

Accreditation Period **2023–2027**

VCE Vocational Major

**PERSONAL DEVELOPMENT SKILLS**

STUDY DESIGN

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VCE Vocational Major   
Personal Development Skills

Important information

Accreditation period

1 January 2023 – 31 December 2027

Implementation of this study commences in 2023.

Other sources of information

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

To

To assist teachers in developing courses, the VCAA publishes online Support materials (incorporating the previously known Advice for teachers), which provides:

* curriculum development and assessment advice
* examples of teaching and learning activities
* lists of resources
* advice on how to deliver the VCE Vocational Major and Victorian Pathways Certificate in the same classroom
* advice on how to integrate other Vocational Major units with the Personal Development Skills units
* advice on teaching students with additional needs, including adjustment advice for students with disabilities.

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

Providers

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

Copyright

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Introduction

Scope of study

VCE Vocational Major Personal Development Skills (PDS) takes an active approach to personal development, self-realisation and citizenship by exploring interrelationships between individuals and communities. PDS focuses on health, wellbeing, community engagement and social sciences, and provides a framework through which students seek to understand and optimise their potential as individuals and as members of their community.

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

PDS explores concepts of effective leadership, self-management, project planning and teamwork to support students to engage in their work, community and personal environments.

Through self-reflection, independent research, critical and creative thinking and collaborative action, students will 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 there is the apparent ease of global communication and connectedness; on the other, there is evidence that many individuals feel socially isolated, alienated or unsafe. How can this be addressed? And how do we build and sustain civil, connected and forward-thinking communities?

VM Personal Development Skills enables students to explore and address important 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? How do I build meaningful connections with others? What actions can be taken to respond to issues that affect us as a society?

Through independent and collaborative activities, PDS builds the capacity of students to set personal goals and participate in their communities with confidence, respect, safety and resilience.

Applied learning

VM Personal Development Skills is based on an applied learning approach to teaching, ensuring students feel empowered to make informed choices about the next stages of their lives through experiential learning and authentic learning experiences.

Applied learning incorporates the teaching of skills and knowledge in the context of ‘real life’ experiences. Students will apply what they have learnt by doing, experiencing and relating acquired skills to the real world. Applied learning teaching and practice ensures that what is learnt in the classroom is connected to scenarios and experiences 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 to ensure a flexible and independent approach to learning. Applied learning emphasises skills and knowledge that may not normally be the focus of more traditional school curriculums. It also recognises individual differences in ways of learning and post-educational experiences. Real-life application often requires 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 problems, implement projects or participate in the workforce.

This study design acknowledges that part of the transition from school to further education, training and employment is the ability to participate and function in society as an adult. Moving students out of the classroom to learn allows them to make the shift to become more independent and responsible for their own learning and increase their intrinsic motivation. Best practice applied learning programs are flexible and student-centred, where learning goals and outcomes are individually 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 integrated work 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.

Approaches to applied learning

The VM Personal Development Skills Study Design is based on an applied learning approach to teaching this study. Applied learning principles and practices are embodied in the following five categories.

| Motivation to engage in learning | Applied learning practices | Student agency in learning | A student-centred and flexible approach | Assessment practices which promote success |
| --- | --- | --- | --- | --- |
| * Ensure what is learnt in the classroom is connected to scenarios and experiences outside the classroom and makes that connection as immediate and transparent as possible * Engage students in demonstrations, activities, investigations and problem-solving in the classroom, community, workplace and other educational settings * Undertake activities that challenge the student’s level of competence and support them to succeed and build self-efficacy. | * Ensure students apply what they have learnt by utilising the learning cycle of doing, experiencing, reflecting and relating new knowledge and skills to the real world * To cater for individual student needs, use authentic materials and resources drawn from everyday life rather than mass-produced textbooks or materials * Utilise the experience and knowledge of community members including employers, cultural and community leaders and former students * Ensure learning reflects the integration that occurs in real-life tasks, incorporating skills and knowledge relevant to the whole task and the whole person such as collaboration, communication, problem solving and interpersonal skills * Present learning activities in different modalities: visual, auditory and kinesthetic, to allow the greatest uptake of knowledge * Explicitly teach the technical language of the content that can be applied by students in talking, reading, writing and listening, using authentic examples. | * Engage in a dialogue with students about the curriculum and how they can make connections * Ensure students are moving to equal partners in determining the learning process as they develop greater independence and responsibility for their own learning * Encourage students to collaborate with peers and identify and utilise individual and group strengths, and reflect on each stage of their learning journey * Share knowledge and recognise the intellectual, cultural and practical knowledge students bring to the learning environment * Value students’ own approaches to the study including effective use of supporting technologies * Support students to learn through interaction and cooperation via discussion, asking questions, giving explanations and presentations, and working cooperatively in pairs or small groups. | * Understand the students’ knowledge and skills prior to commencing the study and use this as the starting point for their learning * Understand and encourage students’ personal, education and pathway goals * Consider the whole person and celebrate successes and connections to build resilience, confidence, and self-worth * Build on the positive strengths of each student, including learning strengths and character strengths * Teach concepts in contexts relevant to the students’ backgrounds, interests and experiences * Facilitate mutually beneficial relationships with a range of local communities while raising awareness about social and community issues and practices that influence and impact on students’ lives and futures. | * Use the assessment method that best fits the content and context and allows for incremental indications of success * Afford students multiple opportunities for success and assessment. |

