. How can this be addressed? And how do we build and sustain civil, connected and forward-thinking communities?

Personal Development Skills enables students to explore and address such social challenges and questions. Who am I? What is community? How can we improve the health and wellbeing of individuals? What are my goals as an individual and as part of a community? How do I seek and critique reliable information? And what actions can be taken in response to issues and to build meaningful connections?

Through independent and collaborative activities, Personal Development Skills builds the capacity of students to set personal goals and participate in their communities with confidence, respect, safety and resilience. Such capacity contributes to our present and future roles within our personal and professional lives.

Underpinned by applied learning

This curriculum is framed around an applied learning approach to teaching Personal Development Skills. 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 is about nurturing and working with a student in a holistic manner, taking into account their personal strengths, interests, goals and previous experiences. Applied learning values skills and knowledge that may not normally be the focus of more traditional school curricula. It also recognises differences in ways of learning. Real-life application will often require a shift from a traditional focus on discrete curriculum to a more integrated and contextualised approach to learning, as students learn and apply the skills and knowledge required to solve a problem, implement a project or participate in the workforce.

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.

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

Aims

This study enables students to:

* develop a sense of identity and self-worth
* understand and apply concepts that support individual health and wellbeing
* access, critique, synthesise and communicate reliable information
* explain the role of community and the importance of social connectedness
* practise the rights and responsibilities of belonging to a community
* recognise and describe the attributes of effective leaders
* set and work towards the achievement of personal goals
* work independently and as part of a team to understand and respond to community issues
* develop capacities to participate in society as active, engaged and informed citizens.

Structure

The study is made up of four units.

Unit 1: Healthy individuals

Unit 2: Connecting with community

Unit 3: Leadership and goal achievement

Unit 4: Community project

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

A glossary defining terms used across Units 1 to 4 in the *Personal Development Skills Study Design* will be included in the *Advice for teachers.*

Flexible delivery

Personal Development Skills has been designed so Units 1 and 2 can be undertaken as stand-alone units or concurrently. Units 3 and 4 must be undertaken as a sequence.

Personal Development Skills units have been designed to complement the full suite of Vocational specialisation studies to ensure it is possible to deliver the units in an integrated approach. Flexible delivery of the Vocational specialisation units allows for integration of complementary outcomes across the studies.

Teaching programs can be structured so students can undertake programs and projects that combine acquisition and application of knowledge and skills across several of the Vocational specialisation units. Integration of teaching and learning materials and activities can increase understanding and application of general concepts, develop multiple perspectives and points of view, increase the ability of the student to make decisions, to think critically and creatively and build skills in problem solving. It may also enhance a learner’s ability to transfer knowledge learned in one study to other aspects of their life. Through integration of units more opportunities for collaboration and team projects will be possible.

In an integrated program approach students will still need to meet the individual outcomes, including key knowledge and key skills, for each of the units of study. Teachers should keep clear documentation of the student’s achievement of the individual outcomes within an integrated teaching and learning program.

Entry

There are no prerequisites for entry into Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

Duration

Each unit involves at least 50 hours of scheduled classroom instruction over the duration of a semester.

Changes to the study design

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 VCE studies, including the Vocational specialisation, 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 outcomes specified for the unit. 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 provide appropriate opportunities for students to demonstrate satisfactory achievement of outcomes.

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).

Evidence for assessment

The evidence for assessment provides examples of evidence that a student may use to demonstrate achievement of the set of outcomes specified for the unit. Suggested assessment tasks are also included that may be used to facilitate a student’s demonstration of achievement.

Levels of achievement

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the VCAA. Schools may choose not to have levels of achievement, or may choose to report levels of achievement using grades, descriptive statements or other indicators.

Units 3 and 4

Procedures for the optional assessment of levels of achievement in Units 3 and 4 are being considered and more information will be available in due course.

It is expected that the student’s level of achievement in Units 3 and 4 will be based on evidence from coursework.

Authentication

Work related to the outcomes 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.

Unit 1: Healthy individuals

This unit focuses on students developing an understanding of personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of self and factors that contribute to an individual’s perception of self and self-worth, and to health and wellbeing. Students learn about social equality, inequality and diversity, and how their own sense of identity may affect personal behaviour and decision-making. They investigate principles of self-care and begin to develop their awareness of interrelationships between communities and the health and wellbeing of individuals. This unit highlights the importance of clear communication as individuals navigate their own identity and the role of community. Students consider how disparate points of view and biases arise, and examine relationships between social media and health and wellbeing. They develop tools for critiquing the reliability, validity and accuracy of information and the efficacy of health messages.

