

VICTORIAN CERTIFICATE OF APPLIED LEARNING



VCAL

The hands-on option
for Year 11 and 12 students

Information for students and parents at Gisborne Secondary College

WHAT IS THE VCAL?

The Victorian Certificate of Applied Learning (VCAL) aims to be a hands-on option for Year 11 and 12 students.

The VCAL gives you practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work. Like the Victorian Certificate of Education (VCE), the VCAL is a recognised senior secondary qualification.

Students who do the VCAL are likely to be interested in going on to training at a Technical and Further Education (TAFE) institute, starting an apprenticeship, or getting a job after completing school. However, if you start your VCAL and then decide the VCE is the right option for you after all, it may not be too late to change your mind.

The VCAL's flexibility enables you to undertake a study program that suits your interests and learning needs. Fully accredited modules and units are selected for the following four compulsory strands:

- Literacy and Numeracy Skills
- Work Related Skills
- Industry Specific Skills
- Personal Development Skills.

If you successfully complete your VCAL, you will receive a certificate and a Statement of Results that details the areas of study you have completed.

WHAT DO I GET AFTER SUCCESSFULLY COMPLETING THE VCAL AT GSC?

If you successfully complete your VCAL program at GSC, you will receive a VCAL certificate at either the, **Intermediate** (yr 11) or **Senior** (Yr 12) level. You will also get a Statement of Results listing all VCAL, VCE and Vocational Education and Training (VET) units.

DO I NEED TO SIT FOR THE GENERAL ACHIEVEMENT TEST (GAT)?

The GAT is a test of knowledge and skills in writing, mathematics, science and technology, humanities and social sciences and the arts. It is done by all students doing one or more VCE Units 3 and 4 sequence. Students doing a scored VCE VET Units 3 and 4 sequence will also be required to sit the GAT. **Students whose only enrolment consists of VCAL units are not required to sit the GAT.** However, you can choose to sit the GAT if it is appropriate to your pathway into further education, training or employment.

WHAT COUNTS TOWARDS MY VCAL?

WHAT IS VOCATIONAL EDUCATION AND TRAINING?

Vocational Education and Training (VET) provides an opportunity for schools, training institutes and industry to work together in preparing students for employment and further training. Most secondary schools offer VET/SBAT courses that contribute to satisfactory completion of the VCAL and provide a VET credential that is recognised nationally.

WILL PRIOR VET STUDIES COUNT TOWARDS MY VCAL?

Yes. You should speak with your teacher or careers counsellor to work out how much of your prior study counts towards your VCAL and to plan the remainder of your VCAL program.

HOW IS THE VCAL ASSESSED?

The VCAL is made up of accredited courses/units. Your VCAL program is assessed by your teacher in accordance with assessment requirements for each part of the program. Teachers assess an 'S' or 'N' for each outcome. Outcomes need to be completed to a suitable level in order for the satisfactory completion of a unit to occur.

I HAVE ALREADY DONE A VCE SUBJECT. WILL THIS COUNT TOWARDS MY VCAL?

Yes, if you have an 'S' result for the satisfactory completion of a VCE unit, it will count towards your VCAL. You should speak with your teacher or careers counsellor to plan the remainder of your VCAL program.

CAN I SWAP TO THE VCE IF I CHANGE MY MIND?

You should discuss this with your teacher or careers counsellor if you decide to take this option.

CAN I WORK PART-TIME OR CONTINUE A SCHOOL BASED APPRENTICESHIP WHILE ENROLLED IN THE VCAL?

Yes, you may gain recognition and credit for part-time work while enrolled in the VCAL. This work can include:

- school-based apprenticeships
- part-time work
- structured workplace learning placements.

TO SUCCESSFULLY COMPLETE A VCAL CERTIFICATE

To be awarded the VCAL, students must successfully complete a learning program that contains a **minimum of 10 credits (semester units)** and includes:

- curriculum components to the value of at least one credit, each of which can be justified against the purpose statement for each of the four VCAL curriculum strands
- a minimum of two

VCAL units • one credit for Numeracy Skills • curriculum components to the value of six credits at the level of the VCAL award (or above), of which one must be for a Literacy Skills unit and one for a Personal Development Skills unit. Students are normally enrolled in 11 units at year 11.

WHAT DO I STUDY?

With the help of your VCAL Co-ordinator or careers counsellor, you can develop a VCAL program that suits your particular learning needs and interests. You normally complete units and modules for each of the following four compulsory VCAL strands and VCE.