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 and teams
* set and work towards the achievement of goals
* work independently and as part of a team to understand and respond to community need
* evaluate and respond to issues that have an impact on society
* develop capacities to participate in society as active, engaged and informed citizens.

Structure

This study is made up of four units.

Unit 1: Healthy individuals

Unit 2: Connecting with community

Unit 3: Leadership and teamwork

Unit 4: Community project

Each unit deals with specific content contained in the areas of study and is designed to enable students to achieve a set of outcomes for the 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 is included in the VM Personal Development online Support material *.*

Flexible delivery

VM Personal Development Skills has been designed so that Units 1 and 2 can be undertaken as standalone units or concurrently. Units 3 and 4 may be undertaken sequentially. See Entry below for further information.

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

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

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

An assessment task used to demonstrate achievement of one outcome in one VCE Vocational Major unit cannot be used to demonstrate achievement in any other VCE Vocational Major unit, Victorian Pathways Certificate unit, VET unit of competency or VCE study.

Entry

There are no prerequisites for entry into Units 1 and 2. Units 3 and 4 will be undertaken sequentially. Students will be introduced to the outcomes for both units at the beginning of the year so they can effectively plan for the latter part of the year and take appropriate actions to be ready for those outcomes.

Duration

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

Changes to the study design

During its period of accreditation minor changes to the study will be announced via 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 published in the *Bulletin*.

Monitoring for quality

As part of ongoing monitoring and quality assurance, the VCAA will periodically undertake an audit of VM Personal Development Skills to ensure the study is being taught and assessed as accredited. The details of the audit procedures and requirements are published annually in the *VCE Administrative Handbook*. Schools will be notified when they are required to submit material to be audited.

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 VM Personal Development Skills online Support materialsprovides specific examples of how students can develop employability skills during learning activities and assessment tasks.

Standards

The content of this study will support students to achieve core skills in literacy and numeracy across the curriculum.

Resources

There are no specialist resource requirements.

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.

Child Safe Standards

Schools and education and training providers are required to comply with the Child Safe Standards made under the Victorian *Child Wellbeing and Safety Act 2005*. Registered schools are required to comply with *Ministerial Order No. 870 Child Safe Standards – Managing the Risk of Child Abuse in Schools*. For further information, consult the websites of the [Victorian Registration and Qualifications Authority](https://www.vrqa.vic.gov.au/childsafe/Pages/Home.aspx), the [Commission for Children and Young People](https://ccyp.vic.gov.au/) and the [Department of Education and Training](https://www2.education.vic.gov.au/pal/child-safe-standards/policy).

Assessment and reporting

Assessment

Assessment is an integral part of teaching and learning that at the senior secondary level:

identifies opportunities for further learning

describes student achievement

articulates and maintains standards

provides the basis for the award of a certificate.

In the VCE Vocational Major it is expected that assessment tasks are in line with the key principles underpinning all VCE assessment practice. The system for assessing the learning outcomes for students must be valid, reasonable, equitable, balanced and efficient. To be valid and reasonable the assessment tools should only assess learning within the scope of the study design, students should be given clear instructions and tasks should be administered under conditions that are reasonably the same for all students. School moderation of tasks ensures fairness in assessment. In order to be equitable, assessment tasks should neither privilege nor disadvantage certain groups of students based on gender, culture, physical disability, socioeconomic status or geographical location. In order to be balanced, assessment tasks should be designed to provide a range of opportunities for students to demonstrate their learning. In order to be efficient, each assessment task should balance the demands of precision with those of efficiency, ensuring they do not create workload or stress that diminishes the performance of students.

The standards of this course are described in the outcomes, which will guide teachers and students as to what students are expected to know, understand and do as a result of the learning. Development of the assessment tasks identified to gather evidence of the designated learning will be done within the specific context of the setting and will be related to applied learning principles by having authentic purposes and practical outcomes. Teachers will then design the learning experiences and instruction necessary for students to meet the goals, following the backward design model.[[1]](#footnote-2)

The teacher will ascertain a student’s achievement of the required standard when their assessment tools combine to provide evidence of achievement of the outcomes. A key indicator of the level of achievement of the standard are the active verbs at the start of each statement, based on the hierarchy of knowledge in Bloom’s Taxonomy.[[2]](#footnote-3) This decision will be supported by additional advice on rubric development and practical examples in the VM Personal Development Skills online Support material. The Curriculum and Assessment Audit will support the teacher’s understanding and use of such resource materials.