Area of Study 1: Identity and self-care

This area of study introduces students to concepts of self, and how self-perception influences an individual’s health and wellbeing. They explore factors that contribute to the development of personal identity, with a focus on attributes such as resilience, self-esteem and self-care.

Outcome 1

On completion of this unit the student should be able to demonstrate a broad understanding of health and wellbeing and consider how various factors contribute to an individual’s perception of self and self-worth.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

* the concepts of personal identity, resilience, self-esteem and self-worth, and how each is developed
* the interrelationship between an individual’s physical, social and emotional health and wellbeing
* factors that contribute to an individual’s perception of self and self-worth such as demographic characteristics, experiences and values
* key influences on patterns of personal behaviour and decision-making and how such patterns may affect individual health and wellbeing
* principles of self-care in contexts such as interpersonal relationships and online safety.

Key skills

* explain the concepts of personal identity, resilience, self-esteem and self-worth
* outline key elements in the development of self-perception
* analyse and critically reflect on factors that contribute to a person’s sense of self
* recognise and discuss influences on personal behaviour and implications of these for physical, social and emotional health and wellbeing
* identify and apply principles of self-care.

Area of Study 2: Health in action

In this area of study students explore supports and resources that promote individual health and wellbeing. Students investigate health-promoting organisations and resources in their community and consider their own pathways to improved health and wellbeing. They design and implement actions that aim to enhance health and wellbeing and learn how to judge the effectiveness of their actions.

Outcome 2

On completion of this unit the student should be able to design and implement an individual or group activity to improve physical, social and emotional health and wellbeing, and apply tools and techniques for monitoring progress and evaluating the effectiveness of the activity.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

* activities in the community that aim to improve health and wellbeing
* ways in which health and wellbeing may be improved, and tools and techniques for measuring or assessing such improvements
* community support services that aim to improve health and wellbeing
* requirements for undertaking various individual or group activities or voluntary work in the community, for example cost, skills, levels of fitness, equipment, space and qualifications
* key elements of designing and implementing an activity that aims to improve health and wellbeing.

Key skills

* identify and analyse activities within the community that aim to improve health and wellbeing
* justify selection of an individual or group activity
* how to design, implement, monitor and assess an activity that aims to improve health and wellbeing
* use appropriate tools and techniques to measure or evaluate improvements in health and wellbeing.

Area of Study 3: Social media and communication

This area of study invites students to examine their own thinking, and the ways in which they receive and process information. They explore influences on the formation of ideas and opinions, practising the evaluation of information and building their skills in discerning its reliability, validity and accuracy. With a focus on social media and health-promotion programs aimed at young people, students consider how information and communication can affect health and wellbeing.

Outcome 3

On completion of this unit the student should be able to analyse factors that contribute to individual perspectives and beliefs, outline how social media may influence the health and wellbeing of young people and discuss the effectiveness of current health-promotion programs for young people.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 3.

Key knowledge

* social, cultural, economic and cognitive factors that contribute to the development of individual beliefs, perspectives and biases
* the role and importance of reliable, valid and accurate information for decision-making
* criteria for assessing the reliability, validity and accuracy of information
* the role of social media and its influence on the health and wellbeing of young people
* current health-promotion programs targeted at young people
* ways in which the effectiveness of health-promotion programs may be measured or assessed.

Key skills

* identify and analyse factors that contribute to the development of perspectives and opinions
* compare and assess a range of information for validity, accuracy and reliability to draw a conclusion
* discuss relationships between social media and individual health and wellbeing
* describe a range of health-promotion programs targeted at young people
* analyse the role of individual initiative and motivation in effective health-promotion programs
* communicate findings and justify conclusions about the effectiveness of particular health-promotion programs.

Assessment

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 outcomes specified for the unit. 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.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and 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 and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate three outcomes. As a set these outcomes encompass the areas of study in the unit.

Evidence for assessment

The evidence for assessment provides examples of evidence that a student may use that demonstrate achievement of the set of outcomes specified for the unit. Suggested assessment tasks are also included that may be used to facilitate a student’s demonstration of achievement.

