VICTORIAN CERTIFICATE OF APPLIED LEARNING
INDUSTRY SPECIFIC SKILLS STRAND
AND WORK RELATED SKILLS STRAND

Contents

VCAL Industry Specific Skills Strand

Purpose statement

The purpose of the VCAL Industry Specific Skills Strand is to develop student skills, knowledge and attributes related to one or more vocational contexts in preparation for progression to further learning or employment. The learning program used to meet this strand should focus on vocational contexts, in order for learners to explore available pathway options through the Victorian Certificate of Education (VCE), Vocational Education and Training (VET), Further Education (FE) and employment.

Strand requirement

There are no VCAL units within the Industry Specific Skills Strand.

Components selected for the learning program should provide a range of experiences within a particular industry sector to help students make informed decisions for future pathway choices and to promote students' employability skills. It is not specifically intended that students will graduate as qualified in an occupational area, but that they will have gained highly relevant experience and employability skills for an industry sector.

At the Foundation level, content can be drawn from nationally recognised certificates or training package qualifications, or from a selected VCE unit with a vocational focus, such as VCE Product Design and Technology.

At the Intermediate and Senior levels, content must be selected from nationally recognised VET qualifications, such as state-accredited curriculum or training packages.

Further information is provided in the current *VCE and VCAL Administrative Handbook*.

Meeting the requirement

Students must successfully achieve a minimum of one credit in the Industry Specific Skills Strand to meet the minimum VCAL course requirements.

One credit will be given for the successful completion of accredited VET units of competency that total 90 nominal hours. This could include, for example, three completed 30-hour units of competency or one completed 90-hour unit of competency. If a student partially completes a VET unit of competency, for example 90 hours of a 150-hour unit of competency, they will receive no credit towards the VCAL.

At the Foundation level, students can also gain a credit in the Industry Specific Skills Strand for successful completion of selected VCE units. Further information is provided in the current *VCE and VCAL Administrative Handbook*.

Assessment of the strand

Delivery and assessment must be in accordance with the requirements of the individual components selected for the study. For example, if selecting a unit of competency from a Certificate II in Hospitality, the unit must be delivered by an appropriately qualified person in accordance with the delivery and assessment requirements of the Australian Quality Training Framework.

Guidance about meeting the formal requirements for the delivery and assessment of VET will be provided by the registered training organisation that is delivering or auspicing the program.

VCE VET programs selected for a VCAL learning program must be delivered and assessed in accordance with the requirements of the Victorian Curriculum and Assessment Authority (VCAA). VCAL providers should refer to the relevant VCE VET program booklets and the current *VCE and VCAL Administrative Handbook* for further information.

Additional advice regarding the requirements for the delivery and assessment of VET qualifications can be found on the Australian Skills Quality Authority and Victorian Registration and Qualifications Authority websites.

VCAL Work Related Skills Strand

Purpose statement

The purpose of the VCAL Work Related Skills Strand is to develop student skills, knowledge and attributes valued within community and work environments as a preparation for employment. The development of employability skills within this strand provides students with a capacity to explore, consider and choose from a range of pathways. Knowledge and understanding of occupational health and safety (OHS) is integral to student preparation for a variety of community and work environments.

Strand requirement

Curriculum selected for the Work Related Skills Strand can include:

- VCAL Work Related Skills units
- selected VCE units
- VCE VET programs
- nationally and state accredited VET courses and accredited VET Units of Competency
- selected FE units.

If using VCAL Work Related Skills units to meet the strand requirement, students must successfully complete a minimum of one VCAL Work Related Skills unit at the appropriate level.

Unit information

Rationale

The VCAL Work Related Skills units within the Work Related Skills Strand have been developed to recognise learning that is valued within community and work environments in preparation for employment. Locally developed programs that use different social and work contexts to develop an understanding of OHS and employability skills of young people can be included among the units.

Aims

The Work Related Skills units are designed to:

- develop OHS awareness and understanding
- reflect the progression of skills, knowledge and attributes related to work
- integrate learning about work skills with prior knowledge and experiences
- enhance the development of employability skills through work-related contexts
- develop critical thinking skills that apply to problem solving in work-related contexts
- develop planning and work-related organisational skills
- develop research and job-readiness skills
- develop and apply transferable skills for work-related contexts.

Underpinning frameworks

The VCAL aims to provide the skills, knowledge and attributes to enable students to make informed choices about employment and educational pathways. The Employability Skills Framework (2002) and the Core Skills for Work Developmental Framework (2013) have informed the development of VCAL Work Related Skills units. Teachers are encouraged to make reference to these when planning VCAL assessment tasks.

Structure

The VCAL Work Related Skills units are designed at three levels – Foundation, Intermediate and Senior. The levels reflect student progression in knowledge, skills and attributes in relation to work readiness. Two units exist at each level:

* Work Related Skills Unit 1 at each VCAL level is designed to develop knowledge and understanding of OHS, as well as a range of work environments and pathways. This unit has **five** learning outcomes.