STRAND 1 – LITERACY AND NUMERACY SKILLS

Your VCAL program must include literacy and numeracy subjects. These are normally the VCAL literacy skills and VCAL numeracy skills units and/or VCE English and Mathematics units, timetable and student ability permitting.

STRAND 2 – INDUSTRY SPECIFIC SKILLS

Your VCAL program at the Intermediate and Senior levels must include components of nationally recognised VET/SBAT qualifications. However, you are not required to focus on, or complete, any single VET certificate. For example, you can choose to complete various units of competency from a range of VET certificates to meet the VCAL requirements and gain experience in a range of vocational areas. Some examples are automotive, engineering, building and construction, hospitality, retail, multimedia, information technology, agriculture, horticulture, warehousing and hair and beauty.

VCE FOOD TECHNOLOGY (Units 1+2)

At GSC students in year 11, normally do VCE Food Technology. The rationale is that it is a practical course offering 'hands on tasks' and a valuable life skills, plus it helps students gain units, contributing toward the 10 required, for completion of their VCAL Intermediate Certificate. At year 12 this is replaced by **VET Business Certificate 2**.

STRAND 3 – WORK RELATED SKILLS

In order to develop employability skills, VCAL gives you the choice of undertaking a structured work placement, or a part-time apprenticeship/traineeship, or part-time work. You can also study units and modules that will help prepare you for work, for example occupational health and safety or job interview skills, in a WRS subject.

STRAND 4 – PERSONAL DEVELOPMENT SKILLS

As part of your VCAL program you will participate in projects, courses and activities in your community or school that will help develop your teamwork skills, self-confidence and other skills important for life and work.

WHERE CAN THE VCAL TAKE ME?



Can I get into higher education if I successfully complete the VCAL?

If you are considering going to university straight from school, VCAL is probably not the best option for you. Students planning to go straight into higher education usually do the VCE, which allows them to gain an Australian Tertiary Admissions Rank (ATAR) from the Victorian Tertiary Admissions Centre (VTAC). If you are studying the VCAL at Senior level and decide that you might be interested in going on to university, check with your teacher or careers counsellor as some universities will consider students with a VCAL Senior certificate for admission. However, entry straight from school is not the only route into university. Some people study a VET course at TAFE, perhaps leading to a diploma or advanced diploma, and then decide that they would benefit from a university course. VCAL would be a good start along this pathway.

WHAT ARE MY OPTIONS ONCE I HAVE COMPLETED THE VCAL?

The VCAL will give you practical work-related experience and a qualification that will be recognised by TAFE institutes and employers. Together these will help you move from school into work, an apprenticeship or traineeship and/or further training at TAFE.

Alternatively, if you start studying for your VCAL at Foundation level in Year 11 and successfully complete it, you may consider going on to complete either the Intermediate or Senior level of VCAL in Year 12. Or you might reconsider your options, decide university is the right choice for you after all, and transfer to the VCE.

WILL THE VCAL GET ME READY TO ENTER A TRADE?

If you have completed VET units as part of your VCAL certificate you will have developed knowledge and skills that employers value, for example industry awareness, use of tools required in the industry, occupational health and safety. Completed VET units will also help demonstrate to an employer that you are keen to work in this industry.

To find out more about VCAL, contact the **Victorian Curriculum and Assessment Authority** on 1800 134 197 or visit www.vcaa.vic.edu.au

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Literacy

The purpose of literacy curriculum selected for this strand is to enable the development of skills, knowledge and attitudes in literacy that allow progression in the main social contexts of family, employment, further learning and citizenship. Literacy skills corresponding with these social contexts include literacy for self-expression, practical purposes, knowledge and public debate. Literacy includes reading, writing and oral communication skills.