Assessment for achievement of Unit 1 should draw on evidence provided by the student that demonstrates the ability to:

1. identify personal characteristics, behaviours and attributes which underpin individual success, now and into the future
2. assess and compare the accuracy and influence of health information, including the influence of social media on the health and wellbeing of young people
3. describe health promotion programs and activities in the community that aim to improve health and wellbeing, and apply tools and techniques for measuring and evaluating improvement
4. identify factors that contribute to individual belief and bias, and analyse factors that contribute to the development of perspectives and opinions
5. compare and assess a range of information for validity, accuracy and reliability to draw conclusions.

Assessment tasks

Teachers should ensure that at least one assessment task relates to the activity specified for Outcome 2 (an individual or group activity to improve health and wellbeing).

Suitable tasks for assessment in this unit may be selected from the following:

* a short, written report
* a detailed plan for implementing an activity
* a written critical evaluation of an activity
* a reflective journal of participation in practical tasks
* a written record of discussion or debate
* a written blog
* a video, podcast or oral presentation
* a written response to structured questions
* a research task or case study analysis
* a record of interviews with members of the community
* digital presentation
* a visual presentation, such as a graphic organiser, concept/mind map or annotated poster
* meeting minutes.

Where teachers allow students to choose between tasks, they must ensure that the tasks they set are of comparable scope and demand.

Unit 2: Connecting with community

This unit focuses on the benefits of community participation and how people can work together effectively. It begins with definitions of community and comparisons of different types of communities. Students look at relationships between community participation, social connectedness, personal resilience and individual health and wellbeing. They investigate the benefits and challenges of diverse communities, and the implications of social inclusion and social isolation. Students investigate how communities can work together to solve problems. They seek to understand different perspectives on issues that affect their community. Students reflect on relationships between community issues, social cohesion, and health and wellbeing, and the importance of clear information and communication. They investigate how communities may be called upon to support individual members and identify effective strategies for creating positive community change. They plan, implement and evaluate an active response to an individual’s need for community support.

Area of Study 1: What is community?

This area of study explores the benefits of community participation through concepts of social connectedness and active citizenship. Students investigate and compare different types of communities and consider their own roles as members of local and global communities. They investigate opportunities for community participation and consider benefits and challenges of engaging with diverse communities.

Outcome 1

On completion of this unit the student should be able to describe the characteristics of their local community, identify activities and programs that promote community participation and active citizenship, and explain links between community involvement and social connectedness.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

* different types of communities, and the factors that define them, including geographical boundaries, population density, demographics, shared interests, and age groups
* comparisons between local and global communities, including population size, levels of social connectedness and commitment to active citizenship among members
* activities and programs that promote community participation
* the importance of social connectedness and resilience in terms of individual health and wellbeing, and the role of community participation in building these elements
* benefits and challenges of diversity within local communities
* individual and community benefits of social inclusion and belongingness, and the effects of social exclusion and isolation.

Key skills

* identify communities that effectively promote a sense of belonging among individual members
* compare different types of communities
* outline local activities that promote community participation and explain how they build connectedness
* explain links between community participation and improved health and wellbeing
* analyse the benefits of social inclusion and belongingness to individuals and communities.

Area of Study 2: Community cohesion

This area of study looks at conflict resolution within local communities. Students seek to develop an understanding of different perspectives on issues that affect their community. They examine the connection between community issues, social cohesion and health and wellbeing, and how information and communication contribute to effective community responses.

Outcome 2

On completion of this unit the student should be able to outline different perspectives on local issues, describe the impact of particular issues on community cohesion and suggest how communities can work together to solve problems.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

* the issues and challenges affecting local communities
* different perspectives on a particular challenge facing a selected community
* the impact of particular issues on social cohesion and health and wellbeing within communities
* barriers and enablers to communities working together to solve problems
* ways in which accessible, accurate and helpful information can be delivered to communities
* key elements of effective communication and interaction between individuals or groups with conflicting perspectives or opinions.

Key skills

* outline local issues and explain contrasting community perspectives
* discuss relationships between social cohesion, health and wellbeing and issues that affect communities
* identify barriers that prevent communities from working together
* outline key elements of effective problem-solving and conflict resolution within communities
* evaluate the effectiveness of community responses to issues.

Area of Study 3: Community support

This area of study asks students to reflect on how communities actively support their individual members by investigating recent examples, and draw conclusions about the results. Students look at current campaigns and promotions that aim to resolve community problems and create change within the community, focusing on exemplary communication and leadership strategies. They plan, implement, present and evaluate an active response to an individual’s need for community support.

Outcome 3

On completion of this unit the student should be able to investigate how communities support individuals facing problems, plan and implement an activity that supports community members and evaluate the success of the activity.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 3.