* Work Related Skills Unit 2 at each VCAL level is designed to develop knowledge, skills and attributes with a particular focus on employability skills and their application in specific industry and workplace settings. This unit has **six** learning outcomes.

Key terms

Foundation level

* A **simple work-related activity** means a single or basic grouping of activities, conducted under close supervision with access to high levels of direction and support. In Australian Qualifications Framework (AQF) terms this is generally at Certificate I level.

* A **presentation** means a 3–5 minute presentation, supported by appropriate technology, to the class or teacher.

Intermediate level

* A **complex work-related activity or project** involves work conducted under supervision and reasonably self-directed in regard to planning and work activities. In AQF terms, this is generally at Certificate I or II level.

* A **presentation** means a 5–8 minute presentation, supported by appropriate technology, to a relevant audience.

Senior level

* A **complex, self-directed work-related project** involves work conducted under supervision and self-directed in regard to planning and work activities. In AQF terms, this is generally at Certificate II or III level.

* A **sustained presentation** means an 8–10 minute presentation, supported by appropriate technology, to a relevant audience, including stakeholders.

Satisfactory completion

In order to be credited with a Work Related Skills unit, students must demonstrate achievement in all the learning outcomes of the unit.

Wherever possible, all elements within a learning outcome should be achieved in the one assessment task.

Assessment of learning outcomes

The purpose of assessment in the VCAL is to determine a student's achievement of a learning outcome by collecting evidence about their performance and making a judgement about whether they have met the requirements of that learning outcome. These requirements are clearly outlined in the elements of each learning outcome.

Teachers should use a variety of assessment tasks that provide a range of opportunities for students to demonstrate achievement of each learning outcome.

Evidence of achievement can include, but is not limited to, direct observation, written work, oral presentations, object production and project implementation.

Students must be observed to demonstrate achievement of a learning outcome on more than one occasion and in different contexts to ensure the assessment is valid, reliable, fair, flexible and equitable.

Where a learning outcome requires the completion of numerous assessment activities in a variety of contexts, these activities and their supporting evidence are able to demonstrate achievement of this learning outcome.

An assessment task used to demonstrate achievement of one or multiple learning outcomes in one VCAL unit cannot be used to demonstrate achievement in any other VCAL unit or competency in a VET unit of competency.

Assessment of VCE units must be in accordance with VCE study designs and cannot be incorporated with other assessment.

Examples of suitable assessment tasks can be found in *Work Related Skills Strand: Advice for Teachers*.

VCAL Work Related Skills units

Work Related Skills Foundation Unit 1

Nominal duration

100 hours – 1 credit

Unit purpose

The primary purpose of this unit is to introduce students to basic OHS knowledge and skills in the workplace. It introduces students to other skills that are important in the workplace. This unit provides opportunities for students to explore career/employment options and to develop job application skills.

Learning outcome 1

Identify OHS roles and responsibilities of the relevant personnel in a selected work environment.

Elements

The elements are demonstrated when the student can:

1.1 describe the OHS roles, duties and responsibilities of employers, employees, visitors and volunteers in a selected work environment

1.2 describe the role, powers and entitlements of a health and safety representative (HSR) in the selected work environment

1.3 identify when the employer is required to consult with employees and elected HSRs

1.4 discuss the importance of providing OHS information to employees, HSRs, visitors and volunteers in the selected work environment

1.5 explain how to access the support services and resources provided by WorkSafe

1.6 describe the concepts of safe place rather than safe person, and the hierarchy of control.

Learning outcome 2

Identify and apply basic OHS procedures in a selected workplace.

Elements

The elements are demonstrated when the student can:

2.1 identify OHS information, signs and symbols in a selected workplace

2.2 identify and describe an OHS hazard in the selected workplace and identify possible risk control measures using the hierarchy of control

2.3 prepare for and participate in a basic hazard and risk analysis of the selected workplace

2.4 investigate and describe appropriate hazard control measures for the selected workplace

2.5 reflect on and evaluate OHS procedures in the selected workplace.

Learning outcome 3

Work in a team to plan and undertake a basic OHS activity.

Elements

The elements are demonstrated when the student can:

3.1 work in a team to plan a basic OHS activity

3.2 identify and allocate roles and levels of responsibility in relation to the OHS activity

3.3 discuss the benefits of teamwork in developing and implementing the OHS activity

3.4 work with others to achieve objectives for the OHS activity within agreed time frames

3.5 evaluate the completed OHS activity and list the outcomes that were achieved.

Learning outcome 4

Research employment opportunities in a selected workplace and learn about conditions of employment.