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 use of assessment tools. 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).

An assessment task used to demonstrate achievement of one outcome in a VCE Vocational Major unit cannot be used to demonstrate achievement in any other VCE Vocational Major unit, VET unit of competency or VCE study.

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 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 the development of personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors that contribute to an individual’s perception of self and individual health and wellbeing. Students will use these findings to enhance an understanding of community cohesion, community engagement and how sense of identity may affect outcomes in different contexts. Students will investigate the elements of emotional intelligence and begin to develop an awareness of interrelationships between communities and the health and wellbeing of individuals.

Students will investigate local health-promoting organisations and resources and play an active, participatory role in designing and implementing activities or mechanisms to improve health and wellbeing. This unit highlights the importance of critical and creative thinking and clear communication as individuals explore personal identity and the role of community. Students will examine relationships between technologies and health and wellbeing, and develop tools for analysing the reliability, validity and accuracy of information and the efficacy of health messages.

Area of Study 1: Personal identity and emotional intelligence

In this area of study, students will be introduced to the concepts of personal identity and emotional intelligences in differing contexts. Students will explore the elements of emotional intelligence (self-awareness, self-regulation, motivation, empathy and social skills), and develop and apply strategies relating to personal identity and emotional intelligence.

Outcome 1

On completion of this unit the student should be able to explain and discuss key concepts relating to personal identity and emotional intelligence, and apply learnt strategies when working independently or collaboratively on a relevant activity.

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

Key knowledge

* the concept of personal identity
* personal identity and emotional intelligence within different contexts, such as education, employment, social, family and online
* the elements of emotional intelligence: self-awareness, self-regulation, motivation, empathy, social skills
* strategies to develop and apply the elements of emotional intelligence in relation to self, such as resilience, effective communication, a strengths-based approach, problem-solving, conflict resolution and self-management
* strategies to develop and apply metacognitive skills relating to personal identity and emotional intelligence.

Key skills

* identify and explain key concepts, factors and principles relating to personal identity and emotional intelligence
* apply the elements of emotional intelligence when working independently and/or collaboratively
* apply communication, critical thinking, problem-solving, decision-making, planning and metacognitive skills when working independently and/or collaboratively
* discuss and evaluate key concepts relating to personal identity and emotional intelligence.

Area of Study 2: Community health and wellbeing

In this area of study, students will explore concepts of health and wellbeing for individuals and groups, the factors that affect wellbeing and the characteristics of inclusive and cohesive communities. They will investigate activities and support services that aim to improve individual and group wellbeing within the community. Students will explore the requirements for undertaking activities or voluntary work within the community. They will understand and apply the key elements involved in designing, implementing and evaluating a purposeful activity that aims to achieve a clear objective.

Outcome 2

On completion of this unit the student should be able to plan and implement an individual or group activity to improve health and wellbeing, and evaluate the effectiveness of the activity by using learnt tools and techniques for monitoring progress.

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

Key knowledge

* the concept of health and wellbeing for individuals and groups
* factors affecting wellbeing such as emotional, social, physical, cultural, economic, environmental and geographic
* characteristics of inclusive and cohesive communities
* activities and community support services that aim to improve health and wellbeing for individuals and groups within the community
* requirements for undertaking various individual or group activities or voluntary work in the community; for example fees, skills, levels of fitness, equipment, space, qualifications
* key elements for designing, implementing and evaluating an activity that aims to improve health and wellbeing.

Key skills

* describe the concepts and factors relating to individual and group health and wellbeing
* outline the requirements and elements related to designing, implementing and evaluating an activity or voluntary work in the community
* propose and justify a suitable individual or group activity
* apply communication, critical thinking, problem-solving, decision-making and planning skills when designing an activity that aims to improve health and wellbeing
* apply communication, critical thinking, problem-solving and metacognitive skills when implementing an activity that aims to improve health and wellbeing.

Area of Study 3: Promoting a healthy life

In this area of study, students will investigate key advancements in technology and the impact of technology on individuals and society. They will explore how technology is used to facilitate health promotion programs and understand the importance of using strategies to assess the reliability, validity and accuracy of health and wellbeing-related information.

Outcome 3

On completion of this unit the student should be able to analyse the impact of technology on health and wellbeing at an individual and community level, and apply knowledge and skills to plan, implement and evaluate an individual or group health promotion activity.

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

Key knowledge

* the effect of technology on individuals and society, such as communication, lifestyle, employment, citizenship, democracy, culture, safety and security, social connectedness, transportation, environment, medicine and/or science
* the positive and negative impacts of technology on personal identity, health and wellbeing, cultural engagement and social connectedness
* strategies to assess the reliability, validity and accuracy of information relating to health and wellbeing
* health promotion programs that use technology to reach target audience
* strategies to determine the effectiveness of health-promotion programs.