Key knowledge

* case studies of effective community responses to individual members who require support
* factors that enable communities to support the needs of individuals, including access to reliable information; effective communication; leadership and expertise; resources; and motivation to create change
* current community campaigns and promotions aiming to support individuals
* communication strategies to raise awareness of challenges experienced by community members and to create change
* key stages in planning and implementing a response to an individual’s need for community support
* techniques for evaluating the effectiveness of a community activity.

Key skills

* identify effective community support of individual community members
* analyse factors that enable communities to effectively support individual members
* identify and address safety, health and welfare risks of the community support activity
* apply effective communication strategies to the planning and implementation of the activity.

Assessment

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 outcomes specified for the unit. 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.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and 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 and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate three outcomes. As a set these outcomes encompass the areas of study in the unit.

Evidence for assessment

The evidence for assessment provides examples of evidence that a student may use that demonstrate achievement of the set of outcomes specified for the unit. Suggested assessment tasks are also included that may be used to facilitate a student’s demonstration of achievement.

Assessment for achievement of Unit 2 should draw on evidence provided by the student that demonstrates the ability to:

1. recognise diverse communities (local and global), the factors that define them and challenges they face when increasing participation in the broader community
2. identify ways that accessible, accurate and helpful information and community campaigns can be delivered to communities and individuals
3. identify and analyse factors that enable effective community support of an individual member and plan and implement a response to the individual’s need
4. identify and address safety, health and welfare risks of the community support activity and apply effective communication strategies to the planning and implementation of the activity
5. understand and apply effective team participation and problem-solving strategies, and evaluate the effectiveness of the techniques applied
6. evaluate personal attributes and skills, effective leadership and collective action to achieve improved community outcomes.

Assessment tasks

Teachers of Unit 2 should ensure that at least one assessment task relates to the activity specified for Outcome 3 (an activity that supports community members).

Suitable tasks for assessment in this unit may be selected from the following:

* a short, written report
* a detailed plan for implementing an activity
* a written critical evaluation of an activity
* a reflective journal of participation in practical tasks
* a written record of discussion or debate
* a written blog
* a video, podcast or oral presentation
* a written response to structured questions
* a research task or case study analysis
* a record of interviews with members of the community
* digital presentation
* a visual presentation, such as a graphic organiser, concept/mind map or annotated poster
* meeting minutes.

Where teachers allow students to choose between tasks, they must ensure that the tasks they set are of comparable scope and demand.

Unit 3: Leadership and goal achievement

This unit explores qualities of leadership, and how these qualities can be applied to the achievement of goals within personal and community contexts. Students examine characteristics of effective leaders, and various contexts and styles of leadership. They investigate democratic leadership, what factors influence the behaviour of leaders and reflect on how leadership qualities can be applied to their own decision-making and daily lives. They consider concepts of self-development and self-management, along with key sources of support available to them, in order to set personal goals and put plans into action. They explore key attributes that assist the achievement of goals, and plan and implement an activity focused on a personal goal. Students consider the leadership and collaboration within teams, particularly within the context of collaborative problem-solving. Students reflect on how to lead and contribute to teams development of leadership and teamwork skills. They participate in a collaborative problem-solving activity, evaluating their own contribution as well as the overall effectiveness of the team.

Area of Study 1: Self-management for goal achievement

This area of study focuses on setting and achieving personal goals. Students consider concepts of self-development and self-management, along with key sources of support available to them, in order to set goals and put plans into action. They develop techniques for designing and implementing a goal-centred activity, and reflect on how the setting of goals contributes to self-development.

Outcome 1

On completion of this unit the student should be able to analyse strategies for setting and achieving personal goals, examine personal resources and attributes that can be applied to goal achievement and design, implement and evaluate a plan for self-development in an area of personal challenge.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

* concepts of self-management, self-development, personal fulfilment and personal challenge
* relationships between personal fulfilment, goal-setting and the process of self-development
* key resources available to support the process of personal goal setting and goal achievement
* attributes that assist in the achievement of challenging personal goals
* strategies for putting a plan into action with consideration of design, management, monitoring, evaluation and ongoing refinements.

Key skills

* analyse concepts of self-management, self-development, personal fulfilment, personal challenge, goal setting and the relationships between these
* identify and analyse personal attributes, strengths and motivations, and translate them into personal goals
* identify and evaluate key resources available to support an individual to set and achieve goals
* analyse, apply and evaluate effective self-management strategies for goal achievement
* analyse and critically reflect on the development of various personal skills and attributes that assist goal achievement
* plan, implement, monitor and evaluate an activity in personal goal-setting and achievement and make refinements as required.