Elements

The elements are demonstrated when the student can:

4.1   research and identify different employment opportunities within a selected workplace

4.2   identify employee and employer rights and responsibilities in the selected workplace

4.3   interview an individual currently employed in the selected workplace and describe career opportunities, qualifications, and conditions of employment

4.4   present findings, supported by appropriate technology.

Learning outcome 5

Prepare an application for an employment opportunity.

Elements

The elements are demonstrated when the student can:

5.1   identify an employment opportunity

5.2   research and identify a variety of resumes and cover letter formats

5.3   plan and draft a resume and cover letter using an appropriate template

5.4   draft and complete an application for the selected employment opportunity

5.5   seek feedback on the application for the selected employment opportunity.

Work Related Skills Foundation Unit 2

Nominal duration

100 hours – 1 credit

Unit purpose

This unit provides a focus for the development of employability skills in the context of practical work-related experiences. It provides students with the opportunity to develop skills that are transferable in work-related contexts.

Learning outcome 1

Work in a team to plan and organise a simple work-related activity.

Elements

The elements are demonstrated when the student can:

1.1   brainstorm and explore possibilities for a simple work-related activity

1.2   identify and work collaboratively to select the activity

1.3   outline technology required for the activity

1.4   work in a team to identify roles and responsibilities for the activity

1.5   work collaboratively to develop a plan for the activity, outlining organisational details involved, and communicate the proposal, seeking feedback.

Learning outcome 2

Identify and demonstrate employability skills required for a simple work-related activity.

Elements

The elements are demonstrated when the student can:

2.1   discuss and identify employability skills required for a simple work-related activity

2.2   describe employability skills required for the activity

2.3   demonstrate selected employability skills in the activity

2.4   evaluate how the employability skills were used in the activity.

Learning outcome 3

Identify workplace issues relevant to a simple work-related activity.

Elements

The elements are demonstrated when the student can:

3.1   conduct an OHS risk assessment for a simple work-related activity

3.2   identify other possible issues that may arise from the activity

3.3   suggest possible solutions to address identified potential issues

3.4   identify the social and ethical considerations for the responsible use of technology within the activity.

Learning outcome 4

Work in a team to complete a simple work-related activity.

Elements

The elements are demonstrated when the student can:

4.1   carry out a simple work-related activity within agreed timeframes

4.2   use appropriate technology collaboratively in the activity

4.3   manage own tasks within the activity

4.4   evaluate the effectiveness of the activity.

Learning outcome 5

Review the process and outcome of a simple work-related activity.

Elements

The elements are demonstrated when the student can:

5.1   review the organisation and implementation of a simple work-related activity

5.2   review the problem-solving process used in the activity

5.3   review own and team effectiveness in achieving the desired outcome of the activity

5.4   review the use of technology in the activity

5.5   identify employability skills used within the activity that can be transferred to other work contexts.

Learning outcome 6

Prepare, plan and deliver a presentation on a completed simple work-related activity.

Elements

The elements are demonstrated when the student can:

6.1   prepare and plan for a presentation on a simple work-related activity

6.2   give a presentation on the completed work-related activity

6.3   explain the planning process of the activity

6.4   describe the implementation of the activity

6.5   identify the outcomes of the activity.

Work Related Skills Intermediate Unit 1

Nominal duration

100 hours – 1 credit

Unit purpose

The primary purpose of this unit is to develop students' knowledge and understanding of OHS in the workplace. It introduces students to a range of knowledge, skills and attributes required for different workplace settings. The unit provides opportunities for students to explore career and employment options and to develop job application skills.

Learning outcome 1

Research and describe OHS roles and responsibilities of the relevant personnel in a selected work environment.

Elements

The elements are demonstrated when the student can:

1.1   research and describe the OHS roles, duties and responsibilities of employers, employees, visitors and volunteers in a selected work environment

1.2   research and describe the role, powers and entitlements of a HSR in the selected work environment

1.3   research and describe the role and powers of work safety regulators in the selected work environment

1.4   discuss what is meant by risk management, using examples to explore measures in the hierarchy of control

1.5   describe what effective consultation about health and safety matters between an employer and employees might look like

1.6   research and describe the duties placed on the employer in relation to notifiable incidents.

Learning outcome 2

Identify and apply complex OHS procedures in a selected workplace.

Elements

The elements are demonstrated when the student can:

2.1   identify and classify OHS information, signs and symbols in a selected workplace

2.2   examine complex OHS hazards and risks in the selected workplace

2.3   identify and discuss possible risk control measures for OHS issues in the selected workplace using the hierarchy of control

2.4   prepare for and conduct a thorough OHS risk assessment of the selected workplace

2.5   interpret and evaluate the findings of the OHS risk assessment and make possible suggestions for improvement.

Learning outcome 3

Work in a team to plan and undertake a complex OHS activity.