Key skills

* describe and explain concepts relating to technology, assessing information and health-promotion
* discuss and analyse the impact of technology on personal identity, health and wellbeing and social connectedness
* apply strategies to critically analyse information relating to health and wellbeing
* apply communication, critical thinking, problem-solving, decision-making, planning and metacognitive skills when working independently and/or collaboratively to design, implement and evaluate a health-promotion activity.

Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of assessment tasks and tools that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes for satisfactory completion.

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 tools. Assessment must be part of the regular teaching and learning program and should be completed mainly under teacher supervision and within a limited timeframe.

All assessment tools for 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.

The VCAA publishes VM Personal Development Skills online Support material, which includes advice on the design of assessment tools, including assessment rubrics.

For this unit students are required to demonstrate three outcomes, which encompass the areas of study in the unit.

Assessment tools

Assessment tools are used to collect evidence to make a judgement as to whether the outcomes have been met. An Assessment tool is a method to collect evidence on the standard reached by students and can be a task or a teacher observation using a checklist.

The following table provides the assessment requirements for the outcomes in Unit 1 and will assist teachers in determining the student attainment of the standard.

| Outcome | Assessment tasks |
| --- | --- |
| **Outcome 1**  Explain and discuss key concepts relating to personal identity and emotional intelligence and apply learnt strategies when working independently or collaboratively on a relevant activity. | Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 1 should be selected from the following:   * a recorded reflection on personal attributes * a reflective journal * a case study   Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:   * a performance * a record and reflection of presentations by guest speaker/s * a record of discussion or debate * a video, podcast or oral presentation * a response to structured questions * a record of interviews with members of the community and class * a digital presentation * a visual presentation, such as a graphic organiser, concept/mind map or annotated poster |
| **Outcome 2**  Plan and implement an individual or group activity to improve health and wellbeing, and evaluate the effectiveness of the activity by using learnt tools and techniques for monitoring progress. | Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 2 should be selected from the following:   * a project plan * a research task * annotated photographs   Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:   * a record and reflection on visit/s to a community-based program or organisation * a record and reflection of presentations by guest speaker/s * a record of discussion or consultation * a video or oral presentation * a record of interviews with members of the community * a visual presentation, such as a graphic organiser, concept/mind map or annotated poster |
| **Outcome 3**  Analyse the impact of technology on health and wellbeing at an individual and community level, and apply knowledge and skills to plan, implement and evaluate an individual or group health promotion activity. | Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 3 should be selected from the following:   * a critical evaluation of an activity or program * a digital or oral presentation reflecting on activity or program   Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:   * annotated photographs * a record of survey responses * a record and reflection on visit/s to a community-based program or organisation * a video, podcast or oral presentation |

Unit 2: Connecting with community

This unit focuses on the benefits of community participation and how people can work together effectively to achieve a shared goal. It begins with definitions of community and different types of communities at a local, national and global level. Students will look at the relationships between active citizenship, empathy and connection to culture, and individual health and wellbeing. They will investigate the barriers and enablers to problem solving within the community.

In the topic of community engagement, students will seek to understand different perspectives on issues affecting a community. They will reflect on relationships between community issues, social cohesion, and health and wellbeing, and the importance of clear information and communication. Students will investigate how communities may be called upon to support individual members and identify effective strategies for creating positive community change. They will plan, implement and evaluate an active response to an individual’s need for community support.

Area of Study 1: What is community?

In this area of study, students will explore the concept of community at a local, national and global level. They will understand the characteristics that influence how communities are formed, different groups within community, factors that influence groups, and also consider the role of citizenship. Students investigate community participation and recognise that there are a range of ways to participate in community life.

Outcome 1

On completion of this unit the student should be able to describe concepts relating to citizenship and community (local, national and/or global), analyse the factors that influence the formation of community and apply strategies to promote community participation in an individual or group activity.

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

Key knowledge

* the concept of community at a local, national and global level
* characteristics that influence the formation of community, such as geography and demographics
* different groups within the community
* the roles, rights and responsibilities of citizens
* community engagement, including active citizenship, leadership, empathy and connection to culture
* strategies to promote community participation
* the influence of social, cultural, environmental and economic factors on groups within the community, including indigenous communities.

Key skills

* describe and explain concepts relating to community and citizenship
* analyse the formation of community and the factors that influence groups within the community
* apply strategies to promote community participation
* apply communication, critical thinking, problem-solving, decision-making, planning and metacognitive skills when working independently and/or collaboratively to promote community participation.

Area of Study 2: Community cohesion

In this area of study, students will examine issues affecting local, national and global communities, both in the current context and in anticipation of future challenges, to understand differing perspectives and the impact on community cohesion. Students will explore the enablers and barriers to problem solving and strategies to foster community cohesion.