Area of Study 2: Effective leadership

In this area of study students investigate the concept of leadership and the qualities of effective, ethical leaders. Students look at contexts in which people become leaders, a range of leadership styles and the expectations of leadership in a democratic society. They explore the ethics of leadership, including influences on and impacts of unethical leadership behaviour. Students consider their personal qualities of leadership and how those qualities can be applied in everyday life.

Outcome 2

On completion of this unit the student should be able to describe the characteristics and qualities of effectiveleadership, analyse strengths and deficits of particular leaders, and discuss influences on the effectiveness and behaviour of leaders.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

* characteristics and qualities of effective leadership
* varied contexts in which people undertake leadership roles, including inherited, elected, nominated, recreational and emergency roles
* different styles of leadership such as autocratic, charismatic, democratic, laissez-faire, transformational, distributed
* rights and responsibilities of democratic leaders and citizens of democracies
* influences on the behaviour of leaders and possible impact on the effectiveness of leadership
* applications of leadership qualities in everyday life.

Key skills

* discuss effective leadership and explain different leadership roles and styles
* analyse strengths and deficits of particular leaders
* explain, analyse and critically reflect on the application of personal leadership attributes to everyday life
* distinguish between ethical and unethical leadership behaviour
* collect, compare and contrast information on leadership qualities and behaviours
* analyse influences on the behaviour and effectiveness of leaders.

Area of Study 3: Leadership and collaboration

This area of study examines the leadership and collaboration of teams. Students consider the skills and attributes of effective team leaders and team members, and reflect on their own contribution and leadership potential as they participate in a team or group activity. They evaluate the effectiveness of teamwork and explore the role of leadership with regard to individual and community activism.

Outcome 3

On completion of this unit the student should be able to collaborate in a group or team activity, evaluate their own contribution to the activity and the effectiveness of the team, and reflect on their own performance as a leader and problem-solver.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 3.

Key knowledge

* attributes and skills required to effectively lead teams, and to be an effective member of a team
* key characteristics of effective teamwork, for example those relating to communication, motivation, management, interpersonal relationships and ethical behaviours
* problem-solving processes
* techniques for the evaluation of individual contribution to a team, the effectiveness of teamwork and the overall outcome of an activity
* the role of leadership in community activism, and high-impact personal attributes such as motivation, persistence, and adaptability for the development of collective goals.

Key skills

* analyse characteristics of effective team leadership
* collaborate in a group or team activity
* apply processes required for effective participation in a team
* understand, implement and evaluate problem-solving strategies
* evaluate personal contribution to a team as well as the overall effectiveness of the team
* identify and analyse high impact personal attributes for the development of community goals
* explain relationships between personal and collective community action.

Assessment

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 outcomes specified for the unit. 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.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks.

Evidence for assessment

The evidence for assessment provides examples of evidence that a student may use that demonstrate achievement of the set of outcomes specified for the unit. Suggested assessment tasks are also included that may be used to facilitate a student’s demonstration of achievement.

Assessment for achievement of Unit 3 should draw on evidence provided by the student that demonstrates the ability to:

1. describe the characteristics and qualities of effective leadership, analyse the strengths and deficits of particular leaders, and discuss influences on the effectiveness and behaviour of leaders
2. analyse strategies for setting and achieving personal goals, examine personal resources and attributes that can be applied to goal achievement and design, implement and evaluate a plan for self-development in an area of personal challenge
3. collaborate in a group or team activity, evaluate their individual contribution to the activity and the effectiveness of the team overall; and reflect on their own strengths as a leader and problem-solver.

Levels of achievement

Procedures for the optional assessment of levels of achievement in Units 3 and 4 are being considered and more information will be available in due course.

Unit 4: Community project

In this unit students participate in a project relating to a community issue. Students identify environmental, cultural and social issues affecting the selected community and select one issue for detailed research. They look at past approaches to the issue in Australia and elsewhere, consider how they will collect information and data, and formulate a research question. They reflect on how community awareness of their selected issue can be improved. Students then plan and initiate their response to the community issue. They conduct research, analyse their findings and make decisions on how they will present their work. They draw conclusions in relation to their research question and propose specific community action. Students implement an active response to their selected community issue, present their project to an audience and evaluate the effectiveness of their response to the issue.