Elements

The elements are demonstrated when the student can:

3.1   work in a team to plan a complex OHS activity

3.2   identify, allocate and describe team member roles and levels of responsibility in relation to the OHS activity

3.3   discuss the advantages and disadvantages of teamwork in planning and developing the OHS activity

3.4   collaborate with team members to undertake the OHS activity

3.5   seek feedback and critically evaluate the effectiveness of the OHS activity.

Learning outcome 4

Research and present findings on employment opportunities and conditions in a selected workplace.

Elements

The elements are demonstrated when the student can:

4.1   research and identify a variety of employment opportunities in a selected workplace, using appropriate technology

4.2   research and describe workplace conditions and wage entitlements for several areas of employment within the selected workplace

4.3   interview an individual who represents workers from the selected workplace, focusing on current workplace issues, agreements and roles and responsibilities of employers and employees

4.4   present findings, supported by appropriate technology.

Learning outcome 5

Prepare an application for an employment opportunity.

Elements

The elements are demonstrated when the student can:

5.1   research and identify an employment opportunity, including selection criteria, using appropriate technology

5.2   research and identify the strengths and weaknesses of a variety of résumés and cover letters

5.3   draft a résumé and cover letter for the selected employment opportunity

5.4   complete the application for the selected employment opportunity

5.5   seek feedback on the application and identify areas for improvement.

Work Related Skills Intermediate Unit 2

Nominal duration

100 hours – 1 credit

Unit purpose

This unit provides a focus for the development of employability skills in the context of complex, practical work-related experiences. It provides students with the opportunity to develop skills that are transferable in work-related contexts.

Learning outcome 1

Work in a team to research and plan a complex work-related activity or project.

Elements

The elements are demonstrated when the student can:

1.1   brainstorm and research several possible complex work-related activities or projects

1.2   select and justify the activity or project

1.3   identify and analyse the technology required for the activity or project

1.4   work in a team to identify and allocate roles and responsibilities for the activity or project

1.5   communicate a proposal for the activity or project, evaluate feedback and identify areas for improvement.

Learning outcome 2

Describe, analyse and demonstrate employability skills valued in a complex work-related activity or project.

Elements

The elements are demonstrated when the student can:

2.1   describe, identify and analyse a number of employability skills valued in a complex work-related activity or project

2.2   explain the importance of employability skills valued in the activity or project

2.3   demonstrate a range of employability skills in the activity or project

2.4   examine and evaluate the demonstration of employability skills in the activity or project.

Learning outcome 3

Identify and solve issues relevant to a complex work-related activity or project.

Elements

The elements are demonstrated when the student can:

3.1   conduct an in depth OHS risk assessment for a work-related activity or project

3.2   identify and discuss a range of other common issues, hazards and risks that may arise during the activity or project

3.3   develop appropriate strategies and processes to solve issues for the activity or project

3.4   document and present potential strategies and processes to solve issues for the activity or project

3.5   identify and discuss the social and ethical considerations for the responsible use of technology within the activity or project.

Learning outcome 4

Work cohesively in a team to complete a complex work-related activity or project.

Elements

The elements are demonstrated when the student can:

4.1   organise, prioritise and allocate tasks and resources for a complex work-related activity or project

4.2   demonstrate self-management skills during the activity or project

4.3   complete the work-related activity or project within agreed timeframes

4.4   use a range of appropriate technologies collaboratively in the activity or project

4.5   seek feedback and critically evaluate own and team performance within the activity or project.

Learning outcome 5

Review and evaluate the process and outcome of a complex work-related activity or project.

Elements

The elements are demonstrated when the student can:

5.1   review the organisation and implementation of a complex work-related activity or project

5.2   evaluate the problem-solving process for the activity or project

5.3   evaluate the use of technology in the activity or project

5.4   evaluate feedback gathered from the activity and make recommendations for future work-related activities or projects

5.5   review and evaluate employability skills used in the activity/project that can be transferred to other work contexts.

Learning outcome 6

Develop and deliver a presentation on a complex work-related activity or project, using appropriate technology.

Elements

The elements are demonstrated when the student can:

6.1   prepare for a presentation on a completed complex work-related activity or project

6.2   explain the planning and implementation process of the complex work-related activity or project

6.3   evaluate and provide an analysis of the feedback gathered for the activity or project

6.4   explain the outcomes of the activity or project

6.5   deliver the presentation using appropriate technology.

Work Related Skills Senior Unit 1

Nominal duration

100 hours – 1 credit

Unit purpose

The primary purpose of this unit is to consolidate students' understanding of the complex nature and the importance of OHS in the workplace. It focuses on a developing a range of knowledge, skills and attributes required for different workplace settings. The unit provides opportunities for students to explore career/employment options and to develop job application skills.

Learning outcome 1

Communicate ideas and information about a range of complex OHS requirements in a selected work environment.