Outcome 2

On completion of this unit the student should be able to identify issues and challenges within the community, analyse different perspectives of diverse groups and apply problem-solving strategies when working independently or collaboratively on a community-based activity.

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

Key knowledge

* overview of a range of challenges affecting local, national and global communities, within the current context and future challenges
* differing perspectives relating to cultural, social, environmental and/or economic issues
* the impact of particular issues on social cohesion and health and wellbeing within communities
* barriers and enablers to communities working together to solve problems
* strategies to foster diversity, inclusion and cohesion within communities.

Key skills

* outline concepts relating to issues and challenges within the community
* discuss and analyse differing perspectives relating to issues and the impact of issues on community cohesion
* apply and evaluate strategies relating to problem-solving and diversity, inclusion and cohesion within communities
* apply communicating, critical thinking, problem-solving, decision-making, planning and metacognitive skills when working independently and/or collaboratively to address issues or challenges affecting a local, national and global community.

Area of Study 3: Engaging and supporting community

In this area of study, students will consider the concept of community engagement and recognise the benefits and challenges of community engagement to address a range of issues. They will investigate the key features of effective community engagement to address issues and implement initiatives.

Outcome 3

On completion of this unit students should be able to discuss the concept of engagement as an approach to address community issues, analyse features of effective community engagement and work independently or collaboratively to design, implement and evaluate a community engagement activity.

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

Key knowledge

* the concept of community engagement
* community engagement as an approach to address cultural, social, environmental and/or economic issues or initiatives
* key features of effective community engagement such as prioritising the needs of the community, building local autonomy, local leadership, capacity building, flexibility, developing partnerships and sharing information
* benefits and challenges of community engagement.

Key skills

* describe and explain concepts relating to community engagement
* compare, analyse and evaluate community features relating to community engagement
* propose and justify a suitable individual or group activity
* apply communication, critical thinking, problem-solving, decision-making, planning and metacognitive skills when working independently and/or collaboratively to develop, implement and evaluate a community engagement initiative.

Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of assessment tasks and tools that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes for satisfactory completion.

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 tools. Assessment must be part of the regular teaching and learning program and should be completed mainly under teacher supervision and within a limited timeframe.

All assessment tools for 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.

The VCAA publishes VM Personal Development Skills online Support material, which includes advice on the design of assessment tools, including assessment rubrics.

For this unit students are required to demonstrate three outcomes, which encompass the areas of study in the unit.

Assessment Tools

Assessment tools are used to collect evidence to make a judgement as to whether the outcomes have been met. An assessment tool is a method to collect evidence on the standard reached by students and can be a task or a teacher observation using a checklist.

The following table provides the assessment requirements for the outcomes in Unit 2 and will assist teachers in determining the student attainment of the standard.

| Outcome | Assessment tasks |
| --- | --- |
| **Outcome 1**  Describe concepts relating to citizenship and community (local, national and/or global), analyse the factors that influence the formation of community and apply strategies to promote community participation in an individual or group activity. | Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 1 should be selected from the following:   * a visual presentation, such as a graphic organiser, concept/mind map or annotated poster * an oral, digital or written report * a record and reflection of guest speaker/s or interview with community member/s   Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:   * a reflective journal of participation in practical tasks * annotated photographs * a case study * a video * a digital presentation * a record of survey result * a website |
| **Outcome 2**  Identify issues and challenges within the community, analyse different perspectives of diverse groups and apply learnt problem-solving strategies when working independently or collaboratively on a community-based activity. | Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 2 should be selected from the following:   * research task * an oral, digital or written report * a case study   Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:   * a written critical evaluation of community barriers * a record and reflection on visit/s to a community-based program or organisation * a record and reflection of presentations by guest speaker/s * a record of discussion or debate * a record of interview with community members or leaders * a video, podcast or oral presentation * a research task or case study analysis * a record of interview with members of the community * a digital presentation * a visual presentation, such as a graphic organiser, concept/mind map or annotated poster * meeting minutes |
| **Outcome 3**  Discuss the concept of engagement as an approach to address community issues, analyse features of effective community engagement and work independently or collaboratively to design, implement and evaluate a community engagement activity. | Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 3 should be selected from the following:   * a community engagement plan/ concept map * a digital, oral, or written presentation   Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:   * a record and reflection on visit/s to a community-based program or organisation * a reflective journal of participation in practical tasks * a record and reflection of presentations by guest speaker/s * annotated photographs * a record of discussion or debate * a video, podcast or oral presentation * a record of survey results * a record of interview with community engagement activity participants |

Unit 3: Leadership and teamwork

This unit considers the role of interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. They will explore key components of effective teamwork and reflect on how to lead and contribute within a team context through a collaborative problem-solving activity. Students will evaluate individual contribution as well as the overall effectiveness of the team.