The outcomes are as follows:

Reading for Self-Expression
Reading for Knowledge
Reading for Debate
Reading for Practical Purposes

Writing for Self-Expression
Writing for Debate
Writing for Knowledge
Writing for Practical Purposes

Oracy for Self – Expression
Oracy for Knowledge
Oracy for Debate
Oracy for Practical Purposes

Numeracy

Numeracy is the ability to use mathematical skills in order to carry out purposes and functions within society related to designing, measuring, constructing, using graphical information, money, time and travel, and the underpinning skills and knowledge for further study in mathematics or related fields. Curriculum selected for numeracy in this strand should develop skills to facilitate the practical application of mathematics at home, work and in the community

The outcomes are as follows:

Numeracy for Practical Purposes – Design
Numeracy for Practical Purposes – Measuring

Numeracy for Personal Organisation – Money and Time
Numeracy for Personal Organisation – Location

Numeracy for Interpreting Society – Data
Numeracy for Interpreting Society – Numerical Information

Work Related Skills

The purpose of the Work Related Skills Strand is to develop employability skills, knowledge and attributes valued within community and work environments as a preparation for employment. The development of employability skills within this strand provides learners with a capacity to consider and choose from the range of pathways. The development of Occupational Health and Safety (OHS) knowledge provides learners with the necessary preparation for the workplace.

The Work Related Skills units have been developed to recognise learning that is valued within community and work environments as preparation for employment. Locally developed programs that use different social and work contexts to develop the interests and employability skills of young people can be selected for inclusion in the Work Related Skills units. At Intermediate level, the strand is divided into two Units, each with six Outcomes. At Senior level, the strand is again divided into two Units, the first with seven Outcomes, the second with eight Outcomes.

The **Intermediate (Year 11)** Outcomes are as follows:

Unit 1:

Learning Outcome 1 – Learn about conditions and entitlements of a specific industry

Learning Outcome 2 – Obtain and communicate information in response to a work-related OHS issue

Learning Outcome 3 – Develop knowledge and understanding of OHS in a work-related context

Learning Outcome 4 – Identify workplace safety hazards

Learning Outcome 5 – Work in a team to follow safe work procedures within a work-related activity

Learning Outcome 6 – Use information and communications technology and other technology in relation to a work-related activity

Unit 2:

Learning Outcome 1 – Research information for a work-related activity

Learning Outcome 2 - Communicate information and ideas for a work-related activity

Learning Outcome 3 – Plan, organise and manage a work-related activity

Learning Outcome 4 – Identify and solve common work-related problems

Learning Outcome 5 – Work in teams to undertake a work-related activity

Learning Outcome 6 – Use information and communications technology and other technology in relation to a work-related activity

The **Senior (Year 12)** Outcomes are as follows:

Unit 1:

Learning Outcome 1 – Research information about a specific industry or workplace from a variety of sources

Learning Outcome 2 – Communicate ideas and information about a range of OHS requirements in the workplace.

Learning Outcome 3 – Understand hazard identification, risk assessment and control of hazards and risks within the workplace

Learning Outcome 4 – Demonstrate an understanding of the OHS issue-resolution process

Learning Outcome 5 – Work in a team to follow safe work procedures within a complex work-related project

Learning Outcome 6 – Use information and communications technology and other technology in relation to a complex work-related project

Learning Outcome 7 – Use workplace technology and equipment in accordance with OHS guidelines in a complex work-related project

Unit 2:

Learning Outcome 1 – Collect, analyse and evaluate information required for a complex work-related project

Learning Outcome 2 – Communicate ideas and information in a work environment

Learning Outcome 3 – Plan, organise and manage a complex work-related project

Learning Outcome 4 – Identify and solve problems in the workplace process

Learning Outcome 5 – Work in teams to undertake a complex work-related project

Learning Outcome 6 – Use information and communications technology in relation to a complex work-related project

Learning Outcome 7 – Use workplace technology and equipment in a complex work-related project

Learning Outcome 8 - Demonstrate initiative/enterprise in a work-related context.

Personal Development

The purpose of the Personal Development Skills Strand is to develop knowledge, skills and attributes that lead towards the development of self, social responsibility, building community, civic and civil responsibility, for example through volunteering and working for the benefit of others, improved self-confidence and self-esteem and valuing civic participation in a democratic society. The development of knowledge, skills and attributes in this strand underpins the development of skills in the three other VCAL curriculum strands.

Personal development includes self-esteem and personal qualities developed through valuing personal achievement and contributions for the benefit of the community or personal growth. This may involve demonstration of leadership, teamwork skills, accepting responsibility for goal achievement and reflecting on knowledge and skills for decision making and problem solving. Locally designed programs can be developed to enable students to meet the learning outcomes of a Personal Development Skills VCAL unit. At both Intermediate and Senior level, the strand is divided into two Units, each with five Outcomes.