Elements

The elements are demonstrated when the student can:

1.1   explain the key concepts underpinning the objectives and principles of the OHS Act

1.2   define the roles and duties of OHS personnel in a selected work environment

1.3   analyse and evaluate several forms of OHS information in the selected work environment

1.4   use appropriate forms and channels of communication to convey OHS information in the selected work environment, supported by appropriate technology

1.5   use feedback to evaluate communication and consultation strategies in the selected work environment

1.6   research and describe the duties placed on the employer in relation to notifiable incidents.

Learning outcome 2

Conduct a risk assessment of potential hazards within a selected workplace.

Elements

The elements are demonstrated when the student can:

2.1   identify potential and/or existing workplace hazards and undertake a risk assessment of a selected workplace

2.2   identify the steps taken to resolve OHS issues in the selected workplace

2.3   evaluate the effectiveness of the risk control measures within the selected workplace

2.4   describe the reporting process for OHS hazards identified in the selected workplace

2.5   analyse the strengths and weaknesses of the OHS issue-resolution process in the selected workplace.

Learning outcome 3

Undertake a self-directed, complex OHS project.

Elements

The elements are demonstrated when the student can:

3.1   plan a self-directed, complex OHS project within a selected workplace

3.2   identify and analyse roles and levels of responsibility in relation to the OHS project

3.3   discuss the benefits and challenges of developing and implementing the OHS project

3.4   undertake the self-directed OHS project

3.5   seek feedback and critically evaluate the process and execution of the OHS project.

Learning outcome 4

Research, analyse and present findings on employment opportunities and conditions in a selected industry.

Elements

The elements are demonstrated when the student can:

4.1   describe and analyse current employment opportunities for a selected industry

4.2   investigate the knowledge, skills and attributes required for employment in the selected industry

4.3   critique the long term viability of the selected industry

4.4   deliver findings in a sustained presentation, supported by appropriate technology.

Learning outcome 5

Prepare and critically analyse an application for an employment opportunity.

Elements

The elements are demonstrated when the student can:

5.1   research and identify an employment opportunity, including selection criteria, wages and entitlements, using appropriate technology

5.2   research and compare several resumes and cover letters

5.3   draft, critically analyse and edit a resume and cover letter for the selected employment opportunity

5.4   complete an application for the selected employment opportunity

5.5   seek feedback on the application and modify as appropriate.

Work Related Skills Senior Unit 2

Nominal duration

100 hours – 1 credit

Unit purpose

This unit provides a focus for the development of employability skills in the context of complex, self-directed work related experiences. It provides students with the opportunity to develop skills that are transferable in work related contexts.

Learning outcome 1

Demonstrate initiative/enterprise in the planning of a complex, self-directed work-related project.

Elements

The elements are demonstrated when the student can:

1.1   research and identify potential opportunities for an innovative, complex, self-directed work-related project

1.2   develop a detailed feasibility plan for the project including aims, budget, timelines and measurable milestones

1.3   identify what technology can be utilised for the creation of the project

1.4   present a feasibility plan to a relevant audience, including stakeholders and/or industry, seeking feedback.

Learning outcome 2

Investigate, analyse and demonstrate employability skills valued in a complex, self-directed work-related project.

Elements

The elements are demonstrated when the student can:

2.1   investigate and discuss selected employability skills valued in a complex, self-directed work-related project

2.2   analyse and prioritise employability skills required in the project

2.3   demonstrate proficiency in the selected employability skills in the project

2.4   critically evaluate the demonstration of the selected employability skills in the project.

Learning outcome 3

Identify, analyse and solve issues related to a complex, self-directed work-related project.

Elements

The elements are demonstrated when the student can:

3.1   conduct a thorough OHS risk assessment for a complex, self-directed work-related project

3.2   identify and discuss a range of other common issues, hazards and risks that may arise during the project and the conditions under which they might arise

3.3   develop and present possible solutions for the issues identified to minimise risk

3.4   analyse the social and ethical considerations for the responsible use of technology within the project.

Learning outcome 4

Work cohesively with others to support the completion of a complex, self-directed work-related project.

Elements

The elements are demonstrated when the student can:

4.1   develop a project plan incorporating roles, procedures and timeframes for self and others in a complex, self-directed work-related project

4.2   work effectively with others to complete allocated tasks, taking into account individual skills and attributes and the project goals

4.3   review and manage all aspects of the project, including negotiating with others to define and monitor project objectives and where necessary redefine

4.4   seek ongoing feedback from relevant stakeholders for the project, making adjustments as required

4.5   evaluate the effectiveness and challenges of working with others to undertake and complete the project.

Learning outcome 5

Analyse and evaluate the process and outcomes of a complex, self-directed work-related project.