Area of Study 1: Social awareness and interpersonal skills

In this area of study, students will examine the characteristics of social awareness and a range of interpersonal skills to facilitate respectful interactions with others. They will investigate the contexts and settings in which people demonstrate social awareness and apply interpersonal skills (both in everyday life and when using digital technologies), and the processes people use to research a range of issues. Students will focus on qualities of leadership and how these qualities can be applied to achieving goals within personal and community contexts. Students will examine the characteristics of effective leaders and reflect on how leadership qualities and styles can be applied in a range of contexts. Implicit to this unit is that leadership begins at self, develops to leadership of others and then to communities.

Outcome 1

On completion of this unit the student should be able to apply learnt social awareness and interpersonal skills when working independently and/or collaboratively in a real-life scenario or simulation relating to social awareness and interpersonal skills.

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

Key knowledge

* characteristics of social awareness, such as appreciating diversity, understanding different perspectives, empathy, contribution to society, relationships and consideration of social, cultural and ethical norms
* interpersonal skills to support effective and respectful interactions with others, including verbal and non-verbal communication, collaboration, negotiation, conflict resolution, decision making and leadership
* processes to engage in research of cultural, social, environmental and/or economic issues
* influences on the development of social awareness and interpersonal skills
* contexts and settings in which people demonstrate social awareness and interpersonal skills in everyday life
* characteristics of effective leadership
* strategies to demonstrate social awareness and apply interpersonal skills when using digital technologies.

Key skills

* describe concepts relating to social awareness and interpersonal skills
* compare and analyse characteristics, influences and settings, and contexts relating to social awareness and interpersonal skills
* apply and evaluate strategies relating to social awareness and interpersonal skills when using digital technologies
* demonstrate the skill of leadership in communication, critical thinking, problem-solving, decision-making, planning and metacognitive skills when working independently and/or collaboratively to demonstrate social awareness and interpersonal skills in a real-life scenario or simulation.

Area of Study 2: Effective leadership

In this area of study, students will investigate the concept of leadership and the qualities of effective, ethical leaders. They will look at contexts in which people become leaders, a range of leadership styles, and the ethics and expectations of leaders in a democratic society. Students will consider how effective leaders foster innovation and creativity to solve problems and achieve goals.

Outcome 2

On completion of this unit the student should be able to describe the concept of effective leadership, analyse leadership qualities and evaluate leadership styles in a range of contexts and apply a range of leadership skills when working independently or collaboratively in a real-life scenario or simulation.

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

Key knowledge

* characteristics of effective leadership
* contexts and settings in which people demonstrate leadership to address issues or concerns in local and global communities
* contexts and settings in which people demonstrate leadership during times of change
* leadership styles, such as autocratic, charismatic, transformational, distributed and laissez-faire
* the influence of social awareness and application of interpersonal skills when demonstrating leadership
* critical and creative thinking relating to leadership, including ethics and democracy
* fostering innovation to address issues, solve problems and achieve goals
* processes to design, implement and evaluate an activity relating to a specific goal.

Key skills

* describe concepts relating to leadership
* discuss, compare and analyse contexts and settings related to leadership and leadership styles
* apply and evaluate leadership styles and related skills
* apply communication, critical thinking, problem-solving, decision-making, planning and metacognitive skills when working independently and/or collaboratively to demonstrate leadership in a real-life scenario or simulation.

Area of Study 3: Effective teamwork

In this area of study, students will examine leadership and collaboration within teams. They will demonstrate the characteristics and attributes of effective team leaders and team members, and reflect on personal contribution and leadership potential as they participate in a team or group activity. Students will evaluate the effectiveness of teamwork and explore the steps involved when putting a solution into action.

Outcome 3

On completion of this unit the student should be able to describe the characteristics of an effective team, and, through engagement in a team activity, evaluate personal contribution to the effectiveness of the team, reflecting on individual strengths as a leader and problem-solver.

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

Key knowledge

* attributes and skills required to lead a team, and to be an effective member of a team
* the development of key characteristics of effective teamwork, including communication, motivation, management, interpersonal relationships and ethical behaviours
* individual attributes when working within a team such as motivation, reliability, persistence and adaptability for the development of collective goals that benefit a community or group
* steps in problem-solving, including the stages of identifying a problem or issue; setting goals; researching and planning possible responses; and putting a solution into action
* metacognitive strategies for reflection and evaluation of individual contributions to a team, the effectiveness of teamwork and the overall outcome of an activity.

Key skills

* describe concepts relating to effective teamwork
* discuss, compare and analyse characteristics and attributes relating to effective teamwork
* analyse personal skills that contribute to effective teamwork
* apply and evaluate strategies relating to problem-solving, reflection and evaluation when working within a team
* apply communication, critical thinking, problem-solving, decision-making, planning and metacognitive skills when working within a team as part of a real-life scenario or simulation.

Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of assessment tasks and tools that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes for satisfactory completion.

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 tools. Assessment must be part of the regular teaching and learning program and should be completed mainly under teacher supervision and within a limited timeframe.

All assessment tools for Units 3 and 4 are school-based. Procedures for assessment of levels of achievement in Units 3 and 4 are a matter for school decision.

The VCAA publishes VM Personal Development Skills online Support material, which includes advice on the design of assessment tools, including assessment rubrics.

For this unit students are required to demonstrate three outcomes, which encompass the areas of study in the unit.

Assessment tools

Assessment tools are used to collect evidence to make a judgement as to whether the outcomes have been met. An assessment tool is a method to collect evidence on the standard reached by students and can be a task or a teacher observation using a checklist.

The following table provides the assessment requirements for the outcomes in Unit 3 and will assist teachers in determining the student attainment of the standard.

|  |  |
| --- | --- |
| Outcome | Assessment tasks |
| **Outcome 1**  Apply learnt social awareness and interpersonal skills when working independently and/or collaboratively in a real-life scenario or simulation relating to social awareness and interpersonal skills. | Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 1 should be selected from the following:   * a critical reflection on the use of interpersonal skills * a digital, oral, or written presentation * a report   Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:   * a reflective journal * a record and reflection of presentations by guest speaker/s * a record of discussion or debate * a case study * annotated photographs * a video, podcast or oral presentation * a response to structured questions |
| **Outcome 2**  Describe the concept of effective leadership, analyse leadership qualities and evaluate leadership styles in a range of contexts, and demonstrate a range of leadership skills when working independently or collaboratively in a real-life scenario or simulation. | Assessment tasks should provide opportunities for practical application of the outcome.  One task for the assessment of Outcome 2 should be selected from the following:   * a personal reflection of participation in practical tasks * a critical evaluation of a team activity * a compilation and reflection on a variety of feedbacks   Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:   * a record and reflection on visit/s to a program or organisation * a reflective journal of participation in practical tasks * a record of discussion or debate * a video, podcast or oral presentation * a record of interviews with members of the community * a digital presentation * a visual presentation, such as a graphic organiser, concept/mind map or annotated poster * meeting minutes |
| **Outcome 3**  Describe the characteristics of an effective team, and through engagement in a team activity, evaluate personal contribution to the effectiveness of the team, reflecting on individual strengths as a leader and problem-solver. | Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 3 should be selected from the following:   * an evaluation report of participation in practical tasks * a critical reflection on team members’ feedback   Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:   * a written critical evaluation of a leadership activity * a record and reflection on visit/s to a program or organisation * survey responses * a skills audit * a reflective journal * a record of discussion or debate * a blog or vlog * a video, podcast or oral presentation * a response to structured questions * a record of interview/s with members of the community * a digital presentation * meeting minutes |

Unit 4: Community project

This unit focuses on student participation in an extended project relating to a community issue. Students will identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project. They will look at past approaches to the selected issue in Australia and elsewhere, consider how they will research information, and formulate an objective to achieve. Students will reflect on how community awareness of a selected issue can be improved. Students will engage in a process of planning, implementing and evaluating a response to a selected community issue. They will conduct research, analyse findings and make decisions on how to present work. Students will consider the key elements (such as emotional intelligence and effective team practices) and considerations (such as safety and ethics) when implementing a community project. Students will present project to an appropriate audience of peers or community members and evaluate the effectiveness of chosen response to the issue.

Area of Study 1: Planning a community project

In this area of study, students will complete an extended community project that addresses an environmental, cultural, economic or social issue. They will conduct research to identify a range of relevant issues in the community and justify the selection of a focus for the project. Students will seek to understand the issue’s significance to the community, develop a project focus, and investigate previous or current responses to the area of concern. They will explore opportunities to build awareness of the chosen issue in the community.

Outcome 1

On completion of this unit the student should be able to investigate and analyse an environmental, cultural, economic or social issue of significance to the community and plan a community project to address the chosen area of concern.

To achieve this outcome students will develop capacity in the key knowledge and key skills outlined in Area of Study 1.

Key knowledge

* the process in of planning and designing a community project, including selecting and explaining an area of concern within a local, national or global community
* key considerations when selecting an area of concern to address in a community project
* the objectives to be achieved in the project
* key resources related to the project (such as time, materials, technology)
* methods for sourcing appropriate references to research the area of concern including articles, reports, data, tables and/or diagrams
* relevant stakeholders and community partners, and appropriate methods to engage or consult with community stakeholders
* previous and current responses to the area of concern
* key actions and strategies to be implemented in the project
* processes for allocating team member responsibilities
* developing a budget and timeline for the community project
* developing a contingency and risk management plan
* the type of evidence the team will collect during the implementation of the community project.