The **Intermediate (Year 11)** Outcomes are as follows:

Unit 1:

Learning Outcome 1 – Plan and organise a complex project or activity

Learning Outcome 2 – Demonstrate knowledge and skills in the context of a complex project or activity

Learning Outcome 3 – Demonstrate self-management skills for goal achievement in the context of a project of activity

Learning Outcome 4 – Describe leadership skills and responsibilities

Learning Outcome 5 – Demonstrate interpersonal skills to communicate ideas and information

Unit 2:

Learning Outcome 1 – Research and analyse the roles of citizens/members in a community

Learning Outcome 2 – Plan and organise a complex community project or activity

Learning Outcome 3 – Use a range of communication strategies to raise awareness of a complex social issue or community activity

Learning Outcome 4 – Manage problems related to a complex social issue or community activity

Learning Outcome 5 – Actively contribute to group cohesion to manage a complex social issue or community activity

The **Senior (Year 12)** Outcomes are as follows:

Unit 1:

Learning Outcome 1 – Plan and organise a complex project in an autonomous manner

Learning Outcome 2 – Demonstrate an awareness of social diversity within a complex project

Learning Outcome 3 – Apply strategies to improve communication

Learning Outcome 4 – Demonstrate leadership skills for group and team work

Learning Outcome 5 – Use decision-making skills in a group or team context

Unit 2:

Learning Outcome 1 – Research a community problem or issue that affects citizens/members in a community

Learning Outcome 2 – Establish or build an external partnership to address and/or promote awareness of a community problem or issue

Learning Outcome 3 – Plan, organise and complete a complex community project, utilising project management skills, in an autonomous manner

Industry Specific Skills

The purpose of the Industry Specific Skills Strand is to enable the development of skills, knowledge and attributes related to one or more vocational contexts in preparation for progression to further learning or employment. While specific VET units can be curriculum components of this strand, the learning program should focus on vocational contexts in order for learners to make informed choices as to the pathway options available to them through the VCE, VET, FE and employment. The Industry Specific Skills purpose statement gives guidance in selecting appropriate accredited curriculum.

There are no VCAL units within the Industry Specific Skills Strand. At Intermediate and Senior level of the VCAL, curriculum selected for this strand must be drawn from nationally recognised VET qualifications such as state accredited curriculum or Training Packages. At Foundation level, curriculum can be drawn from nationally recognised certificates or training package qualifications or a selected VCE unit that has a vocational focus, for example, VCE Product Design and Technology. Further information is provided in the current VCE and VCAL Administrative Handbook.

The curriculum selected for the Industry Specific Skills Strand must, however, be consistent with the purpose statement of this strand. Through aligning curriculum with the purpose statement, the learning program will provide vocational skills development and experiences that are important for the vocational and employability outcomes of the VCAL. Curriculum selected for the learning program should also provide a range of experiences within a particular industry sector to help students make informed decisions for future pathway choices and to promote the 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 developed employability skills for an industry sector. Curriculum selected for this strand can include:

- selected VCE units such as Product Design and Technology units (in Foundation level only)
- VCE VET programs
- a combination of selected and completed VET modules/units of competency that are in total 90 nominal hours.

VCE Food Technology Units 1 and 2 (Intermediate only)

Intermediate (Year 11) VCAL students partake in the practical subject of VCE Food Technology Units 1 and 2. Each Unit takes one semester to complete.

Unit 1:

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world. In Area of Study 2 students focus on Australia. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. They consider the influence of technology and globalisation on food patterns. Throughout this unit students complete topical and contemporary practical tasks to enhance, demonstrate and share their learning with others. The Outcomes are as follows:

Outcome 1 – Food around the World

Outcome 2 – Food in Australia

Unit 2:

In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in small-scale domestic settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities. The Outcomes are as follows:

Outcome 1 – Food Industries

Outcome 2 – Food in the Home

VET Business (Senior only)

At Senior (Year 12) VCAL, students will complete the VET Business Certificate II that allows students to gain a variety of skills and knowledge to undertake administrative roles in a business environment. The course has been contextualised for the VCAL program and is a perfect blend of theory and practical learning.