Elements

The elements are demonstrated when the student can:

5.1   analyse and evaluate the effectiveness of the project plan in delivering a complex, self-directed work-related project

5.2   analyse the project plan, taking into account the achievement of planned milestones and the issues identified, and make adjustments as required

5.3   critically evaluate the use of technology in the project

5.4   interpret and analyse the feedback acquired and the outcomes of the project to determine if the project met the initial project plan

5.5   review and evaluate employability skills used in the project that can be transferred to other work contexts.

Learning outcome 6

Deliver a sustained presentation of a complex, self-directed work-related project using technology in an innovative manner.

Elements

The elements are demonstrated when the student can:

6.1   plan for a sustained presentation of a complex self-directed work-related project

6.2   explain the development/importance of the project

6.3   explain and describe the planning process and implementation of the project

6.4   present an analysis of feedback gathered on the project

6.5   deliver the presentation demonstrating innovation through the use of technology.

Risk management and occupational health and safety (OHS)

Consistent with the VCAL principle to ensure curriculum that builds competence and resilience in individuals, including minimising risk factors and enhancing the promotion of protective behaviour of young people, it is incumbent on VCAL providers to ensure that hazards are identified, risks are assessed and controlled effectively and to develop appropriate risk control strategies as part of project planning and implementation. VCAL providers should ensure student participation in the risk management process.

Risks include:

* OHS

* reputation risks (for example, actions by the student that impact negatively on the reputation of the student, the workplace or VCAL provider)

* relationship risks (for example, actions that impact on client or staff relationships)

* property damage and financial risks
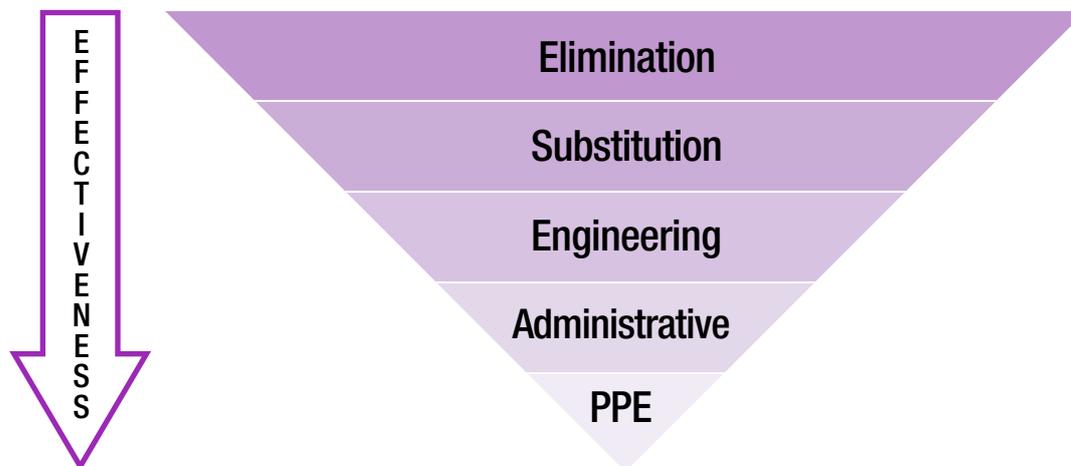
* legal risks.

Legislative requirements

The Victorian *Occupational Health and Safety Act 2004* requires that an employer provides and maintains a working environment that is safe and without risks to the health of employees. Ministerial Order 55 of the *Education and Training Reform Act* also sets out OHS requirements in relation to structured workplace learning arrangements between employers and school principals. It is the responsibility of the VCAL provider to ensure that duty of care is exercised in relation to the health and safety of all students undertaking the VCAL program.

Students will be undertaking project work in workplaces where there may be a range of OHS risks, therefore the VCAL provider will have a shared responsibility with the workplace owner/occupier to ensure OHS legislation is complied with. This responsibility applies both to any risks generated by the VCAL project/ activity and OHS risk exposure generated by the workplace.

Risk assessment

If the project is to be conducted within a workplace, then the employer must have appropriate controls in place to mitigate OHS risk to a level that is acceptable to the school or VCAL coordinator. A written risk assessment should be completed for all projects and activities prior to commencement to identify any potential physical or psychological OHS risks or hazards and ensure appropriate controls are implemented. Risk controls should be based on the hierarchy of control.

The Hierarchy of Control

Elimination	Completely remove the hazard, e.g. removal of hazardous substance from the workplace.
Substitution	Change a work practice, substance or piece of equipment to provide a safer environment, e.g. substitute old, non-adjustable office chairs with ergonomic chairs to reduce the risk of injuries.
Engineering	Modify the design of the workplace or plant and/or environmental conditions, e.g. the use of a fume extraction system to remove fumes generated by hazardous substance use in laboratories.
Administrative	Develop procedures and systems to control the interaction between people and hazards, e.g. reducing the time of exposure to noise by requiring people to be remote from equipment during operation, providing manual handling training to persons so they are better able to identify/report/control/avoid hazards in the workplace.
Personal Protective Equipment (PPE)	Implement PPE to prevent physical contact between a person and a hazard, e.g. appropriate footwear, gloves, etc.