Area of Study 1: Researching a community issue

This area of study is an introduction to an extended community project that addresses an environmental, cultural or social issue. Students conduct research to identify a range of relevant issues in their selected community and select one for their project. They seek to understand the issue’s significance to the community, develop a research question or hypothesis, and investigate how the issue has been addressed in other settings. They explore opportunities to build awareness of their chosen issue in their community.

Outcome 1

On completion of this unit the student should be able to research and analyse an environmental, cultural or social issue that is of significance to the selected community and prepare a progress report.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

* ways in which to identify issues of significance to a selected community
* considerations in selecting an environmental, cultural or social issue for research
* overview of current developments in Australia and elsewhere in relation to a selected environmental, cultural or social issue
* research methods appropriate to collecting information on the selected issue
* process to develop key research questions appropriate to the selected issue
* reasons the selected issue is significant to the community and what local actions and solutions have been previously trialled or proposed
* opportunities to establish or build external partnerships to address or promote awareness of a selected environmental, cultural or social issue.

Key skills

* outline examples of environmental, cultural and social issues of significance to the selected community
* justify the selection of a topic for a community project
* summarise existing research and proposals for action in relation to the selected topic
* describe appropriate research methods for the collection of information on the selected issue
* generate a range of research questions; choose one and provide reasons for the selection
* explore existing partnerships and promotions related to raising awareness of the selected issue.

Area of Study 2: Plan and initiate a response to the community issue

This area of study covers the development and implementation of a detailed plan for the selected community project, which includes how a proposed response will be put into action. Students consider potential health risks associated with conducting their research, make decisions on how their findings will be organised, analysed and presented.

Outcome 2

On completion of this unit the student should be able to develop and implement a comprehensive project plan to apply timely, affordable and effective responses to the selected community issue.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

* key elements of planning, implementing and presenting a research project
* considerations of health, safety, welfare and ethical risks associated with the community project
* methods of collecting, analysing and presenting information and research findings
* techniques and tools for organising, analysing and communicating key information and data
* ways in which proposed solutions to issues can be evaluated in terms of timeliness, affordability and efficacy
* different approaches to putting into action a proposed solution to a community issue.

Key skills

* develop a comprehensive project plan related to the selected community project
* identify and address health, safety, welfare and ethical risks associated with the community project
* explain methods of collecting, analysing and presenting information and data
* organise, synthesise and communicate information and data
* consider and evaluate a range of proposed solutions to the issue
* plan, organise and implement actions to address the community issue.

Area of Study 3: Complete and evaluate the project

This area of study covers the completion of the community project, presentation of findings and evaluation of outcomes. Students become familiar with the components of a written research report, and consider alternative methods of communicating their findings and engaging with audiences. They select a suitable audience for their findings, identify and practise appropriate presentation skills and make decisions about how their community project will be evaluated.

Outcome 3

On completion of this unit the student should be able to synthesise information, draw conclusions from their initial research question, present findings to an appropriate audience and evaluate the effectiveness of the project.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 3.

Key knowledge

* key components of a written research report and alternative ways in which research findings may be communicated
* techniques for synthesising and communicating key points to audiences
* types of audiences suited to the presentation of particular community projects
* ways in which to develop skills used to engage and communicate with an audience
* techniques for evaluating the research project and the presentation to an audience.

Key skills

* understand written research report formats and generate ideas for use of alternative media to present project findings
* synthesise and report research drawing conclusions from the research question
* select and justify the choice of a suitable audience for the completed project
* identify and develop skills used to engage and communicate with an audience
* apply appropriate evaluation techniques.

Assessment

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 outcomes specified for the unit. 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.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks.

Evidence for assessment

The evidence for assessment provides examples of evidence that a student may use that demonstrate achievement of the set of outcomes specified for the unit. Suggested assessment tasks are also included that may be used to facilitate a student’s demonstration of achievement.

Assessment for achievement of Unit 4 should draw on evidence provided by the student that demonstrates the ability to:

1. investigate and analyse an environmental, cultural or social issue which is of significance to the community and requires action and resolution
2. develop and implement a comprehensive project plan to apply timely, affordable and effective responses to an issue
3. synthesise information, draw conclusions from the initial research question, present findings to an appropriate audience and evaluate the effectiveness of the project.

Levels of achievement

Procedures for the optional assessment of levels of achievement in Units 3 and 4 are being considered and more information will be available in due course.