In order to gain the Certificate II in Business, students need to successfully complete eleven Units of Competency, which are as follows:

BSBITU203	Communicate electronically
BSBCMM201	Communicate in the workplace
BSBWHS201	Contribute to health and safety of others
BSBCUS201	Deliver a service to customers
VU21665	Develop an action plan for career planning
VU21663	Develop personal effectiveness
BSBWOR202	Organise and complete daily work activities
BSBSUS201	Participate in environmentally sustainable work practices
VU21664	Prepare for employment
BSBINM201	Process and maintain workplace information
BSBIND201	Work effectively in a business environment

Themes and Activities addressed in VCAL

At Gisborne Secondary College, our VCAL students participate in a range of tasks and activities that reflect different themes of the different subjects. Across the different subjects, teachers will often integrate themes/ideas that are studied in order to enhance understanding and application of said themes.

Themes at Intermediate (Year 11) Level:

- Self-awareness and values
- The environment
- Health and fitness
- Road, car and bike safety
- Tolerance and understanding
- Teamwork

Themes at Senior (Year 12) Level:

- Organisational skills
- Community engagement
- Resolving conflict
- Awareness of social issues at local, national and international levels
- Teamwork

Activity examples at Intermediate (Year 11) Level:

- First Aid Level II
- Food Hygiene/Barista Course
- Bike Ed Skills Course/Bike maintenance
- Personal Development camp
- Environment/Community work
- SCOPE (See The Person, Not The Disability Course)
- Responsible Serving of Alcohol (RSA) course
- Fitness sessions
- Orienteering
- Driver Education Course (optional)

Activity examples at Senior (Year 12) Level:

- CPR Upgrade
- CFA/SES interaction
- Homelessness awareness and community work by visiting the Salvation Army in Melbourne.
- Corrections Centre awareness with visit to Loddon Prison
- Conflict resolution activity
- Amnesty International interaction
- Community engagement activities (organised by students)
- Personal Development camp (The Grampians)
- Port of Melbourne tour
- Interaction with Sunbury Specialist School
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Please note that in Senior VCAL, Students are expected, and required, to take on a greater level of responsibility when it comes to planning and implementing activities.

What are the costs of VCAL?

At Year 11, the Intermediate Certificate cost is approximately **\$475 (with a part deposit in 2019) + any applicable VET subject fee + the VCE Food Technology fee**. These costs cover the following:

- Choice of VET subject or School Based Apprenticeship (SBA)
- Friday work placement (required)
- Personal Development
- Work Related Skills
- Numeracy
- Literacy
- VCE Food Technology

At Year 12, the Senior Certificate cost is approximately **\$350 (payable by the start of the school year) +any applicable VET fee**. These costs cover the following:

- Continuation of VET subject or School Based Apprenticeship (SBA)
- Friday work placement (required)
- Personal development
- Work Related skills
- Numeracy
- Literacy

So, is VCAL for you?

Students who do the Victorian Certificate of Applied Learning are likely to be interested in going onto further training at a Technical and Further Education (TAFE) Institute, starting an apprenticeship, or getting a job after completing school, rather than going directly to university.

The VCAL course aims to provide students with the skills, knowledge and attitudes to make informed decisions and choices about pathways to work, careers and further education. The key principles that underpin VCAL are:

- Tailoring a program to suit students interests and needs
- Personal development
- Development of work related and industry specific skills and community engagement
- A hands-on approach to learning

These principles of applied learning are shown through the development of knowledge and employability skills that help prepare students not only for the workforce, but also for participation in broader society.

Our VCAL students are expected to work semi-autonomously in Year 11 and autonomously in Year 12. They are also expected to be positive role models both in the school and wider community.

Entry Requirements

There are no formal entry requirements for VCAL, however all students who wish to enrol in the VCAL program, must submit a written application and sit an interview to discuss their suitability for the program.

Decisions about which VCAL level a student should be enrolled in, will be done in negotiation between the school, student and family, and should take into account the student's literacy levels, interests, goals and abilities. The decision about entry level should also take into account the student's:

- Strengths and interests
- Preferred learning style
- Vocational goals
- Readiness for participation in structured workplace learning or formal vocational education
- Teacher and peer support needs
- Envisaged pathways
- Leadership capabilities
- Organisational skills

ARE YOU INTERESTED?

If you are interested in enrolling in VCAL for year 11, you must submit a hard copy of the Application form to the office by the due date – Friday August 16th 2020, in addition to completing your online preferences.

You will then be required to sit an interview with Senior School staff to discuss your future goals, and suitability for the VCAL program. Parents are expected to attend the interview with their child.

Please be aware that over the last few years there have been many more applicants for the VCAL program than places available, so please ensure all paperwork is submitted on time, and that a VCE program is selected as a backup.

For more information, please see or contact Mr David Butler.