The school or VCAL coordinator should consult with the supervisor regarding risk controls, and where the risk level is considered unacceptable by the school, an alternative project or activity should be selected.

OHS induction and safe work procedures

The workplace should provide a site-specific OHS induction to the student, and training in documented safe work/operating procedures to ensure that those involved in, or exposed to, an activity or process are equipped to conduct work activities in accordance with OHS requirements. Students should be observed in following the safe work procedure and assessed as competent in the procedure. Safe work/operating procedures shall include (but are not limited to):

- a description of the activity or process with appropriate training undertaken

- the person or position that has supervisory responsibility for the activity or process

- a clear explanation of the steps or stages in sequential order

- details of potential hazards

- safety controls to minimise potential risk from any identified hazards

- health and safety precautions to be exercised in the course of carrying out work activities.

The Department of Education and Training (DET) OHS management system provides relevant OHS procedures, forms and guidance, including a generic safe work procedure and risk management form for this purpose. These can be accessed at: www.education.vic.gov.au/school/principals/management/Pages/healthworksafe.aspx.

Guidelines for government schools are also provided in the *School Policy and Advisory Guide*.

Other VCAL providers must ensure duty of care is exercised in relation to the regulations covering their particular sector.

Participants in VCAL programs must demonstrate safe working practices and comply with all relevant OHS requirements applicable to their learning environment.

VCAL providers and assessors must also ensure all learning and assessment environments and activities conform to current OHS and environmental legislation, regulatory requirements and structured workplace learning guidelines produced by the DET.

Duty of care

The delivery of accredited curriculum within a school setting is governed by legislative and regulatory responsibilities.

Government schools that are VCAL providers must comply with all DET rules and regulations for schools. These include circulars sent to principals and school council presidents as well as the guidelines for delivery and implementation of curriculum as outlined in:

- the relevant Ministerial Order
- structured workplace learning manuals produced by the DET
- *Education (Workplace Learning) Act*
- the *School Policy and Advisory Guide.*

Guidelines for schools for delivery and implementation of structured workplace learning are outlined in Ministerial Order 55. Further information on workplace learning arrangements is available from the DET website.

Resources

In Victoria, workplace OHS and WorkSafe are governed by the following Acts and regulations:

Occupational Health and Safety Act 2004

Occupational Health and Safety Regulations 2017

Dangerous Goods Act 1985

Dangerous Goods (Storage and Handling) Regulations 2012

Workplace Injury Rehabilitation and Compensation Act 2013

Acts

The Acts are linked to copies held at Victorian Law Today.

Occupational Health and Safety Act 2004

Dangerous Goods Act 1985

Equipment (Public Safety) Act 1994

Mines Act 1958

Workplace Injury Rehabilitation and Compensation Act 2013

Regulations

Regulations set out mandatory requirements under the Acts and are linked to copies held at Victorian Law Today.

Occupational Health and Safety Regulations 2017

Dangerous Goods (Explosives) Regulations 2011

Dangerous Goods (HCDG) Regulations 2005

Dangerous Goods (Storage and Handling) Regulations 2012

Dangerous Goods (Transport by Road or Rail) Regulations 2008

Equipment (Public Safety) Regulations 2007

Department of Education OHS resources

Useful web links

Legislation – where you can download copies of the legislation such as the OHS Act 2004.

Safe Work Australia – the federal body that looks at policy, gathers and collates OHS statistics.

WorkSafe Victoria – website that is specifically designed for Health and Safety Representatives. Students and teachers can subscribe to the newsletters

The Worksafe Victoria website also includes:

- daily updates regarding OHS
- videos of advertisements and other campaigns on YouTube
- Health and Safety topics for Young Workers
- Controlling OHS Hazards and Risks – A Workplace Handbook
- basic information about consultation on Health and Safety
- Employee Representation (explains HSRs)
- Safe Work Method Statement (SWMS)
- Workplace Bullying
- Injury Hotspots (various industries including education sector)
- OHS in Schools – A practical guide for school leaders (for the teacher rather than the student)
- A page about workplace inspections with videos of inspectors talking

Officewise – useful for those working in an office environment

Job Watch Employment Rights Legal Centre

Workplace Health and Safety Resource for Young Workers and Teachers

VCAL and structured workplace learning

There is no formal on-the-job training or structured workplace learning requirement within the accredited units of the VCAL. However, if a VET unit of competency is used to meet one of the requirements of the VCAL, this VET unit of competency may require a structured workplace learning placement.

Structured workplace learning can be used to meet some or all of the learning outcomes of the Work Related Skills units.

It is important that students undertaking structured workplace learning placements as part of their VCAL learning program have an understanding of OHS as it applies to them. They must undertake relevant

accredited OHS training prior to commencement of the structured workplace learning placement. This training may vary depending on the environment in which the student will be working.