Key skills

* outline and explain concerns of significance to a local, national and/or global community
* analyse considerations that influence the selection of an area of concern to address in a community project
* identify, describe and develop elements of the design process for a community project
* apply communication, critical thinking, problem-solving, decision-making, planning and metacognitive skills when working independently or collaboratively to plan and design a community project in an appropriate format
* document and communicate the community project design in an appropriate format.

Area of Study 2: Implementing a community project

In this area of study, students will implement a detailed plan for the selected community project and consider the key elements and key considerations when implementing a plan of action through to completion. Students will consider the possible health, safety and ethical risks of a project, document evidence and make decisions on how findings will be organised, analysed and presented.

Outcome 2

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

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

Key knowledge

* key elements when implementing a community project, such as: emotional intelligence, interpersonal skills, effective leadership, effective team practices
* process to achieve planned objectives
* key considerations when implementing a community project such as health, safety, wellbeing and ethical considerations
* stakeholder engagement and relationship management
* time management
* active and proactive participation
* strategies to achieve desired objectives
* contingency planning and how to apply a contingency plan if required
* collecting evidence relating to the implementation of the community project
* documenting and communicating the community project implementation in an appropriate format.

Key skills

* explain and apply key elements when implementing a community project
* outline, analyse and apply key considerations when implementing a community project
* apply communication, critical thinking, problem-solving, decision-making, planning and metacognitive skills when working independently and collaboratively to implement a community project in an appropriate format.

Area of Study 3: Evaluating a community project

In this area of study, students will evaluate the outcomes of the completed community project. They will become familiar with strategies to effectively communicate reflections and findings, and engage with audiences. Students will determine a suitable audience to present findings, identify and practise appropriate presentation skills, and make decisions about how a community project will be evaluated.

Outcome 3

On completion of this unit the student should be able to evaluate the effectiveness of the project planning and implementation, drawing together findings in a presentation to a relevant audience.

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

Key knowledge

* key components to evaluate the design and implementation of the community project
* metacognitive strategies and reflective processes relating to the design and implementation phases of the community project
* critical and creative thinking skills to identify strengths, weaknesses and opportunities relating to the overall outcomes of the community project
* effective strategies to communicate key evaluation points to a target audience
* documenting and communicating the evaluation of the community project in an appropriate format.

Key skills

* outline and apply reflective processes to evaluate the design and implementation phase of the community project
* explain and apply critical and creative thinking skills to evaluate the overall outcomes of the community project
* apply communication, critical thinking, problem-solving, decision-making and metacognitive skills when working independently or collaboratively to evaluate a community project in an appropriate format.

Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of assessment tasks and tools that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes for satisfactory completion.

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 tools. Assessment must be part of the regular teaching and learning program and should be completed mainly under teacher supervision and within a limited timeframe.

All assessment tools for Units 3 and 4 are school-based. Procedures for assessment of levels of achievement in Units 3 and 4 are a matter for school decision.

The VCAA publishes VM Personal Development Skills Advice online Support material, which includes advice on the design of assessment tools including assessment rubrics.

For this unit students are required to demonstrate three outcomes, which encompass the areas of study in the unit.

Assessment tools

Assessment tools are used to collect evidence to make a judgement as to whether the outcomes have been met. An assessment tool is a method to collect evidence on the standard reached by students and can be a task or a teacher observation using a checklist.

The following table provides the assessment requirements for the outcomes in Unit 4 and will assist teachers in determining the student attainment of the standard.

|  |  |
| --- | --- |
| Outcome | Assessment tasks |
| **Outcome 1**  Investigate and analyse an environmental, cultural, economic or social issue of significance to the community and plan a community project to address the chosen area of concern.. | Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 1 should be selected from the following:   * a research or investigation report * a project plan.   Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:   * a record of survey results * a record of discussion or debate * a reflection on a site or organisation visit * a video, podcast or oral presentation * a digital presentation. |
| **Outcome 2**  Use project planning skills to implement a comprehensive plan to apply timely, affordable and effective responses to a community issue. | Assessment tasks should provide opportunities for practical application of the outcome.  The assessment of Outcome 2 should include:   * a record of active implementation, participation and execution of a planned project   Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:   * annotated photographs * a reflective journal of participation in practical tasks * a video * a record of survey results * a record of interviews with members of the community * a digital presentation. |
| **Outcome 3**  Evaluate the effectiveness of the project planning and implementation, drawing together findings in a presentation to a relevant audience. | The assessment of Outcome 3 will include:   * a presentation regarding individual or team effectiveness in executing planned project   Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:   * a video * an audio recording * a PowerPoint or Prezi * a website. * annotated photographs |

1. McTighe, J (n.d.) *Understanding by Design*. Three Stages of Backward Design: Frequently Asked Questions

   [↑](#footnote-ref-2)
2. Bloom, B 1984 *Taxonomy of Educational Objectives,* Allyn and Bacon, Boston [↑](#footnote-ref-3)