For example, if a VCAL student is enrolled in Certificate II in Automotive Vocational Preparation and is undertaking a relevant OHS unit within this certificate, then this student is able to undertake a structured work placement in an automotive environment. If, however, this student wishes to undertake a structured work placement in an unrelated retail environment, they must complete Work Related Skills Unit 1, including the safe@work program, before commencing this placement. A flow chart is presented below.

Where learning and assessment occur through structured workplace learning, the VCAL provider will need to ensure that the student will have opportunities to achieve the learning outcomes for the VCAL unit that the student is enrolled in. This will require appropriate supervision and monitoring of student progress, and a cooperative arrangement with the employer. The VCAL teacher/trainer is responsible for determining satisfactory achievement of learning outcomes.

Schools must ensure that structured workplace learning arrangements are made in accordance with the *Education and Training Reform Act 2006* and Ministerial Order 55 – Structured Workplace Learning Arrangements. A copy of Ministerial Order 55 is available at: http://www.education.vic.gov.au/school/teachers/teachingresources/careers/work/pages/structuredlearning.aspx.

Non-school providers registered to deliver accredited senior secondary qualifications (VCE and/or VCAL) must ensure that structured workplace learning arrangements are made in accordance with the *Education and Training Reform Act 2006* and Ministerial Order 723–Structured Workplace Learning Arrangements (Non-School Providers). A copy of Ministerial Order 723 is available at: http://www.education.vic.gov.au/training/providers/rto/Pages/workplacelearn.aspx.

DET resources for structured workplace learning

- Work Experience and Structured Workplace Learning (for school students)
- Work Experience and Structured Workplace Learning (for students undertaking VCE or VCAL with non-school providers)
- safe@work
- A Job Well Done

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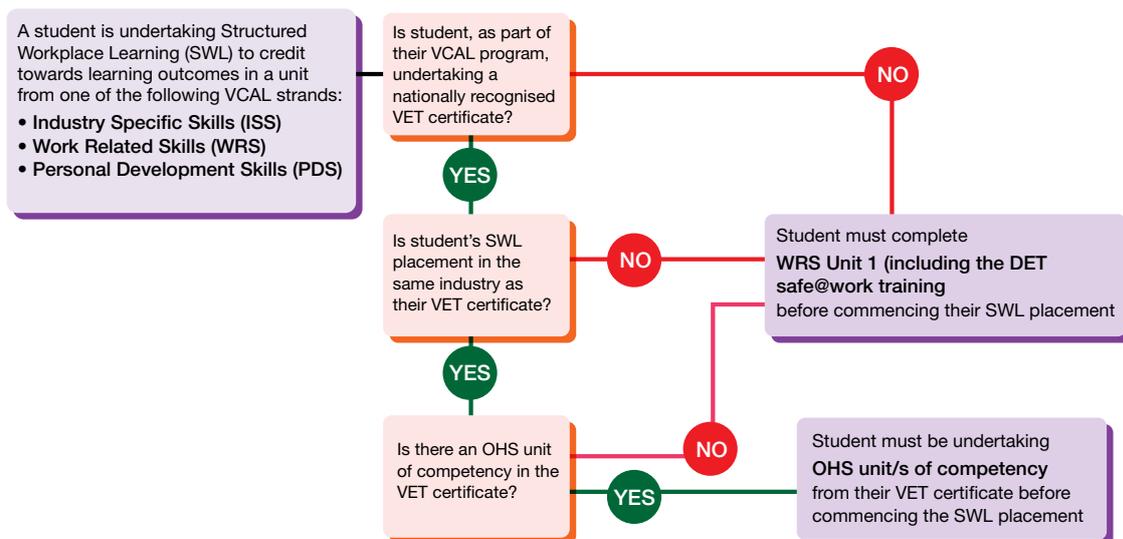
Recognition of prior learning

Students can use recognition of prior learning (RPL) to meet some of the learning outcomes in the Work Related Skills units. Further information is provided in *Work Related Skills Strand: Advice for Teachers.*

RPL is the acknowledgement of skills and knowledge obtained through any combination of formal or informal training, work experience or general life experience. It is a process to assess successful completion of VCAL learning outcomes through skills, knowledge and experience gained in other settings besides traditional school programs, for example, through part-time work or voluntary involvement in a community organisation.

RPL can only be applied to VCAL Work Related Skills units (all levels), VCAL Personal Development Skills units (all levels) and VCAL Skills for Further Study–Senior unit. Decisions regarding RPL are the responsibility of the enrolling VCAL provider.

Where students have been granted RPL, evidence that demonstrates successful completion of the entire unit's learning outcomes must be completed and kept by the VCAL provider.

Before granting RPL to a student, providers should contact the VCAL Unit at the VCAA for advice.